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| <p>Module: Music</p> <p>Number of credits: 10 credits</p> <p>Subjects:</p> <p>1) Music Education and Methodology1.</p> <p>2) Music Education and Methodology2.</p> <p>3) Choir 1.</p> <p>4) Choir 2.</p> |
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| Name of subject: Music Education and Methodology 1. | Credits: 4 |
| Subject Classification: compulsory | |
| Division of course content in theory and practice: 30% theory 70% practice | |
| <p>Types and number of lessons: 10 lectures + 10 seminars /semester</p> <p>Language: English</p> <p>Other methods used during the course:</p> <ul style="list-style-type: none"> • teacher’s presentation and demonstration • use of international literature • groupwork, micro-teaching • use of online internet resources | |
| <p>Method of assessment: term grade</p> <p>Other means of learning evaluation:</p> <ul style="list-style-type: none"> • active participation in lessons • completion of the assignments • presentation of music pieces, songs learned by heart • writing activity plans • preparing portfolios • micro-teaching • mastery of specific, technical language and the new vocabulary and terminology of the course material • familiarization with Hungarian and English articles and other sources pertinent to musical education in kindergarten | |
| Place of subject in the curriculum: 1st semester | |
| Prerequisites: - | |

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| <p>Course description:</p> <p>During the course, students will learn about the following topics:</p> <p>Zoltán Kodály’s music pedagogical methods and their adaptations to kindergarten songs in English according to Katalin Forrai’s principles.</p> <p>Hungarian nursery songs, folk songs, and composed art songs for preschool children.</p> <p>The benefits of using music and songs in foreign language development.</p> <p>Different methods of teaching songs in English to young learners in a holistic way.</p> |
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Mastery of the specific terminology associated with teaching songs to preschool children.
English songs organised by theme: songs about family and friends, numbers, animals, etc.
English songs classified according to methodological purpose, e.g.: fingerplay songs, spelling songs, counting songs, action songs, drop-a-word songs, circle game songs, etc.

Music theory skills: formal characteristics of children's songs, relative and absolute solmisation systems, the concept of musical pitches, the concept of beat and rhythm; rhythmical elements.

Fundamentals of playing the soprano recorder.

Fundamentals of music notation and terminology in English.

Students will learn about professional ways of performing learned songs (clear intonation using relative and absolute solmisation, accurate rhythm, maintaining an even beat), and giving proper instructions in English. They are expected to recognize and demonstrate various musical elements, to recognize and visualize forms, and to be able to play the assigned selections on the soprano recorder.

Students should be able to present the learned materials from memory.

During the course questions of media interpretation will also be examined, including the critical and selective use of media sources, with the goal of 1) encouraging their creative and responsible use and 2) fostering in students the ability to distinguish between the different levels of reality potentially represented therein and to discern between fact and fiction.

Required and recommended literature:

- 1 Forrai Katalin: *Ének az óvodában*. EMB, Bp., 2004. ISBN 9633307406
2. Beall, Pamela.- Hagen Nipp, Susan: *The Best of Wee Sing*. Penguin Young Readers, New York, 2007. ISBN-13: 978-0-8431-2184-1
3. Minto Donna: *Games, Ideas, and Activities for Primary Music*. Longman, UK. 2009.
4. Reilly, Vanessa –M. Ward, Sheila: *Very Young Learners*. Oxford University Press, UK. 1997. ISBN: 978-019-437209-1
5. Beall, Pamela Conn.- Hagen Nipp, Susan: *Wee Sing and Play*. New York: Price Stern Sloan, 1998
6. ____: *Wee Sing America*. New York: Price Stern Sloan, 1997
7. ____: *Wee Sing Children's Songs and Fingerplays*. New York: Price Stern Sloan, 1998
8. ____: *Wee Sing Nursery Rhymes & Lullabies*. New York: Price Stern Sloan, 1998
9. <https://supersimple.com/super-simple-songs/>
10. Levinowitz, Lili M.-Guilmartin, Kenneth K.: *Music Together, Songs*. Princeton: Center for Music and Young Children, 1997.
11. Young, Susan: *Music with the Under-Fours*. Routledge, London. 2003. EBSCO eBook. Connecting ISBN-numbers: 9780203445099. 9780415287067.
12. Cameron, Lynne: *Teaching Languages to Young Learners*. Cambridge University Press, UK. 2001. ISBN: 978-0521774345
13. Sapszon Borbála: *Játék a zenével*. Budapest: Bethlen Gábor Alapkezelő Zrt., 2013
14. Zeneismeret alapjai és kottaolvasási alapismeretek. Bognár Rezső-Soltész Erzsébet: *Tanuljunk zenét - szolfézs könyv felnőtteknek*. Budapest: Editio Musica, 1969.
15. Furulyajáték alapjai. Béres János: *Furulyaiskola I*. Budapest: Editio Musica, 1967

