



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

---

**Semester:** Spring

**Year:** 2025

**Course Prefix:** EDEC

**Course and Section #:** 1640.001

**Course Title:** Children's Music and Movement

**Credits:** 2

---

### ***Course Description***

Covers historical foundations of music for young children. Explores strategies for teaching music and movement. Explores music appreciation, creative and structured music, and transitions and movement activities for young children. Investigates musical instruments and their use. Provides opportunities to teach music and movement activities to children. Examines music and movement curricula, academic content and learning environments.

---

### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

**Other:** *Click here to enter text.*

---

### ***Instructor Information***

**Instructor Name:** Cheryl Williams

---

### ***Student Learning Outcomes***

1. Describe the historical foundations of early childhood music.
  2. Identify basic music skills needed for supporting music experiences with young children.
  3. Select appropriate music and movement activities and musical instruments for use with young children.
  4. Write developmentally appropriate music and movement curriculum for young children.
  5. Use appropriate action songs and music as transitional activities with young children.
  6. Use appropriate structured, non-competitive music and movement games and activities with young children.
  7. Integrate music and movement into other curricular areas.
- 

### ***Course Materials and Texts***

Textbook: Music and Movement, A Way of Life for the Young Child by Linda Carol Edwards  
 Art materials to prepare visual aids (to be used at home; materials used in class are provided)  
 Other professional articles that will be posted on Canvas

## *Course Requirements*

### **Course Assignments, Assessments, and Grading Policy**

Song Presentations Assignments		100	
Papers		40	
Quizzes		50	
Teaching Experiences		50	
Attendance/Participation		30	
Final		200	
A	(94-100%)	C	(73-76%)
A-	(90-93%)	C-	(69-72%)
B+	(87-89%)	D+	(66-68%)
B	(83-86%)	D	(63-65%)
B-	(80-82%)	D-	(60-62%)
C+	(77-79%)	E	(<59%)

#### **1. Attendance**

- Two absences will be permitted before affecting your grade.
- 3 daily participation points are earned based on attendance, preparation and engagement in class.

#### **2. Class Participation/Preparation**

- All students are required to participate in daily class activities. You will be required to collaborate with your peers. When students share presentations, the respect and participation of the class is expected. **Be prepared to share songs every week in class.**

#### **3. Papers**

- Papers should be typed, size 12, double spaced in an easy-to-read font. Please cite all sources. Papers are short but should be concise and well-written.
- Papers should be submitted electronically, and the scores will be posted on Canvas.

#### **4. Tests/Quizzes**

- Weekly textbook quizzes will be given online.

#### **5. Final Project**

- Each student will complete a “toolbox” consisting of materials that will be practical and useful in teaching music and movement activities to young children.
- Part of the toolbox includes a “song index” in which you will gather **at least 20 songs in each genre** and print them into cards to be used in the classroom.
- Students will create a collection of educational online resources by finding and bookmarking 50 websites, videos, etc. from the internet that support learning through music and movement.

---

## Required or Recommended Reading Assignments

Most required reading assignments align with course text in the chapters noted below.

---

### General Description of the Subject Matter of Each Lecture or Discussion

Review syllabus/expectations Intro to Music & Movement Welcome/hello/ goodbye songs	Syllabus Familiarize yourself with the class, assignments, discussions, etc. on Canvas
Multiple Intelligences Music, movement & the brain Seasonal Music	Chapter 1 Begin collecting bookmarks for portfolio
Large Motor Movement/Dance	Chapter 2
Collections of Professional Children's music, Children's Literature	
Music & movement for children with special needs Transition songs	Chapter 3
Explore instruments & musical terms	Appendix A & D Homemade Instruments website readings (in Canvas)
Wiggle Songs Music & Movement for Infants/Toddlers	Chapter 4
Classroom Management	Start working on Teaching Experience #1 (See Canvas)
Music & Movement for three-year-olds	Chapter 5
Music & Movement for four-year-olds	Chapter 6
Music & Movement for Kindergarteners; Music Centers	Chapter 7
Literacy/Shared Reading. Literacy concepts (letters, writing, phonemic awareness, etc.)	
Integrating Music	Chapter 8
Music and movement GAMES!	

---

## Required Course Syllabus Statements

### Generative AI

AI programs are not a replacement for your human creativity, originality and creative thinking. The use of generative AI tools is not permitted in this course.

---

## Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

---

## *Required University Syllabus Statements*

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

---

### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

---

## **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

---

## **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.