**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Spring |

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| **COURSE CODE** | 171914009 | **COURSE NAME** | Music Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| IV. | 3 | 0 | 0 | 3 | 4 | COMPULSORY () ELECTIVE ( ) | TURKISH |
| **COURSE CATEGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Culture Knowledge** | **Elective Course** |
|  | %100 |  | General Knowledge( ) Content Knowledge ( ) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
| 1st Mid-Term | 1 | 40 |
| 2nd Mid-Term |  |  |
| Quiz |  |   |
| Homework |  |  |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** | Homework- Project | 1 | 60 |
| **PREREQUIEITE(S)** | There is noprerequisiteorco-requisiteforthiscourse. |
| **COURSE DESCRIPTION** | In this course, the role and importance of music in preschool education, basic concepts of music (music education), the development of tonal sense, the development of rhythmic perception, sound, tempo, rhythm, timbre), the purpose of music education, principles, children in development of skills related to music, the relationship between the development of the fields of music, education, environment, regulation, place the instrument in the music event, the work done in the pre-school music activities; audio listening and discrimination studies, rhythm exercises, breathing open and singing, creative movement and dance, music history, music events according to pre-school education program planning, implementation and evaluation issues will be addressed. |
| **COURSE OBJECTIVES** | Create awareness about using music in environment and make students benefit from music in their classrooms. |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | In the early childhood period, it will contribute to the professional life of teachers in terms of being a fun, child-participation technique used in all developmental areas of children. |
| **COURSE OUTCOMES** | * Understands the importance and purpose of using music in preschool education.
* Tells the effects of music to the development of children.
* Tells the effects of music to the language development of children.
* Tells the effects of music to the social-emotional development of children.
* Tells the effects of singing songs collectively.
* Tells the effects of playing musical instruments.
* Tells the effects of listening to music.
* Uses appropriate implications for children’s developmental stage and musical skills.
* Exhibits rhymes, count, sing, musical plays.
* Improves the child's sense of rhythm, sense of hearing, musical knowledge and desire.
* Implies activities which improve using sound, singing the song in right way, listening to the sound, discrimination, voice production, creative movement, dance.
* Designs a rhytm tool.
* Plays children's songs by creating polyphonic rhythms.
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| **TEXTBOOK** | Kılıç, I. (2012). Okul öncesinde müzik eğitimi (2. Baskı). Ankara: Pegem Akademi Yayınları. |
| **OTHER REFERENCES** | Akkaş, S. (2010). Orff çalgıları ve blokflüt ile müzik eğitimi. Ankara: Bilgi Ders Kitapları.Akkaş, S. (2011). Eğitim fakülteleri ve sınıf öğretmenliği bölümleri için müzik öğretimi. Ankara: Bilge Ders Kitapları. Sun, M. (2006). Kır Çiçekleri. Ankara: Sun Yayınevi.Öztuna, Y. (2006). Büyük Türk musikisi ansiklopedisi I-II. Ankara: Orient Yayınları. |
| **TOOLS AND EQUIPMENTS REQUIRED** | Computer and data show |

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| **Course Syllabus** |
| **Week** | **Topıcs**  |
| 1 | 1- The importance of music for people. 2- The importance and the place of music in pre-school education. |
| 2 | 1-The impression of music on children2- The musical skills of pre-schoolers3- Rhythm education4- The techniques of playing the melodica |
| 3 | The principles of music courses. 2- Rhythm studies3- Rules of prosody. 4- The examples of making count |
| 4 | 1- Taking the homework about rhythm instruments. 2-Rhythm studies. 3- Counting and rhythm with songs. 4- Counting and nursery rhyme with the measure of 2/4 |
| 5 | 1-The examples of nursery rhymes with the measure of 3/4 2- The examples of nursery rhymes with the measure of 4/4 3- Arranging rhythm for child songs and playing them |
| 6 | 1-The examples of nursery rhymes with the measure of 3/4 2- The examples of nursery rhymes with the measure of 4/4 3- Arranging rhythm for child songs and playing them |
| 7-8 | MID-TERM EXAM |
| 9 | 1. Rhythm education in preschools2- Ear-training in preschools-monuaural, themeand  sentence |
| 10 | 1.Voice training in preschools- theorgans of voice - theproperties of voice – producing voice- diaphragm- breathing, relaxing and collective voice education2- Teaching song in preschools – Determinig common voice area- Selecting songs- Preparing children-  Teaching song |
| 11 | 1-Techniques of song teaching2-Listening to music – Listening to music unawarely- Listening to music while moving- Just listening to music- Listening to music in preschools3. Dramatization |
| 12 | - Conducting piece of music with the measure of 2/2, 2/4, 3/4, 4/4, 9/8 2. Dramatization with music |
| 13 | 1- Conducting piece of music with the measure of 2/2, 2/4, 3/4, 4/4, 9/8 2. Dramatization with music |
| 14 | 1-Gaining the skill of singing and conducting Turkish National Anthem correctly.  |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students.  |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers.  |  | X |  |
|  |  Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics.  |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning.  |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features.  | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period.  | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment.  |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. |

**Instructor(s):**

**Signature**: **Date:**