**Department of music**

**Syllabus for preschool music**

**Certificate Program**



**Course title ----- Music for preschool children**

**Corse code ------ Mps 121**

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Introduction

Quality teacher education highly contributes to the improvement of education in the country. Whatever best curriculum is prepared, it is effective implementation is unthinkable without active involvement of the teacher.

In light of the new education policy has been taking place, where the preschool teacher education is among the activities underway.

The development of syllabus for preschool teacher education is prepared for the specified stream subject of music through participating music educator from Debere birhan and Hawassa.

Although these syllabus is written in English this should be interpreted depending in the language of instruction in the region. Attempts were made to include active learning methods in the syllabus. However, their enrichment will be made by both Educators and Student teachers during teaching learning process.

**Course Title: Preschool music**

**Course code: MpS 121**

**Credit hour: 2**

**Contact hour: 2**

**Rationale**

Music helps children develop social and emotional skills, confidence and self steam. It encourages the development of lessening and language skills and through songs and musical games supports and enhances the learning in all curricula areas. Music encourages children to be creative.

**Course Description:**

This course is designed for preschool teacher’s certificate program. This basic of music course helps the student teachers to gain fundamental knowledge and use the significant elements of music in teaching other subjects. This is achieved through six units of work. Definition, role and importance of music, theory of music, solfeggios, introduction to musical instruments, roll of music in teaching all other subjects and preschool music activities. Methods of teaching this course would be focused on practical activities to develop trainee’s creative skills and demonstrate them practically.

**Course objectives**

At the end of this course the prospective preschool teachers will be able to:-

* Recognize the meaning of music
* Understand the roll of music in daily living.
* Know the principles of music theory.
* Understand the meaning of solfeggios.
* Understand main types of modern and traditional musical instruments.
* Explain the ideas roll of music in teaching all other subjects.
* Produce a variety of preschool music activities.
* Have resource bank of songs and games, which they are confident in using to teach a range of different subjects.

**Unit One: - Definition, role and importance of music & song (2 con.hrs.)**

Unit learning out comes: After completing this unit prospective preschool teachers will be able to:

* Realize the importance of music in preschool.
* Understand the meaning of music.
* Understand the meaning of song.
* Describe the role of music in daily living

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| Specific objectives | Contents | Instructional Methodology | Instructional Media | Assessment Techniques |
| At the end of this topic the trainees will be able to: -   * Explain the definition of music. * Explain the importance of song. | 1.1-The meaning of music.  1.1.1 The meaning of song | * Braine storming * Lecture * Group discussion * Explanation * Demonstration | * Music player * Different types of songs * keyboard | * Oral question and answering * Group work * Reflection |
| At the end of this topic the trainees will be able to:   * Describe the different role of music in daily living * Describe the different role of song in daily living. | 1.2. The role of music in daily living    1.2.1 The role of song in daily living. | * Braine storming * Group discussion * Explanation * Presentation | * Music player * Different types of songs | * Oral question * Group work * presentation |
| At the end of this topic the trainees will be able to:   * Distinguish the use of music and song in preschool | 1.3 The use of music & song in preschool | * Braine storming * Discussion * Explanation * Presentation * Demonstration | * Music player * Different types of songs * keyboard | * Oral question * Group work * Independent work * Group presentation |
| At the end of this topic the trainees will be able to:   * Identify basic elements of music. * Explain the different meaning of musical elements | 1.4 Basic elements  of music.  1.4.1 Rhythm  1.4.2 Melody,  1.4.3 Harmony etc. | * Explanation * Demonstration * Group work | * Music player * keyboard | * Class work- * Oral question * Group work * ( Review question ) * Reflection |

References

* Enjoyment of music
* Theory of music
* Element of music
* ABC Music dictionary
* Use the information from internet

**Unit Two: - Theory of Music (Time allowed 6Con. hrs.)**

Unit learning out comes after completing this unit prospective preschool teacher will be able to:-

* Identify basic of musical elements.
* Understand the meaning of time signature.

