Development of a music curriculum for an early childhood non-music major college level course

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Abstract
Instructors of music courses for undergraduate early childhood education majors face many challenges when designing a one-semester music curriculum. Few music textbooks specific to early childhood are available. Many more music texts geared for elementary majors are available but include little information of early childhood years (birth - 8 years old). In addition, these elementary music texts often place a major emphasis on the fundamentals of music. Studies show this focus may not be the most productive in developing generalists who will provide quality musical experiences in their classrooms. Students would benefit greatly from a sequential, experiential, and applicable music curriculum that includes song materials, age appropriate activities, pertinent readings, valuable resources, and experiences interacting musically with children. The purpose of this study was to develop a music curriculum designed for undergraduate early childhood majors in the study of early childhood music. The curriculum was based on studies of the practical music skills and understandings of classroom teachers, studies of musical self-perceptions of non-music majors, studies of sequence, the MENC position statement on early childhood music (MENC, 1993), and a review of available texts. The prescribed sequential curriculum provides a weekly format of in-class topics and activities, as well as homework assignments. Although the curriculum described in this paper is specific to a particular one-semester, three-credit-hour, early childhood major music course, the ideas and activities could be adapted to meet the needs of another course.

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one expected to be in an urban environment, student graduates feel equipped to succeed in the diverse educational system. Special seminars mandated through New York State on relevant topics in education today are also a part of the SUNY Buffalo State program. Classes in the Early Childhood Education major emphasize child development, curriculum planning, and methodology. Specific offerings in the major include: Foundations of Early Childhood Education, UAB Lower-Level Degree Requirements for a Major in Early Childhood Non-Certification. (School of Education) Revised: Spring 2018. Attention Alabama two-year college students. If you plan to transfer to UAB from an Alabama Junior College to study Early Childhood Education, this page lists required and recommended courses in Areas I through V, including courses specifically required by UAB in Area V. This is the transfer page that is referred to in the articulation guide. The AGSC articulation guide and this page comprise the articulation agreement for a major in Early Childhood Non-Certification.