

<p><b>Module:</b> Music</p> <p><b>Number of credits:</b> 10 credits</p> <p><b>Subjects:</b></p> <ol style="list-style-type: none"> <li>1) Music Education and Methodology 1</li> <li>2) Music Education and Methodology 2</li> <li>3) Choir 1.</li> <li>4) Choir 2.</li> </ol>
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<b>Name of subject:</b> Choir 1	<b>Credits:</b> 2
<b>Subject Classification:</b> compulsory	
<b>Division of course content in theory and practice:</b> 30% theory 70% practice	
<p><b>Types and number of lessons:</b> 3 lectures + 7 seminars/ semester</p> <p><b>Language:</b> English</p> <p><b>Other methods used during the course:</b></p> <ul style="list-style-type: none"> <li>• teacher’s presentation and demonstration</li> <li>• syllabus detailing the topics to be covered during the semester</li> <li>• use of a shared website, recordings, and other digital resources</li> <li>• groupwork, micro-teaching</li> <li>• use of international literature</li> </ul>	
<p><b>Method of assessment:</b> practical term grade</p> <p><b>Other means of learning evaluation:</b></p> <ul style="list-style-type: none"> <li>• active participation in lessons (physical presence required for a minimum of 75% of the classtime)</li> <li>• timely completion of the assignments</li> <li>• presentation of music pieces, songs learned by heart</li> <li>• basic musical literacy and facility with the use of solfeggio</li> <li>• end of term assessment: based on an oral test, the in-term assignments, and performance of the required English children’s songs and other music selections, learned by heart</li> <li>• ability to demonstrate the holistic teaching of basic musical skills to kindergarten-aged children through presentation of the required memoriter material together with creative activities, movement, and the specific techniques learned in the course</li> <li>• ability to perform assigned songs on the soprano recorder</li> <li>• mastery of specific, technical language and the new vocabulary and terminology of the course material</li> <li>• familiarity with literature and other sources in both English and Hungarian pertinent to music education in kindergarten</li> </ul>	
<b>Place of subject in the curriculum:</b> 3rd semester	
<b>Prerequisites:</b> Music Education and Methodology 1, Music Education and Methodology 2	

**Course description:**

Building upon the musical skills developed in the previous Music Education courses, students will gain further practice in performing children's songs and other musical pieces in English, conducting songs, simple part-singing, reading and writing music, and other musical activities. Students will continue to learn about professional ways of performing and teaching songs, including the ability to sing with clear intonation and accurate rhythm, the use of solmisation, maintaining a steady beat through conducting, and giving proper instructions in English. They are expected to be able to use music notation and demonstrate the ability to teach basic musical elements to young children, to recognize and visualize musical forms, and to be able to play the assigned selections fluently 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. Bailey, Betsy Lee: *Fun and Easy Warm-up Songs for Choir*.  
<https://www.betsyleebaileymusic.com/>
6. Beall, Pamela Conn.- Hagen Nipp, Susan: *Wee Sing and Play*. New York: Price Stern Sloan, 1998
7. \_\_\_\_: *Wee Sing America*. New York: Price Stern Sloan, 1997
8. \_\_\_\_: *Wee Sing Children's Songs and Fingerplays*. New York: Price Stern Sloan, 1998
9. \_\_\_\_: *Wee Sing Nursery Rhymes & Lullabies*. New York: Price Stern Sloan, 1998
10. Kiszely-Papp, Deborah: "Experiences Teaching Music Pedagogy in the English-Language Preschool Education Program" In: *Kihívások a 21. századi nevelésben-oktatásban*, Lovassy Attila, Pázmány Ágnes, szerk. Vác: Apor Vilmos Katolikus Főiskola (2021) pp. 79-87
11. <https://supersimple.com/super-simple-songs/>
12. Levinowitz, Lili M.-Guilmartin, Kenneth K.: *Music Together, Songs*. Princeton: Center for Music and Young Children, 1997.
13. Raph, Theodore: *The American Song Treasury: 100 Favorites*. New York: Dover, 1986
14. Young, Susan: *Music with the Under-Fours*. Routledge, London. 2003. EBSCO eBook. Connecting ISBN-numbers: 9780203445099. 9780415287067.
15. Cameron, Lynne: *Teaching Languages to Young Learners*. Cambridge University Press, UK. 2001. ISBN: 978-0521774345
16. Sapszon Borbála: *Játék a zenével*. Budapest: Bethlen Gábor Alapkezelő Zrt., 2013
17. Zeneismeret alapjai és kottaolvasási alapismeretek. Bognár Rezső-Soltész Erzsébet: *Tanuljunk zenét - szolfézs könyv felnőtteknek*. Budapest: Editio Musica, 1969.
18. Furulyajáték alapjai. Béres János: *Furulyaiskola I*. Budapest: Editio Musica, 1967
19. *Broadway Gold. The Ultimate Series*. Milwaukee: Atlantic Production Co. & Hal Leonard Publishing Corp., 1982

## **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.

### **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.

### **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.

**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.
- Takes 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.

**Responsible for course:** Dr. Deborah Kiszely-Papp, college associate professor

**Teacher involved in course:** Dr. Deborah Kiszely-Papp, college associate professor