



Basic Course Information

Semester:	SPRING 2024	Instructor Name:	CECILE RICHMOND
Course Title & #:	MUSIC AND MOVEMENT	Email:	cecile.richmond@imperial.edu
CRN #:	20733	Webpage (optional):	N/A
Classroom:	207	Office #:	
Class Dates:	2/12/24 TO 6/7/24	Office Hours:	AFTER 5PM
Class Days:	THURSDAY	Office Phone #:	CELL: 760-235-5441
Class Times:	6:00PM TO 8:05	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	2	Class Format:	FACE TO FACE

Course Description

Introduction to the Performing Arts domain reflecting the concepts of the California Preschool Learning Foundations and Frameworks . This course provides practical strategies for implementing the curriculum strands of music, drama and dance (body movement) experiences for young children. Development of teacher skills with music instruments, drama, and motor skills and movement including familiarity with resource materials for program planning .Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. (CSU)

Course Prerequisite(s) and/or Corequisite(s)

[NONE](#)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Examine and critique developmentally appropriate music, movement, and drama curriculum for early childhood.



2. Demonstrate knowledge of and create environments to stimulate and support young children's development of appreciation of the arts including opportunities to express themselves through music, dance and dramatic play.
3. Articulate the teacher's role in collaborating with families to support children's art awareness and expressio

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Share strategies and design ideas for integrating performing art opportunities across all areas of the curriculum.
2. Create and demonstrate music and movement activities-dance.
3. Recognize and demonstrate knowledge of the sequence of physical development skills in the young child.
4. Use knowledge of the performing arts strands to select materials and plan experiences to promote children's awareness of the arts.
5. Discuss ways teachers collaborate with parents and other caregivers to support children's appreciation and participation in music, dance and drama play.
6. Define the role of California preschool standards and their relationship to the DRDP to the education of young children.

Textbooks & Other Resources or Links

- California State Preschool Learning Foundations, Available at:
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and the completion of assignments, quizzes and tests throughout the semester.

All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All students must participate in instructor-initiated contact whether it be via zoom or through email a response is required.

The following resources shall be used to maintain contact with students:

- a. Orientation material.



- b. Weekly announcements in Canvas
- c. Threaded discussion boards
- d. Email contact within or outside Canvas
(response to student emails recommended within 24-48 hours); and
- e. Timely feedback for student work.
- f. Participation in online group collaboration projects
- g. Face-to-face informal meetings via zoom (e.g. review sessions)
- h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)

All assignments must be submitted online to Canvas. If you are having difficulty you can email assignment to instructor. Although all assignments will have due dates, all assignments can and must be submitted by the end of the semester.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.



Course Grading Based on Course Objectives

- SONG WITH ACTIONS ACTIVITY PRESENTATION (VOCAL) - 50 POINTS
- HOME MADE INSTRUMENTS PRESENTATION - 50 POINTS
- MUSIC ACTIVITY WITH PROPS (GROUP PRESENTATION) - 50 POINTS
- DRAMATIC PLAY KIT PRESENTATION - 75 POINTS
- MOVEMENT ACTIVITY (GROUP) PRESENTATION - 50 POINTS
- MUSIC AREA POWERPOINT PRESENTATION - 50 POINTS
- MUSIC ACTIVITY PLAN - 50 POINTS
- SONG COLLECTION AND ACTIVITY NOTEBOOK (FINAL) - 100 POINTS

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

59% and below

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." California Education Code, Section 76224

(a) Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Course Policies

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absence exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences. Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment



- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course. Logging onto Canvas alone is NOT adequate to demonstrate academic

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) Be RESPECTFUL a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming) a. People walking around and pets barking can be a distraction.

3) EAT AT A DIFFERENT TIME.

a. Crunching food or chugging drinks is distracting for others.

b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU a. It is hard to see you in dim lighting so find a location with light.

b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING a. If you are using the camera, show your face; it helps others see your non-verbal cues.

b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION a. Catch up on other emails or other work later.

b. If you are Zooming, silence your phone and put it away.



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c. If you are in a room with a TV - turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.

b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Other Course Information

- Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.
- Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.



- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. When campus is open, The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760- 355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or when campus reopens, in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE

Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/ Tests
Week 1 2/15	<ul style="list-style-type: none"> Syllabus & Overview of course Intro to Frameworks and Foundations 	Read Pages: 39 to 49 in Frameworks Volume 2
Week 2 2/22	<ul style="list-style-type: none"> Discuss types of music Children's Artist Demonstrate Vocal singing with actions and props. In class Activity: Sing "Down by the bay" 	
Week 3 2/29	Presentations: Song with Actions	In Class Presentations
Week 4 3/7	Presentations: Song with Actions Discuss Vocal singing and its value for Circle time, transitions.	In Class Presentations
Week 5 3/14	<ul style="list-style-type: none"> Discuss Instruments such as Rhythm sticks, Tambourine's, bells and drums. In class Activity with instruments Discuss homemade instruments presentations 	In Class Activity
Week 6 3/21	Presentations: Share and demonstrate homemade instruments.	Presentations
Week 7 3/28	<ul style="list-style-type: none"> Discussion on Activity planning DAP In class Activity: Beanbags, scarfs and Ribbons 	In class Activity Read: 73 to 85 in Frameworks Volume 2
Week 8 4/4	SPRING BREAK	
Week 9 4/11	Presentations: Music Activity with Scarfs, beanbags, Ribbons. Music Activity Plan due	Presentations Activity plan due
Week 10 4/18	Introduce Dramatic Play Kits Discuss the importance of Drama, skits as part of performing arts in Preschool	Read: Drama 86 to 100 in Frameworks Volume 2



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 11 4/25	Presentations: Dramatic Play Kits	Group Activity
Week 12 5/2	The importance Dance and Movement In Class movement activity	Read: Dance 101 to 116 in Frameworks Volume 2
Week 13 5/9	Presentations: Dance and Movement Group Activity	Group Activity
Week 14 5/16	<ul style="list-style-type: none"> • Discuss Music Area PowerPoint Presentation • ECERS and DAP • Discuss Final Songbook Collection 	Read: 117 to 122 in Frameworks Volume 2
Week 15 5/23	Presentations: Music Area	
Week 16 5/30	Presentations: Music Area In Class: Final presentations Share songbook collection	
Week 17 6/6	In Class: Final presentations Share songbook collection	Final Presentation

*****Subject to change without prior notice*****