



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Child and Music							
Course Code		CGB357		Course Level		First Cycle (Bachelor's Degree)			
ECTS Credit	4	Workload	106 (<i>Hours</i>)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		This course aim to learned to student The definition and aims of music education The techniques of music education Listening and discriminating sounds Rhythm activities Singing songs Creative movement and dance Musical stories The music teacher?s properties and importance, The environment, Musical instruments, The relation between music and developmental areas, Music education of handicapped children, Practicing musical activities							
Course Content		Completing the course students will; Comprehend importance of auditory perception in childhood and whole life, importance of music in child development and relation of music with developmental areas; know music development according to development periods; comprehend and interpret used techniques, comprehend similarities and differences, be prepared to use this techniques with children; be able to define and give examples of characteristics of environment and material; specify and compare approaches about music education; prepare, apply and evaluate music programs which supports different child groups' development.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration					
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Artan, İ. (2015) (Ed.). Music Education in Preschool Period. Ankara: Hedef Yayıncılık
2	Eliason, C.; Jenkins, Loa., (1994), A Practical Guide to Early Childhood Curriculum, 5th Edition, MacMillan College Publishing Company, U.S.A.

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction
2	Theoretical	The importance of lifelong auditory awareness Auditory perception and the importance of music in child development
3	Theoretical	Relationship with music and development areas
4	Theoretical	Music techniques used in music studies in childhood
5	Theoretical	Creative Movement and dance
6	Practice	Breathing and singing
7	Intermediate Exam	Midterm Exam
8	Theoretical	Musical Story
9	Practice	Examples of Musical Story Events
10	Theoretical	The role of developmentalist / educator / family and its importance
11	Theoretical	Approaches to music
12	Theoretical	Musical instruments
13	Theoretical	Special Needs Children and music
14	Theoretical	Musical Therapy Use
15	Theoretical	General Evaluation

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	3	84
Midterm Examination	1	8	1	9



Final Examination	1	12	1	13
Total Workload (Hours)				106
[Total Workload (Hours) / 25*] = ECTS				4
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	
2	
3	
4	
5	
6	

Programme Outcomes (Child Development)

1	Comparatively evaluate and interpret the reliability and validity of the knowledge he / she has by using the basic and updated theoretical and practical educational and training tools and resources in the field of child development.
2	In line with the theoretical and practical knowledge he has acquired in the field of child development, he has the skills to evaluate children who show typical and atypical development with different methods and tools, develop support programs, provide family counseling and inform the society.
3	Uses his/her knowledge about self-care, physical-motor, cognitive-language, social-emotional development of 0-18 year old children for the developmental and educational diagnosis of children, in the units related to his/her profession for the benefit of children, families and society.
4	Analyzes the problems of their children and their families in terms of health, development, education and social service in the country and produces appropriate solutions and original ideas by using evidence-based knowledge on these problems.
5	Using the basic knowledge in the field of child development, he produces individual and group studies
6	He plans and implements research, professional projects and activities for the social environment in which it lives with the awareness of social responsibility, and monitors and evaluates the process.
7	Acts in accordance with the ethics of science, observes the psychological state of the children and their families in experimental researches on children.
8	Behaves in accordance with laws, regulations and legislation and respectful of democracy, human rights, social, scientific and professional ethical values, presenting an example for the society with his/her attitude, behavior and appearance.
9	Has adequate awareness about quality management and processes, individual and environmental protection and occupational safety issues including infants, children and families, participates and behaves accordingly in these processes.
10	He can integrate her professional knowledge with knowledge from different disciplines, he takes responsibility in multidisciplinary, interdisciplinary and transdisciplinary studies by participating in teamwork and fulfills his duties effectively.
11	Developing the habit of keeping research and learning awareness and knowledge up-to-date throughout life, he knows all the concepts related to development and education for children and young people aged 0-18 and follows the studies on this subject with a critical approach.
12	Using information and communication technologies together with the computer software required by the field.
13	To follow the changes and developments in the field using at least one foreign language.

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5	L6
P1	4	4	4	4	4	4
P3	3	3	3	3	3	3
P4	3	3	3	3	3	3
P6	3	3	3	3	3	3
P7	3	3	3	3	3	3
P8	3	3	3	3	3	3
P9	3	3	3	3	3	3
P11	4	4	4	4	4	4

