

# **Early Childhood Music Education**

## **Program Structure & Course Syllabus**



**Vienna Music Examination Board**

## **SECTION 1: PROGRAM STRUCTURE**

|                       |  |
|-----------------------|--|
| <b>Syllabus</b>       | The Program must be designed based on the Board's early childhood music education course syllabus (Section 2). The Board may revise the ECME program structure and the course syllabus from time to time |
| <b>Lessen Plan</b>    | VMEB Certified ECME Training Centre and VMEB Certified ECME Trainers may create their own lesson plans and teaching materials based on the Board's ECME course syllabus                                  |
| <b>Training Venue</b> | The Program must be conducted at VMEB Certified ECME Training Centre   |
| <b>Instructor</b>     | The Program must be conducted by VMEB Certified ECME Trainer   |
| <b>Language</b>       | The Program may be conducted in any language   |
| <b>Class Size</b>     | There is no restriction in class size. Between 4 to 10 students per trainer is highly suggested  |
| <b>Levels</b>         | There are 5 levels for different age groups. Students may join the appropriate level according to their age group even though they have not studied any lower age levels before                          |

|                |                           |   |
|----------------|---------------------------|---|
| <u>Level 1</u> | Admitting ages:           | Under 1 year old                          |
|                | Attendance certificate:   | 12 sessions ( <i>min 80% attendance</i> ) |
|                | Graduate certificate:     | 24 sessions ( <i>min 80% attendance</i> ) |
|                | Duration of each session: | 45 minutes                                |
| <u>Level 2</u> | Admitting ages:           | 1 to 2 years old                          |
|                | Attendance certificate:   | 12 sessions ( <i>min 80% attendance</i> ) |
|                | Graduate certificate:     | 36 sessions ( <i>min 80% attendance</i> ) |
|                | Duration of each session: | Min 45 min, Max 60 min                    |
| <u>Level 3</u> | Admitting ages:           | 2 to 3 years old                          |
|                | Attendance certificate:   | 12 sessions ( <i>min 80% attendance</i> ) |
|                | Graduate certificate:     | 36 sessions ( <i>min 80% attendance</i> ) |
|                | Duration of each session: | Min 45 min, Max 60 min                    |
| <u>Level 4</u> | Admitting ages:           | 3 to 4 years old                          |
|                | Attendance certificate:   | 12 sessions ( <i>min 80% attendance</i> ) |
|                | Graduate certificate:     | 36 sessions ( <i>min 80% attendance</i> ) |
|                | Duration of each session: | 60 minutes                                |
| <u>Level 5</u> | Admitting ages:           | 4 to 6 years old                          |
|                | Attendance certificate:   | 12 sessions ( <i>min 80% attendance</i> ) |
|                | Graduate certificate:     | 36 sessions ( <i>min 80% attendance</i> ) |
|                | Duration of each session: | 60 minutes                                |

**Accompany** For Level 1 to Level 3, each student must be accompanied by an adult (e.g. parent, guardian) in class. For Level 4 and Level 5, students are encouraged, though not compulsory, to attend classes on their own.

**Period** Except in special situation, students must complete a particular level within 12 months

## SECTION 2: COURSE SYLLABUS

### **Level 1 - Stufe 1: Musik und Tanz - Eltern-Kinder Gruppen**

**Course Description:** Babies will have their first experience of music, rhythm and various types of musical instruments. Babies are very sensitive to sounds at this early stage of life. They start distinguishing different consonants and vowels of their languages. Music of different qualities and characteristics is similar to different languages. It helps babies' brain development and later musical performance. Level 1 course includes parent-guided singing, nursery, rhythmic movement and percussion. Parents will do humming, tapping, stamping, clapping and swaying with their babies. Babies will enjoy the joy of music in this fun, happy environment. Babies will listen to lullabies and comforting movement while parents will sing to their babies to enable unconscious absorption of different musical elements, sounds and melodies.

### **Level 2 - Stufe 2: Musikalisch-tänzerische Früherziehung**

**Course Description:** Parents will accompany their children and learn how to train them to discriminate different sounds. Course includes rhythmic training using percussion instruments and dance movement. The primary goal is to encourage children and parents to participate in music learning through the fun activities rather than strictly forcing children to play music perfectly in an absolute manner. Children will have a lot of opportunities to develop their gross and fine motor skills through rhythmic dance. Lyrics and songs will include daily concepts, which help children to develop their language and social skills.

