

Module: Music

Number of credits: 10 credits

Subjects:

- 1) Music Education and Methodology 1
- 2) Music Education and Methodology 2
- 3) Choir 1.
- 4) Choir 2.

Name of subject: Music Education and Methodology 2	Credits: 3
Subject Classification: compulsory	
Division of course content in theory and practice: 30% theory 70% practice	
Types and number of lessons: 4 lectures + 11 seminars /semester Language: English Other methods used during the course: <ul style="list-style-type: none">● teacher's presentation and demonstration● syllabus detailing the topics to be covered during the semester● use of a shared website, recordings, and other digital resources● groupwork, micro-teaching● use of international literature	
Method of assessment: term grade Other means of learning evaluation: <ul style="list-style-type: none">● active participation in lessons (physical presence required for a minimum of 75% of the classtime)● timely completion of the assignments● presentation of music pieces, songs learned by heart● end of term assessment: performance of the required English children's songs and other memoriter assignments● performance of the assigned songs on the soprano recorder● mastery of specific, technical language and the new vocabulary and terminology of the course material● written music assignments and activity plans● micro-teaching and projects● familiarity with literature and other sources in both English and Hungarian pertinent to music education in kindergarten	
Place of subject in the curriculum: 2nd semester	
Prerequisites: Music Education and Methodology 1	
Course description:	
During the course, students will continue to learn about the following topics: Zoltán Kodály's music pedagogical methods and their adaptations to kindergarten songs in English according to Katalin Forrai's principles.	

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.

Similarities and connections between music and language.

Benefits of using songs and musical instruments in foreign language development.

Different methods of developing musical skills and teaching songs in English to young learners in holistic ways.

Acquisition of the specific technical language associated with teaching songs in English to preschool children.

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.

Students will continue to learn about professional ways of performing and teaching songs, including the ability to sing with clear intonation and accurate rhythm in a range suitable for teaching young children; the ability to match and maintain pitch; the use of solmisation; keeping a steady beat through clapping, body percussion, and conducting; and giving appropriate 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 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
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. 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
10. <https://supersimple.com/super-simple-songs/>
11. Levinowitz, Lili M.-Guilmartin, Kenneth K.: *Music Together, Songs*. Princeton: Center for Music and Young Children, 1997.

12. Young, Susan: *Music with the Under-Fours*. Routledge, London. 2003. EBSCO eBook. Connecting ISBN-numbers: 9780203445099. 9780415287067.
13. Cameron, Lynne: *Teaching Languages to Young Learners*. Cambridge University Press, UK. 2001. ISBN: 978-0521774345
14. Sapszon Borbála: *Játék a zenével*. Budapest: Bethlen Gábor Alapkezelő Zrt., 2013
15. Zeneismeret alapjai és kottaolvasási alapismeretek. Bognár Rezső-Soltész Erzsébet: *Tanuljunk zenét - szolfézs könyv felnőtteknek*. Budapest: Editio Musica, 1969.
16. Furulyajáték alapjai. Béres János: *Furulyaiskola I*. Budapest: Editio Musica, 1967
17. Caumon, Christian, Pierre Ferrari, Cathia de Léone: *A hangok csodálatos világa*. Zeneműkiadó, 1986

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..
- 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 structure and analyse digitally collected information; and to recognize and interpret the significance and applications thereof.

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.
 - Makes decisions and communicates prudently in using electronic media, with careful consideration of legal, ethical, and other relevant norms.
 - Ability to plan and develop one's own digital literacy independently.

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.

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

Other teacher(s) involved in course: Dr. Deborah Kiszely-Papp, college associate professor, Bethlenfalvyné dr Streitmann Ágnes, college professor