



ABEC222

Music and Movement for Young Children in ATSI Contexts

S1 External 2013

Institute of Early Childhood

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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
Assessment task 1A	25%	14 February, 2013
Task 1B	10%	14 February, 2013
Task 2	25%	24 April, 2013
Assessment task 3	40%	19 May, 2013

Assessment task 1A

Due: **14 February, 2013**

Weighting: **25%**

Write an anecdotal observation of a video clip of a young child involved in music-making (part 1), plus interpretation and implications (part 2), supported by references.

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: **14 February, 2013**

Weighting: **10%**

Present a picture book of your choice to the class, using elements of music and/or dance to support the children's engagement with the book. Hand in brief notes explaining the rationale for your planning.

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

Task 2

Due: **24 April, 2013**

Weighting: **25%**

Select a song for children under 6 years and teach it to the class. Hand in notes outlining your aims and teaching strategies.

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 3

Due: **19 May, 2013**

Weighting: **40%**

Prepare a handout for early childhood staff that addresses the role of music in young children's lives, in relation to the following:

- The role of music in identity formation (individuals, families, communities)
- The value of music for the children's development and learning
- The value of early childhood music experiences for children's musical development

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

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: Curriculum planning linked to peer teaching/presentation tasks, major assignment (previously curriculum planning) now professional documentation of a leaflet.

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

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

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

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

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

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/

- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <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 and it outlines what can be done.

Graduate Capabilities

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.

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

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.

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.

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.

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.

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.

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.