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| Specific objectives | Contents | Instructional Methodology | Instruction Media | Assessment Techniques |
| At the end of this topic the trainees will be able to: -   * Identify musical notations. * List musical notation from whole note to eight notes. | 2.1 Musical notation  2.1.2 Whole note to Eighth note | * Demonstration * Explanation * Group work * Independent work | * Music player * notation chart * Shahs board | * Oral question * Group Presentation * class work |
| At the end of this topic the trainees will be able to:   * Distinguish different musical signs to read music. * Explain the meaning of staff * Identify the term of clef * Distinguish different musical signs to read musical sounds * Read and sing musical sound. | 2.2. Reading music  2.2.1 Staff  2.2.2 Clef  2.2.3 Musical sound. | * Demonstration * Explanation * Group work * Independent work | * Music player * Chart * keyboard | * Oral question * Group Presentation * class work * Independent work |
| At the end of this topic the trainees will be able to:   * Identify the main types of Time signatures.   At the end of this topic the trainees will be able to:   * Organize musical notes by time signatures. | 2.3 Time Signature (Simple Time )  2 3 4  4 4 4 | * Braine storming * Explanation * Group work * Independent work | * Music player * keyboard * Different types of songs | * Oral question * Group Presentation * Independent work * review question |

References

* A module (reference material) of music theory prepared for 10 + 3 program (Ministry of Education A.A 2003)
* A teacher’s guide of music for grade 5 and 6
* Aesthetic H&P.E grade 1-4(1st cycle)
* Dalcroze, Jacques (1967) Rhythm, Music and Education

**Unit three:-solfeggio (Time allowed 8 Con. hrs.)**

Unit learning out comes: After completing this unit prospective preschool teachers will be able to:-

* Write simple rhythmical & melodic music notation.
* Read simple rhythmical & melodic musical notation.
* Practice similar and different rhythmic and melodic patterns

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| Specific objectives | Contents | Instructional Methodology | Instructional Media | Assessment Techniques |
| At the end of this topic the trainees will be able to : -   * Write different kinds of musical notes. * Read musical notes. | 3.1 Musical notation from whole note to Eighth note    3.1.1 Simple melody line | * Demonstration. * Explanation * Group work | * Chart * Key board | * Oral question and answering * observation * Individual work * Group presentation. |
| At the end of this topic the trainees will be able to : -   * Differentiate whole note to eight note. * Exercise some rhythmic pattern with simple melody. | 3.2 Simple melody line | * Demonstration. * Explanation | * Chart * Key board | * Oral question * observation * Individual work * Group work * Quiz |

References

* Growing of music 1 2.3
* Element of music

**Unit Four: - Introduction to musical instruments. (Time allowed 4Con. hrs.)**

Unit learning out comes: After completing this unit prospective preschool teachers will be able to:

* Categorize different types of musical instrument
* Produce a variety of percussion musical instruments.

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| Specific objectives | Contents | Instructional Methodology | Instructional Media | Assessment Techniques |
| At the end of this topic the trainees will be able to : -   * Identify modern musical instruments. * Make different kinds of modern musical instruments. | 4.1 Modern musical instruments  4.1.2 Percussion  4.1.3 Wind  4.1.4 String  4.1.5 keyboard | * Braine storming * Discussion * Explanation * Demonstration. | * Video * Pictures. * Model of modern musical instruments.   Example   * drum, saxophone, Guitar, Xylophone | * Question and answering * Observation * Group Presentation * Reflection |
| At the end of this topic the trainees will be able to:   * Identify traditional musical instruments. * Make different kinds of tradition musical instruments. | 4.2 Traditional musical instruments.  4.2.1 Percussion  4.2.2 Wind  4.2.3 String | * Braine storming * Discussion * Explanation * Group discussion | * Video * Pictures * Model of traditional musical instruments.   Example   * kebero * washint * kirar | * Reflection * Question and answering * Observation * Group Presentation |
| At the end of this topic the trainees will be able to:   * Produce a Varity of preschool musical instruments. | 4.3 -Making preschool musical instruments.  (percussion) | * Explanation * Group Discussion * Presentation | * Locally available materials. | * Observation * Group presentation * assignment * Independent work * Test |