Required competencies and competency elements that this subject contributes to and helps to develop

a) Knowledge

- Students should possess specific knowledge in teaching methodology for helping to develop the health and personality of children aged 3-7 in a harmonious and complex way.
- Familiarity with the basic literature of preschool education; awareness of the general aims and responsibilities of preschool education, the nature of the different types of activity utilized, and the correlations between these.
- Ability to apply the different planning schemes used in preschool education; knowledge of the theory and methodology of planning and of the specific connections between the different levels of planning.
- Possess basic knowledge of the psychological and biological factors and characteristics determining the process of maturation and development in children aged 3-7, as well as of the nature of children's learning; awareness of the importance of early childhood as a developmental phase in forming the foundation of an individual's life path, its significance in personality development, its role in life-long learning, and the methods supporting this development.
- Deep understanding of the fundamental significance of play in child development.
- Understanding of the connections between the various areas of education which determine the development of children aged 3-7, including spontaneous and planned effects of the environment, direct and indirect educational methods, and the learning processes present in different types of preschool activity..
- Ability to structure and analyse digitally collected information and to recognize and interpret the significance and applications thereof.
- Should be familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem-solving methods in one's specific field.

b) Capabilities

- Understanding the characteristics and educational needs of the age group in question; students should be able to identify and select the appropriate educational goals, tasks, and content. Students should furthermore be able to manage, analyse, and evaluate the differentiated pedagogical process.
- Ability to observe, analyse, and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.
- Ability to build adaptively on the different personalities, previous experience, knowledge, competencies, and age-specific characteristics of children aged 3-7.
- Ability to support the harmonious personality development of children aged 3-7, and to help the shaping of their physical, social, and mental skills in an age-appropriate manner.
- Ability to establish the methods and daily routine of preschool education in order to support the complete health development of children aged 3-7.
 - Ability to plan and develop one's own digital literacy independently.

c) Attitude

- Shows commitment to the complete health development of children aged 3-7.
- Shows commitment to the multifaceted analysis and evaluation of the process of preschool education; has the ability to review and revise future plans and activities in light of the results.

- Shows openness to learning about and applying the latest results of regional and international educational theory, of methodological innovations, as well as of the latest information and communications technologies.
communications technologies

d) Autonomy and Responsibility

- Takes responsibility for children aged 3-7, for the entire group of children, for their activities within the institution, for the decisions made during the planning of the educational process, and for all consequences thereof.
- Take responsibility for the complete health development of children aged 3-7.
- Takes responsibility for the personality development of children aged 3-7 in a harmonious and complex way, and for all staff and equipment arrangements necessary to enhance healthy mental and physical development.
- Takes responsibility for one's own decisions and the consequences of one's own pedagogical activity during the educational process.
- As a reflective preschool teacher and autonomous personality, assumes conscious responsibility for one's own professional development.
- Establishes and maintains professional co-operations in a responsible manner.
- Makes decisions and communicates prudently in using electronic media, with careful consideration of legal, ethical, and other relevant norms.

Responsible for course: Pappné dr. Kiszely Deborah, college senior lecturer

Other teacher involved in course: Bethlenfalvyné dr Streitmann Ágnes, college professor