## 1.3. Module/ course form

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| To be completed by Course Team | Module name : **Music education** | Module code: |
| Course name: **The role of music experience of children in early education** | Course code: |
| Faculty:**Institute of Pedagogy and Languages** |
| Field of study:**Early education** |
| Mode of study :**Daily/extramural** | Learning profile:**Practical** | Speciality:  |
| Year/ semester:  | Module/ course status:**Optional** | Module/ course language:**English** |
| Type of classes | lecture | lessons | lab | project | tutorial | other (please specify) |
| Course load  |  |  |  |  | **30** |  |

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| Module/ course coordinator  | mgr Lidia Kęska |
| Lecturer | mgr Lidia Kęska |
| Module/ course objectives | The main objective of the course is to broaden students’ knowledge of the musical development of children aged 3-9 and the role of music experience for the general development of child’s personality, abilities and functioning in society.  |
| Entry requirements  | None |

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| **LEARNING OUTCOME** |
| Nr | LEARNING OUTCOME DESCRIPTION | Learning outcome reference |
| 1 | Students become more conscious of the musical development of children aged 3-9; they acquire the understanding of musical experience as a means of communication and the way to function in society. | K\_W05K\_W08 |
| 2 | Students develop their abilities to analyze and use the information from a variety of sources (including lectures, tutorials, books and websites), they will be able to assess and use common methods and procedures in their observations and work. | K\_U04K\_U09 |
| 3 | Students will be aware of the need to broaden their knowledge and personal development. | K\_K01 |

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| **CURRICULUM CONTENTS** |
| **Lecture** |
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| Tutorial |
| 1. Basic musical abilities.
2. Musical development of children aged 3-9.
3. Music experience of children in early education (listening, singing, playing instruments, movement with music, creative musical activities).
4. The influence of music on developing general abilities and skills, on personality and mentality of a child.
5. Various music education methods and systems – with reference to ss’ own experience.
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| Basic literature | **Tim Murphey** – Music and Song, OUP, Oxford 1993**Veronica Clark** – High Low Dolly Pepper: Developing Music Skills with Young Children, A&C Black, London 1991**Barbara Taylor** – Sound and Music**Esther L. Nelson** – Dancing Games for Children of All Ages, Sterling Publishing, New York 1978 |
| Additional literature | **Hanna Górny** – Songs and Poems for Children, Wyd. Oświatowe “Fosze”, Rzeszów 2007**Melani Rice** – Musical Instruments**Andy Jackson** – Junk Instruments |

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| Teaching methods | tutorial, self study and practical projects |
| Assessment method | Learning outcome number |
| Based on individual project | K\_W05, K\_W08, K\_U04, K\_U09 |
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| Form and terms of an exam |  |

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| **STUDENT WORKLOAD** |
|  | Number of hours  |
| Participation in lectures |  |
| Independent study of lecture topics |  |
| Participation in tutorials, labs, projects and seminars | 30 |
| Independent preparation for tutorials\* | 60 |
| Preparation of projects/essays/etc. \* | 60 |
| Preparation/ independent study for exams |  |
| Participation during consultation hours |  |
| Other |  |
| **TOTAL student workload in hours** | 150 |
| **Number of ECTS credit per course unit** | **6** |
| Number of ECTS credit associated with practical classes |  |
| Number of ECTS for classes that require direct participation of professors  |  |