MUS R130: UNDERSTANDING MUSIC AND DANCE FOR ELEMENTARY EDUCATION

Originator
swolf

College
Oxnard College

Discipline (CB01A)
MUS - Music

Course Number (CB01B)
R130

Course Title (CB02)
Understanding Music and Dance for Elementary Education

Banner/Short Title
Understanding Music and Dance

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This course is designed to prepare the elementary educator to analyze, understand, and identify the foundational elements of music and dance. The course will present materials from various historical and cultural perspectives to help illustrate global congruencies in music and movement. Course is offered Pass/No Pass at student's option.

Taxonomy of Programs (TOP) Code (CB03)
1004.00 - Music

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Students may visit off-campus classrooms, performance spaces, concerts, etc.

Grading method
Letter Graded

Alternate grading methods
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5

Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Show knowledge of the Visual and Performing Arts Framework and Student Academic Content Standards by creating and demonstrating an activity designed to teach one of the five strands of artistic experience in both music and dance.
2	Demonstrate basic fluency with the elements of music by composing, notating, and teaching a piece of vocal or instrumental music at an appropriate level for children.
3	Explain and define styles and types of music and dance from a variety of times, places, and cultures.
4	Describe and identify the basic elements of musical works and dance.
5	Demonstrate basic fluency with the elements of dance by designing and teaching dance/movement at an appropriate level for children.

Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	Understand the components and strands of music education found in the Visual and Performing Arts Framework and Student Academic Content Standards.
2	Demonstrate basic fluency with the elements of music, such as pitch, rhythm, timbre (tone color), harmony, melody, and form, including a basic understanding of music notation.
3	Use basic techniques to create vocal and instrumental music for children.
4	Identify and explain styles and types of music and instruments from a variety of times, places, and cultures.
5	Analyze musical works based on the elements and concepts of music.
6	Understand the components and strands of dance education found in the Visual and Performing Arts Framework and Student Academic Content Standards.
7	Demonstrate basic fluency with the elements of dance, including space, time, levels, and force/energy.

8	Use basic techniques to create dance/movement for children.
9	Identify and explain styles and types of dance from a variety of times, places, and cultures.
10	Analyze dance based on the elements of dance.

Course Content

Lecture/Course Content

1. **Basic Elements of Music**
   a. Pitch and Pitch Range
   b. Tone Color / Timbre
      i. A Variety of Instruments from non-Western Traditions
      ii. The Orchestral Families of Instruments
      iii. Harmonics / Overtones
   c. Rhythm
      i. Non-Western Rhythmic Concepts (such as polyrhythm)
      ii. Meter: Duple, Triple, Quadruple and Simple, Compound
      iii. Beat, Accent, and Time Signatures
   d. Melody
      i. Scales: Major, Minor, Chromatic, and Pentatonic
      ii. Articulation, Cadences, Climax, Phrase, and Melodic Contour
   e. Harmony
      i. Dissonance and Consonance
      ii. Intervals, Chords, and Chord Progression
   f. Texture
      i. Monophonic, Heterophonic, Polyphonic, and Homophonic
         1. Form
            a. Binary, Ternary, Theme, and Variations
            b. Non-Western Ideas of Structure
2. **Basic Elements of Dance**
   a. Space
      i. Direction of movements
      ii. Size of movements
      iii. Shapes - open/closed, symmetrical/asymmetrical
      iv. Levels - high, middle, low
   b. Time
      i. Tempo
      ii. Rhythmic patterns
      iii. Accent
      iv. Phrasing
      v. Syncopation
   c. Force/Energy
      i. Dynamics of movement
      ii. Flow - continuity of movement
      iii. Weight - heavy/light, strong/weak
   d. Action
      i. Locomotion (traveling) movements
      ii. Axial (stationary) movements
      iii. Relationship - solo, partners, group
3. **Review of the Visual and Performing Arts Framework and Student Academic Standards**
   a. Five Strands of Music Education
      i. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
      ii. Creative Expression: Creating, Performing, and Participating in Music
      iii. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Music
      iv. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works of Music
      v. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
   b. Five Strands of Dance Education

      i. Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

      ii. Creative Expression: Creating, Performing, and Participating in Dance

      iii. Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Dance

      iv. Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works of Dance

      v. Connections, Relationships, Applications: Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

  c. Exploration of Music and Dance Content Standards pre-kindergarten through 12th grade

  d. Review and Discussion of the Glossary of Musical and Dance Terms

4. **Stylistic and Historical Topics May Include**

  a. Western Music and Dance

    i. MiddleAges, Renaissance, Baroque, Classical, Romantic, and 20th Century

    ii. American Popular Music

    iii. Jazz and Blues

    iv. Jazz and Contemporary Dance

  b. Asia

    i. Chinese Acrobatics and fusions with Modern Dance

    ii. Taiwanese Bamboo Dance, Traditional Thai Dance

    iii. Japanese Geisha Dance and Music, Maiko

    iv. Korean Buchaechum (traditional fan dance)

    v. Tuvan Throat Singing

    vi. Indonesian Gamelan

    vii. North Indian Classical Music and Dance

    viii. South Indian Karnatak

    ix. Filipino rural dances

  c. Africa and African American

    i. Traditional Dances from Rwanda, Ghana, Botswana

    ii. History of African Social Dance

    iii. Tap, Commercial African American Dance, Jazz

  d. Hispanic and pre-Hispanic Culture

    i. Venezuelan Joropo

    ii. Peruvian Marinera, Danza de la Tijeras (Knife Dance), and other Folkloric Dances

    iii. Aztec Traditional Dances

    iv. Incan Traditional Dances

    v. Spanish Flamenco

    vi. Mexican Folklorico dance

    vii. Mexican Mariachi and Folklorico music

    viii. Brasilian Samba

    ix. Argentine Tango, Milonga, and other Folkloric Forms

    x. Cuban Rumba and Son

    xi. Cueca Chilena

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Film/video productions
Group projects
Individual projects
Performances
Projects