### **Level 3 - Stufe 3: Musikalisch-tänzerische Grundausbildung**

**Course Description:** With the aid of visual image and different types of music including songs and percussion instruments, children will be motivated to develop their imagination and creativity to enjoy music. Parents will accompany their children and learn to play ensemble together with them, let children learn about different roles and improve their confidence. Apart from aural training using different musical instruments and quality of sounds, this course will make use of a variety of teaching materials such as pictures and toys of different colors, sizes and materials to stimulate children's sensory development including vision and touch. Dance and rhythmic movement will also be used to develop children's gross and fine motor muscles, which will be beneficial to children's body co-ordination skills in terms of musical instrumental practice.

#### **Level 4 - Stufe 4: Neigungsgruppen (Kleinkinder)**

**Course Description:** In Level 4, course trainers will incorporate ensemble playing to let children understand different musical elements to develop their co-operation skills in the social world. Musical training will include music sensitivity training to encourage children to make music with creativity and to enable children to experience instruments of varied pitches and notes and to learn musical chords and range.





#### **Level 5 - Stufe 5: Neigungsgruppen (Kinder)**






**Course Description:** Level 5 course teaches music theoretical knowledge including rhythms, scales, dynamics, tempo, simple notations and sight-reading. Incorporating instrumental and vocal ensemble training to story telling, children will use music percussion instruments such as xylophones, and recorders to play theme-based musical stories. Course trainers will motivate children to combine their imagination with visual pictures and poems to create stories, and accompany the stories with different musical instruments. Trainers will also encourage children to use percussion instruments, songs and dance to play small group ensemble, so as to strengthen their rhythms and musicality.

Each level consists of 9 types of skills that students need to accomplish. These include:

1. Rhythmic Skills
2. Singing Skills
3. Aural Perception
4. Music Listening
5. Instruments
6. Motor Skills
7. Social Skills
8. Cognitive Skills
9. Languages Skills

The training requirements for the above skill-set in each level are as follow:

|                        |                        | <u>Level 1</u>  | <u>Level 2</u>  | <u>Level 3</u>  | <u>Level 4</u>  | <u>Level 5</u>  |
|------------------------|------------------------|---|---|---|---|---|
| <b>Rhythmic Skills</b> | <i>Steady Beat</i>     | Basic beat with parent's help                                 | Basic beat with parent's help   | Basic beat alone  | Steady beat   | Steady beat and melodic rhythm  |
|                        | <i>Rhythm</i>          | Tapping with parent's help                                    | Clapping with parent's help   | Clapping, tapping with parent's help  | Clapping, tapping   | Clapping, tapping, differences in song rhythms  |
|                        | <i>Rhythm Exercise</i> | Nil   |  |  |  |                                      |
|                        | <i>Fast - Slow</i>     | Fast and slow speech listening, fast and slow music listening | Fast and slow speech, music, song listening   | Recognize differences between fast and slow song, tempo and music                   | Singing songs in fast and slow tempo  | Differences between fast and slow independent performances, song singing and rhythm accompanying in fast and slow tempo |
|                        | <i>Movement</i>        | Moving of limbs when enjoying music, climbing                 | Moving of limbs when enjoying music, walking with help or alone                     | Freeze and stop moving when given relevant direction, run freely independently      | Enjoy and move with music, dance freely   | Follow dance movement, uniform movement and aesthetically pleasing game movements with group                            |

|                       |                        |   |   |   |   |  |
|-----------------------|------------------------|---|---|---|---|--|
| <b>Singing Skills</b> | <i>Range</i>           | Nil   | Nil   | Nil   | 3-5 tones   | 5-6 tones  |
|                       | <i>Tempo</i>           |  = 44-60 |  = 50-66 |  = 66-80 |  = 80-92 |  = 92-108 |
|                       | <i>In Tune Singing</i> | Nil   | Nil   | Nil   | With teacher's help or alone  | With teacher, alone, in group, echo singing  |
|                       | <i>Song Material</i>   | 90  | 90  | 90  | 90  | 90   |

