

**DIPLOMA IN PRIMARY
TEACHER EDUCATION
(DPTE)**

AND

**DIPLOMA IN EARLY
CHILDHOOD TEACHER
EDUCATION
(DECTE)**

**MUSIC AND MOVEMENT
ACTIVITIES LESSON
NOTES**

COURSE PREREQUISITES

- 1) Key competencies: Communication and Collaboration, Self-efficacy, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship 6. Digital Literacy, Learning to Learn
- 2) Professional learning areas: Child development and psychology, curriculum studies, educational resources, ICT integration in Education, Educational Assessment, Communication and research skills, Inclusive education, Educational Leadership and Management, Sociological and Philosophical foundations of education, Historical and comparative foundations of education, Micro teaching and practicum (12 areas)
- 3) Integrated content and pedagogy learning areas: English, Kiswahili, Mathematics, Science and Technology, Agriculture, Home Science, Religious Education (CRE/IRE/HRE), Social Studies, PHE, Art & Craft, Music, Indigenous Language, Foreign Languages (French/Arabic/German/Mandarin-Chinese/Kenya Sign Language (KSL)
- 4) Regulations for the DPTE – entry requirements, duration of training, subjects offered, , micro teaching and practicum, award of diploma, grading and distribution of course content in hours
- 5) National goals of education
- 6) Level learning outcomes for DPTE
- 7) **Essence statement**
- 8) **General learning outcomes in music**
- 9) **Course content for music**

Essence Statement

Music is an art form and a cultural activity that uses sound and movement as a way of expression and communication. As a learning are, it involves creating/composing, performing, critical and responsive listening to music. The course will equip the teacher trainee with both **content in music**, and necessary **pedagogical skills** to facilitate learning of music as a practical experience. It also equips them with **skills** and **knowledge** to identify and nurture a learner's potential through a learner centred approach focusing on learning that integrates the use of ICT resources. The music course seeks to **develop a competent, efficient and reflective** generalist music teacher for primary education (PE). This is in line with Albert Bandura's Social-Cognitive Theory which argues that individuals have some type of proactive involvement with their own development and their actions are capable of producing desired results. The theory emphasizes experiential approach to acquisition of knowledge, skills and attitude in music through proactive individual agency.

Upon completion of the course, the trainee will be able to work as a generalist music teacher in primary school. In addition it will provide them with the ability to continue developing their skills and knowledge in music through further training and lifelong engagement in musical activities.

GENERAL LEARNING OUTCOMES

- 1) Apply acquired knowledge on theory and practice of music to facilitate learning of the elements of music in Primary School
- 2) Compose, improvise and arrange music for diverse developmental ability groups using voice, percussion and melodic instruments
- 3) Choose appropriate instructional methods and materials representing a broad range of repertoire and adapt them creatively to meet the varying needs and ability levels of the learner