



ABEC222

Music and Movement for Young Children in ATSI Contexts

S1 External 2015

Institute of Early Childhood

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Learning and Teaching Activities</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Amanda Niland

amanda.niland@mq.edu.au

Contact via amanda.niland@mq.edu.au

X5B Music Room Level 2

Credit points

3

Prerequisites

12cp and admission to BTeach(ECS)

Corequisites

Co-badged status

Unit description

This unit focuses on music and movement experiences for children aged from birth to five years. Course materials explore research and theory on the role of music in children's lives, adopting a socio-cultural perspective on young children's development and early childhood curriculum. On-campus classes will provide practical experiences of music and dance from a range of cultures, including that of Australia, giving you the opportunity to explore creative approaches to music and dance for young children.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Increased understanding of the place of music and dance as forms of communication and meaning making in the lives of young children, their families, communities and cultures.

Knowledge of how young children develop skills and understandings related to music and movement

Understanding of the key elements and principles of music and dance

Increased confidence in participating in a range of games, dances, songs and other

movement and music activities suitable for young children

Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment Tasks

Name	Weighting	Due
<u>Assessment task 1</u>	20%	16 February, 2015
<u>Task 1B</u>	10%	11 February, 2015
<u>Task 2</u>	25%	24 April, 2013
<u>Assessment task 3A</u>	40%	18 May, 2015
<u>Assessment task 3B</u>	5%	In class, April on campus

Assessment task 1

Due: **16 February, 2015**

Weighting: **20%**

Analysis of music experiences on video

On successful completion you will be able to:

- Increased understanding of the place of music and dance as forms of communication and meaning making in the lives of young children, their families, communities and cultures.
- Knowledge of how young children develop skills and understandings related to music and movement
- Understanding of the key elements and principles of music and dance
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Task 1B

Due: **11 February, 2015**

Weighting: **10%**

Written report on workshop with professional musician

On successful completion you will be able to:

- Increased understanding of the place of music and dance as forms of communication and meaning making in the lives of young children, their families, communities and cultures.
- Knowledge of how young children develop skills and understandings related to music and movement
- Understanding of the key elements and principles of music and dance
- Increased confidence in participating in a range of games, dances, songs and other movement and music activities suitable for young children
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Task 2

Due: **24 April, 2013**

Weighting: **25%**

Selection and peer teaching of a children's song

On successful completion you will be able to:

- Knowledge of how young children develop skills and understandings related to music and movement
- Understanding of the key elements and principles of music and dance
- Increased confidence in participating in a range of games, dances, songs and other movement and music activities suitable for young children
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment task 3A

Due: **18 May, 2015**

Weighting: **40%**

Prepare a handout for families of young children that addresses the role of music in young children's lives.

On successful completion you will be able to:

- Increased understanding of the place of music and dance as forms of communication

and meaning making in the lives of young children, their families, communities and cultures.

- Knowledge of how young children develop skills and understandings related to music and movement

Assessment task 3B

Due: **In class, April on campus**

Weighting: **5%**

Musical interpretation of a picture book for young children. Pass/Fail.

On successful completion you will be able to:

- Increased understanding of the place of music and dance as forms of communication and meaning making in the lives of young children, their families, communities and cultures.
- Understanding of the key elements and principles of music and dance
- Increased confidence in participating in a range of games, dances, songs and other movement and music activities suitable for young children
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Delivery and Resources

Technology

iLearn

Information

links to e-reserve readings via iLearn

Assignment 3 submission via Turnitin, through iLearn

Changes since last offering

Assessment tasks: Inclusion of a written report on workshop from visiting music educator/professional musician.

Learning and Teaching Activities

Active music making

Class participation in singing, dancing and using musical instruments

Collaborative music planning

Small group music activities in tutorials

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Knowledge of how young children develop skills and understandings related to music and movement
- Understanding of the key elements and principles of music and dance
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment tasks

- Task 2
- Assessment task 3B

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Knowledge of how young children develop skills and understandings related to music and movement
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment tasks

- Task 2
- Assessment task 3A

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Understanding of the key elements and principles of music and dance
- Increased confidence in participating in a range of games, dances, songs and other movement and music activities suitable for young children

Assessment tasks

- Task 1B
- Task 2
- Assessment task 3B

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Increased understanding of the place of music and dance as forms of communication and meaning making in the lives of young children, their families, communities and cultures.
- Knowledge of how young children develop skills and understandings related to music and movement
- Understanding of the key elements and principles of music and dance
- Increased confidence in participating in a range of games, dances, songs and other movement and music activities suitable for young children
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment tasks

- Assessment task 1
- Task 2
- Assessment task 3A
- Assessment task 3B

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Increased understanding of the place of music and dance as forms of communication and meaning making in the lives of young children, their families, communities and cultures.
- Understanding of the key elements and principles of music and dance
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment tasks

- Assessment task 1

- Task 1B
- Assessment task 3A

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment task

- Assessment task 3A

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Increased confidence in participating in a range of games, dances, songs and other movement and music activities suitable for young children
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment tasks

- Task 2
- Assessment task 3A
- Assessment task 3B

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Increased understanding of the place of music and dance as forms of communication and meaning making in the lives of young children, their families, communities and cultures.
- Increased confidence in participating in a range of games, dances, songs and other movement and music activities suitable for young children
- Demonstrable skills in planning, implementing and evaluating engaging and creative music and movement experiences for children from birth to 5 years in accordance with the principles, practices and outcomes of the Early Years Learning Framework.

Assessment tasks

- Task 1B
- Assessment task 3A

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Assessment task 3A