Reference

* Modern musical instruments
* World music history
* Music Teacher Guide Grade 5 and 6
* Use the information from Internet

**Unit Five: - Role of music in teaching all other subjects using songs.**

**(Time allowed 6 Con. hrs.)**

Unit learning out comes: After completing this unit prospective preschool teachers will be able to:

* Use possible correlation between music and other subject within preschool curriculum.
* Utilized to teach all other subject using songs.

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| Specific objectives | Contents | Instructional Methodology | Instructional Media | Assessment Techniques |
| At the end of this topic the trainees will be able to : -   * Identify the meaning of music integrated with other subjects.   At the end of this topic the trainees will be able to:   * Perform and song for different learning subject.   At the end of this topic the trainees will be able to:   * Understand the way how they are teaching other subject in music. | 5.1 Music is an integrated with other subjects  5.2 Music for learning math,  5.3 Music for learning Environmental  science,  5.4 Music for learning social sciences,  5.5 Music for learning languages etc. | * Braine storming * Explanation * Demonstration * small group work | * Different educational songs For learning math,   Environmental science, social science, language etc..   * Music player | * Reflection * Group work * Assignment * Review question * Test |

References

* Children songs (Hiwot Mamo)
* Let’s sing and learn( Tigst getachew)

**Unit six: - Preschool music activities. (Time allowed 6Con. hrs.)**

Unit learning out comes: After completing this unit prospective preschool teachers will be able to: -

* Understand the different types of singing methods.
* Perform and sing through different methods.

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| Specific objectives | Contents | Instructional Methodology | Instructional Media | Assessment Techniques |
| At the end of this topic the trainees will be able to: -   * Identify the different types of singing method. * List the different types of singing methods. | 6.1 Singing  6.1.1 Rote song  6.1.2 Whole song  method  6.1.3 Phrase wise  method  6.1.4 Combination of the two methods | * Explanation * Demonstration. * small group work | * Different educational songs. * Music player | * Questioning and answering * Group Presentation. |
| At the end of this topic the trainees will be able to: -   * Sing a song with through different method. * Practice different kinds of songs. | 6.2 Singing  6. 2.1 Rote song  6.2.2 Whole song method  6.2.3 Phrase wise method  6.2.4 Combination of the two methods  Example  Educational song  Environmental song  Sociological and Hygienic song. | * Demonstration * Small group work * Practical exercises | * Collected songs. * tape recorder * Video * Musical instruments | * Reflection * Group work * Presentation. |
| At the end of this topic the trainees will be able to:   * Perform rhythmical movements accompanied by rhythmical instruments. | 6.3 Basic rhythmical movements.  6.3. 1 Walking Rhythm  6.3.2 Running  6.3.3 Skip pinning | * Braine storming * Explanation * Demonstration * Show rhythmical movements. | * Music player * keyboard * Rhythmical instruments * Rhythm stick. * Maracas * wooden block * Small drum. * Locally available material. | * individual work * Group performance. * Quiz |

References

* A teacher guide of music Grade 5 & 6
* Aesthetic &P.E grade 1-4(1st cycle)
* Growing of music edition 1&2
* Mart, Muriel (1974) music: Activity in the primary school
* London: Heinemann Educational Books
* Quist, Dawn (2000) primary Teaching Methods London Macmillan
* Use the information from internet

Course assessment:-

* Individual work - 5%
* group work -10%
* assignment -10 %
* Reflaction - 15%
* Mid exam - 20%
* Final exam - 40%