Research papers
Skills demonstrations
Skill tests
Simulations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

- Quizzes on the Visual and Performing Arts Framework and Student Academic Content Standards and associated vocabulary terms (from the Glossary of Terms)
- Quizzes on specific musical works based on the elements of music
- Written assignments comparing Western and non-Western music and dance
- Notation, composition, and performance of simple melodies
- Concert Report/s: evaluation of a musical performance using knowledge of the elements of music and showing awareness of various genres, histories, and cultures
- Demonstrate simple rhythmic patterns (the organization of musical time) through popular melodies
- Presentations on a genre of music with a strong connection to dance

- Teaching exercises in which students will design a lesson on music at the appropriate level for children
- Quizzes on the Visual and Performing Arts Framework and Student Academic Content Standards and related vocabulary terms from the Glossary of Terms
- Quizzes based on dance works based on the elements of dance
- Written assignments comparing Western and non-Western music and dance
- Notation, composition, and performance of simple dance phrases
- Written critique/s of dance performances applying knowledge of the elements of dance and awareness of various , genres, histories, and cultures
- Demonstrate use of rhythmic and /or spatial patterns in movement phrases
- Presentation on a dance genre and its connection to its musical accompaniment
- Dance lesson development at appropriate grade/age level for children

Representative Course Assignments

Writing Assignments
- Notation and composition of simple melodies
- Simple music notation drills/exercises
- Reflection papers on concerts attended.
- Online quizzes requiring short answer or essay responses may be given within the district approved LMS

Critical Thinking Assignments
- Responses to relevant documentaries, podcasts, movies, or other publicly available sources
- Song Analysis assignments: Written responses to questions on fundamental aspects of the musical selection chosen or assigned, such as rhythm, tempo, instrumentation, and asks students to explain how these elements enhance the meaning of the musical work.
- Preparation/creation of presentations using current presentation software, such as PowerPoint, Prezi, etc.

Reading Assignments
- Assigned reading in the assigned textbook/s
- Review of the Visual and Performing Arts Content Standards
- Various dance- or music-related articles
- Public Websites or LMS Content

Skills Demonstrations
Students may present a lesson, individually or as a group, that is designed to teach a music or dance concept to children

Outside Assignments

Representative Outside Assignments
- Concert Attendance
- Documentary Videos
- Listening to assigned Musical Selections
- Assigned reading in the assigned textbook/s
- Review of the Visual and Performing Arts Content Standards\
- Preparation/creation of presentations using current presentation software, such as PowerPoint, Prezi, etc.
- Reading of various dance- or music-related articles
- Public Websites or LMS Content

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
World Dance Cultures: From Ritual to Spectacle 1st Edition, by Patricia Leigh Beama (https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Patricia+Leigh+Beaman&text=Patricia+Leigh+Beaman&sort=relevancerank&search-alias=books) Publisher : Routledge; 1st Edition (2017)

Resource Type
Textbook

Description
Holland, Nola (2013). *Music Fundamentals for Dance with Web Resources* (1st). Human Kinetics Inc.. 0736096523

Resource Type
Textbook

Description
Kassing, Gayle (2014). *Discovering Dance with Web Resources* (1). Human Kinetics Inc.. 9781450468

Resource Type
Software

Description
MuseScore. N/A.

Resource Type
Other Resource Type

Description
The Visual and Performing Arts Framework and Content Standards are available on the web and in PDF form from the CA Department of Education: http://www.cde.ca.gov/be/st/ss/vamain.asphttp://www.oercommons.org/courses/dance-skills/viewThese will also be available to students on the district approved LMS..

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Students will be required to respond to one another with substantive comments with the intent of creating a dialog. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and faculty provided email accounts.
Face to Face (by student request; cannot be required)	The instructor will hold weekly, scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	Faculty will use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: • Recorded Lectures, Narrated Slides, Screencasts • Instructor created content • OC Online Library Resources • Canvas Peer Review Tool • Canvas Student Groups (Assignments, Discussions) • 3rd Party (Publisher) Tools (MyOpenMath) • Websites and Blogs • Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor will provide a set time each week where they will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Recordings of all live sessions will be made available within the LMS. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.

Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
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Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
MUSIC

Additional Minimum Qualifications

Minimum Qualifications
Dance

Review and Approval Dates

Department Chair
09/08/2020

Dean
09/08/2020

Technical Review
09/09/2020

Curriculum Committee
09/09/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000587950

DOE/accreditation approval date
MM/DD/YYYY