|                         |  |                                       |   |   |  |   |
|-------------------------|--|---------------------------------------|---|---|--|---|
| <b>Aural Perception</b> | <i>Soft - Loud</i>                     | Demonstration of soft and loud sounds | Demonstration of soft and loud in speech, sound, song, sharp contrast | Basic rhythm accompaniment with soft – loud sound | Understand soft and loud relationship, singing softly and loud | Identify the difference between melody and random sound, different instrument |
|                         | <i>High – Low Pitches</i>              | Demonstration of high and low pitches | Demonstration of high and low pitches                                 | High – low demonstration in different songs       | Octave distance spatial demonstration                          | Octave and fifth distance spatial demonstration, same song, different pitches |
|                         | <i>Melody and Sound Identification</i> | Sound and noise identification        | Sound, melody and noise demonstration                                 | Name of the sounds p and f melody color           | Sounds: f, mf, p and mp, melody's color f, mf, p, mp           | Identification of songs from humming or instrument without text <>            |

|                        |   |                                     |   |  |  |   |
|------------------------|---|-------------------------------------|---|--|--|---|
| <b>Music Listening</b> | - | Listening and relaxing with massage | Listening with interest to the singing of the teacher | Listening with interest to the music played by teacher or CD | Listening with interest to the music played by teacher or CD | Active listening for a longer period in musical environment |
|------------------------|---|-------------------------------------|---|--|--|---|

|                    |   |                                   |   |   |   |  |
|--------------------|---|-----------------------------------|---|---|---|--|
| <b>Instruments</b> | - | Use of drum, triangle and maracas | Use of drum, triangle, rain-maker and maracas | Use of drum, triangle, rain-maker, guiro, maracas, castanet | Use of drum, triangle, rain-maker, guiro, xylophone, maracas, castanets | Use of drum, triangle, rain-maker, guiro, xylophone, maracas, castanets, recorder, kazoo, bongo, conga |
|--------------------|---|-----------------------------------|---|---|---|--|

|                     |                             |                                 |   |   |  |  |
|---------------------|-----------------------------|---------------------------------|---|---|--|--|
| <b>Motor Skills</b> | <i>Fine Motor Skills</i>    | Catch the sponge ball with help | Assemble large puzzle, roll and catch ball        | Coloring, painting with cotton swabs, roll and catch ball with one hand | Use crayons, pencils in different colors. Bounce ball, cutting, painting | Throw, bounce ball, painting with small brush. Assemble smaller puzzles, cutting |
|                     | <i>Gross Motor Skills</i>   | Crawling                        | Walking, circular motion, running                 | Running freely, walk in tip-toe, walk straight line                     | Form and jump in circle, jump, hop                                       | Running, hopping, jumping in one leg and both legs, climbing                     |
|                     | <i>Sensory Motor Skills</i> | Sense of touch, sounds          | Sense of vision, smelling, sense of touch, sounds | Gross motor coordination, visual motor control, body awareness          | Motor-planning, bilateral motor coordination, vestibular sense           | Sense of proprioception, perception of movement, bilateral motor coordination    |



|                      |   |                             |  |  |   |  |
|----------------------|---|-----------------------------|--|--|---|--|
| <b>Social Skills</b> | - | Give affection, enjoy music | Pack up instruments and toys after use, play music | Pack up instruments after use. Enjoy and move with music, play music, give affection | Respond to people's questions or direction politely, play music cooperatively with others | Care for classmates, answer politely, shows interest in others, be able to take turns in doing activities, care for belongings |
|----------------------|---|-----------------------------|--|--|---|--|

|                         |   |                               |   |   |  |  |
|-------------------------|---|-------------------------------|---|---|--|--|
| <b>Cognitive Skills</b> | - | Demonstration of one and many | Count from 1 to 5, understand difference between 1 and many | Count from 1 to 10, able to sort objects of similar colors, understand the concept of opposites | Able to sort objects of similar colors, shapes, understand same and different sounds | Able to sort objects of similar and different colors, shapes, sizes, recognize number up to 10 |
|-------------------------|---|-------------------------------|---|---|--|--|

|                        |   |   |   |  |   |                           |
|------------------------|---|---|---|--|---|---------------------------|
| <b>Language Skills</b> | - | Communicate with appropriate body gesture (smile) | Understand spoken instruction, communicate with appropriate body gesture, smile, wave bye-bye, produce one word utterance | Answer yes or no questions, answer binary choice questions, produce two-word combination | Produce short phrases, answer what, who, where, when, why questions | Produce complex sentences |
|------------------------|---|---|---|--|---|---------------------------|