**Module/course card**

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| Filled in by the Study Programme | Module (course block) name: **Foreign Language Teaching Courses** | Module code: F |
| Course name: **Music, Rhythm and Play in EYL**  | Course code: F/60 |
| Organisational unit conducting the course/module: **INSTITUTE OF PEDAGOGY AND LANGUAGES**  |
| Study programme: **PRE-SCHOOL AND EARLY SCHOOL PEDAGOGY** |
| Mode of study:**FULL TIME** | Study profile:**PRACTICAL** | Study cycle: **long-cycle Master’s degree** |
| Year / semester**:** **V/9** | Course/module status:**OBLIGATORY** | Course/module language:**ENGLISH** |
| Form of tuition | lecture | class | laboratory | project | seminar | other (indicate) |
| Course load (hrs) |  | **30** |  |  |  |  |

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| Course/Module coordinator \* | mgr Sylwia Góralewicz |
| Lecturer\* | mgr Sylwia Góralewicz, dr Anna Grodziewicz - Cernuto |
| Course/Module objective | - familiarizing students with the role of musical, rhythmic and movement activities in the process of foreign language acquisition- learning English nursery rhymes and children's songs using movement and simple musical instruments- familiarising students with movement games and their use in teaching English |
| Entry requirements | Knowledge of English enabling easy communication |

\* The Director of the Institute may change the course coordinator or the lecturer following approval by Deputy Rector for Education. The new course coordinator as well as the lecturer confirms familiarity with the course card contents*.*

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| **LEARNING OUTCOMES** |
| Learning outcome/ group of outcomes number | Learning outcome/ group of outcomes number | Learning outcome/ group of outcomes number |
| 01 | The student knows the stages of psychomotor development of children at preschool and early school age. | Ped2P\_W01 |
| 02 | The student has basic knowledge in the field of pedagogy and psychology of child development. | Ped2P\_W01 |
| 03 | The student names and describes the musical abilities of preschool and early school children. | Ped2P\_W15 |
| 04 | The student indicates the rules for selecting the repertoire according to the child's age. | Ped2P\_W15 |
| 05 | The student independently searches for and selects sources and teaching materials (including e-learning) needed to conduct classes and achieve the set goals. | Ped2P\_U16 |
| 06 | The student applies knowledge of English language teaching methods, which allows the proper selection of goals, content and methods of teaching English to children with the use of musical, rhythmic and movement elements. | Ped2P\_U07 |
| 07 | Drawing from the acquired knowledge and available sources, the student plans, organizes and controls the work of students in English lessons. | Ped2P\_U07Ped2P\_U09 |
| 08 | The student is able to work with students, individualize tasks and adapt methods and content to the needs and abilities of students. | Ped2P\_U09Ped2P\_K04 |
| 09 | The student uses their knowledge of the culture of English-speaking countries and passes it on to students by accordingly choosing the subject of the class. | Ped2P\_U07Ped2P\_U09 |
| 10 | The student works in a team following the principle of exchange of experience and cooperation. | Ped2P\_K07 |
| 11 | The student shows openness to developing musical and movement skills. | Ped2P\_K01 |

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| **COURSE CONTENT** |
| **Lecture** |
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| **Classes** |
| General information concerning the influence of music, rhythm and movement on children's foreign language acquisition. Exercises aimed to improve musical, rhythmic and motor skills. Rules for selecting repertoire for different age groups. English songs and rhymes with the use of gestures, props and simple musical instruments. Movement games with singing in English. Planning activities for children in English which involve movement, school instruments and non-musical sound sources. |
| Laboratory |
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| Project |
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| **Seminar** |
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| **Other** |
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| Basic literature\* | G. Doyla, J. Holder „Finger Gym”T. Murphey ”Music and Song”M. Rice “Musical instruments”V. Clark „High, low, Dolly Pepper – developing music skills with young children” |
| Supplementary literature\* | Olszewski, Switzer „Games, rhymes and lullabies’J. Dakin “Songs and Rhymes”H. Górny “Songs and poems for children”D. Paul “Songs and games for children” |
| On-site teaching methods | Practical methods: demonstration, music and movement exercises Activating methods: drama, staging |
| Online teaching methods and techniques |  |

*\*Literature items may be changed following approval by the Director of the Institute*

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| **Learning outcomes verification methods** | Learning outcome/ group of outcomes number |
| Active participation in classes | 01,02,03, 04,08,09,10,11 |
| Project task (preparation of a set of music and movement exercises) | 01,02,05,06,07,09,11 |
| Discussion | 03,04,05,06,07,10 |
| Form and terms of awarding credits | Credit awarding grade Active participation in classes (20%), positive grade for the project task consisting in preparation of a set of music and movement exercises for children, aimed at developing specific skills in English (80%). |

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| **STUDENT WORKLOAD** |
| Type of activity/tuition | Number of hours |
| Total  | Including activities related to practical professional preparation | Participation in classes conducted with the use of online teaching methods and techniques |
| Participation in lectures |  |  |  |
| Independent study |  |  |  |
| Participation in classes, laboratories, workshops, seminars | 30 | 20 |  |
| Preparation for classes | 15 | 10 |  |
| Preparation of an essay, project, etc. | 20 | 20 |  |
| Preparation for examination/credit awarding test | 9 |  |  |
| Participation in consultation hours | 1 |  |  |
| Other |  |  |  |
| **TOTAL student workload in hours** | 75 | 50 |  |
| **Number of ECTS credits for the course** | **3** |
| Number of ECTS credits relevant to practical professional education | **2** |
| Number of ECTS credits related to classes conducted with the use of online teaching methods and techniques | **0** |
| Number of ECTS credits for classes which require direct participation of lecturers | **2** |