


CHAMINADE UNIVERSITY OF HONOLULU  Winter Evening, 2000
 Instructor: 'Āina Sadua Ed. 214 Music and Creative Movement
 Home phone: (808) 235-8585 a mail alnabadua@aol.com
 Class time: Monday evening 5:30 to 9:40 p.m. 15115

qt

Text: **Music/Movement** Packet Class **handouts/**

Tapes : Class tape Frank Leto \$10.00

\$ \$⁰⁰

SYLLABUS

(Malama pono requirement: Taking care of YOU, part of your grade).

<u>Date</u>	<u>Topic</u>	<u>Assignments</u>	<u>Handouts</u>
Jan. 10	PEACE CORNER presentation Preview syllabus and course competencies Grading Introductory lessons to Echo me Natural Movement Rhythmic notation Small groups Chant Homework: Bring to class (see 1-17)	Weekly ors page journal Ukulele/Chord Charts/C,C7,F (Ukulele case required) Frank Leto assorted selections Your heartbeat Hand dapping In groups Tutu Kanae	Course outline Make charts Recycle Kits
Jan. 17	Ukulele Natural Movement Echo me Jam town Instruments Rounds	Tune your ukulele by ear/G7,D7 Box drums, paper towel tubes Briny to class plastic bottles, paper plates , yam. Frank Leto assorted selections percussion instruments Row your boat, My Paddle , White Coral Bells , Dona Nobis Pachern Tutu Kanae/ E Ho Mal Reflection/weekly journal	
Reading:	Handouts		
Jan. 24	Classical Music Classical Cats Classical Child Ukulele CD's Kala'au	Peter and the Wolf Meet the Instruments Assorted selections Tune your ukulele/Bb review chords Bring in a favorite to share Background Tutu Kanae Iku mau mau	
Reading:		Weekly Journal	
Feb. 7	Where I Live Dance Ukulele Individual/small groups	Focus on Hawaii Frank Leto--assorted choices Hula noho , Pua Melemele Choice of songs, small groups Presentations (last two weeks)	Kala 'au

Reading:

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Feb. 14

Individual/sm. group presentations

last journal due

Ukulele choices

Movement presentations/sm. groups

Peace Comer, peaceful transitions

Pa'ina (**celebration**)

MUSIC AND MOVEMENT will be taught the first 5 weeks of this session. **Art** will be taught by Brigetta Leightner the last five weeks of this Winter session. She will handout a syllabus for that class.

There will be class on January 17th, **Martin** Luther King Day.

Weekly journals:

Five weekly one page **journals** will be **turned** in by **students**. Feb. 14th, **final journal** will be mailed to you. Please include **self** addressed **stamped envelope with** your journal.

Reading assignments:

Hand in **overview/comments** with **weekly journal**.

JOURNALS AND READING ASSIGNMENTS Please use the computer. Handwritten papers will not be accepted.

Malama pores:

Only ONE **receipt** required per student.

Tapes: Class requirement.

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The elders knew well that: "I ke **nānā** no a 'Ike, by observing one learns, I ka **ho'olohe** no a ho 'omaopopo, by listening one commits to memory, I ka **nānā** o a like, by **practice** one masters the skill" (Pukul, 1972).

RATIONALE:

There are many learning styles and expressions of **intelligence**. Children **learn** through interacting with the environment and the hand connects the learning through touch, to the brain. **Creative** music and movement are the best forms of music for many children. They learn a great deal using a hands-on approach, dealing **directly** with **materials** that convey the **concept**. Music and movement provide excellent **tools** for nurturing creative Intelligence and self **development**. It is also a great source of peace, joy, and relaxation for all Involved.

COURSE DESCRIPTION

ED 214 is **designed** to help teachers integrate music and creative movement into the preschool **classroom** through **hands-on class** participation and **research**. You will learn body awareness, voice control, and develop basic music **principles**. You will begin to form a music and movement curriculum that will help children develop imagination, channel energy, and enhance learning.

COURSE OBJECTIVES

- 'to demonstrate knowledge of the teaching of music and movement
- *to demonstrate ability to plan and Implement group activities
- *to provide a wide variety of examples that will facilitate curriculum **development**
- *to **learn** how music builds self **confidence** and a love of **learning**
- *to enhance the students **appreciation** for the beauty and important role of creative movement in early childhood education
- 'to create a simple peace corner in the environment

COMPETENCIES

Upon completion of this course the student should be able to:
present various elements of music and movement during a class project
develop lesson plans to create a dynamic curriculum for **this** area and **present** examples in class

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88.00

- *develop confidence in ones own abilities to explore and express these concepts
- *encourage children to develop an awareness of self confidence in their abilities
- *encourage children to grow in expression of creative intelligence through music and movement

EVALUATIONS/GRADE

% 15	Participation/Attitude/Cooperation/Enthusiasm
%20	Attendance
%15	Weekly reflections/ Malama pono receipt
%20	Binder Check/lesson plans
30	Presentations/ Individual/Group/Recycle Kits

A	92-100
B	85-91
C	77-84 (minimal competency level)
D	70-76
F	70 and below

*****Malama pono.** Each student is **required** to make an appointment to **get** either a **massage**, visit the beauty parlor (facial, hair, **etc.**) **get** a manicure/pedicure or take time out for yourself in some way at least once during this class session. A copy of your **receipt** or a reflection about your time out (bow time) event can be included with **assignments** turned in weekly. Pamper yourself, take **time** out for you. Malama pono 'oe.
(Additional suggestions?) See me **if** you **have** any questions or **concerns**.