**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | VI. |

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| **COURSE CODE** | 171916017 | **COURSE NAME** | Rhythm, Dance and Orff Education in Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
| VI. | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY (X)  ELECTIVE ( ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | The development of rhythmic perception, sound, tempo and the relationship between these concepts and their development areas; organizing educational environment, rhythm-voice-tempo and dance exercises, creative movement and dance, musical story, playing, singing, listening, dancing-movement, expressing himself, creating his own music and using Orff instruments with Orff approach; planning, implementation and evaluation of music activities in accordance with the pre-school education program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | To be able to use rhythm, dance and Orff activities effectively in preschool education to support the child's development and learning. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | |  | | | | | | | |
| **COURSE OUTCOMES** | | | | | | 1. Explain the development of rhythmic perception, sound, tempo development and the relationship between these concepts and development areas.  2. Organize an educational environment for rhythm, dance and Orff activities.  3. Plans, implements and evaluates rhythm, dance and Orff activities appropriate to the pre-school education program. | | | | | | | |
| **TEXTBOOK** | | | | | |  | | | | | | | |
| **OTHER REFERENCES** | | | | | | Bennett, J. P. (2006). Rhythmic activities and dance. Champaign, Ill. : Human Kinetics  Bilen, S. (2011). Orff destekli etkinliklerle müzik eğitimi. Müzik Eğitimi Yayınları | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | The development of rhythmic perception from basic concepts of music |
| 2 | The development of rhythmic perception from basic concepts of music |
| 3 | Sound, tempo development, the relationship between these concepts and development areas |
| 4 | Sound, tempo development, the relationship between these concepts and development areas |
| 5 | Educational environment, rhythm-sound-tempo and dance exercises |
| 6 | Educational environment, rhythm-sound-tempo and dance exercises |
| 7-8 | Midterm |
| 9 | Creative movement and dance, musical story |
| 10 | Creative movement and dance, musical story |
| 11 | Orff approach, playing, singing, listening, dance-movement, self-expression, creating your own music and use Orff instruments |
| 12 | Orff approach, playing, singing, listening, dance-movement, self-expression, creating your own music and use Orff instruments |
| 13 | Planning, implementing and evaluating music activities suitable for preschool education program |
| 14 | Planning, implementing and evaluating music activities suitable for preschool education program |
| 15,16 | FINAL EXAM |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students. |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. |  |  | X |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. | X |  |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . | X |  |  |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers. |  | X |  |
|  | Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. |  |  | X |
|  | Be able to have knowledge and information about the management in preschool education institutions | X |  |  |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics. |  |  | X |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning. |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. | X |  |  |
|  | Be able to prepare an implemention training plans according children's development characteristic, interests, and needs, environmental and cultural features. | X |  |  |
|  | Be able to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. |  |  | X |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral, language development, self-care skills, sexual development and physical properties in the preschool period. | X |  |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. | X |  |  |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  |  | X |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment. |  |  | X |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. | X |  |  |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. |  | X |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. | X |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):**

**Signature**: **Date:**