

What Young Children Should Know and Be Able to Do with Music

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Why are you important?

- ▶ "Infants seem to be biologically predisposed for musicality and the development of their elementary musical competence seems to be nourished by intuitive parental caregiving" - (Papousek and Papousek, 1995)
- ▶ Children who receive intensive music training demonstrated improvement in phonological tasks [i.e. segmentation and rhyming tasks].
- ▶ Kindergarteners' phonemic awareness ability positively relates to rhythm ability (i.e. phonological segmentation).
- ▶ Singing makes children aware of individual sounds in speech.
- ▶ Children's knowledge of nursery rhymes at 3 years old predicted their reading ability at 6 through increased rhyming and phoneme detection.

The Ideal Musical Environment

(Vanessa Bond)

- ▶ 1. Has an observant caregiver who nurtures musicking -- know what to look for

Examples:

Be flexible within play episodes

Value all musical utterances

Provide extended periods of uninterrupted play

Offer easily accessible materials

The Ideal Musical Environment

(Vanessa Bond)

- ▶ 2. Offers a variety of “musics” -striving for intentional immersion

Includes a diverse assortment of *different styles of music "honoring all cultures and manipulations of musical elements"

*The optimal time for exposure is during year 1.

The Ideal Musical Environment

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- ▶ 3. Has a positive and encouraging affect

Warm and friendly teachers motivate children

The Ideal Musical Environment

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- ▶ 4. Offers musical models and expectations

Examples:

Singing in head voice with breath energy and enthusiasm.

demonstrate a variety of movement possibilities

The Ideal Musical Environment

(Vanessa Bond)

- ▶ 5. Provides open-ended activities that do not have a single right answer

Examples:

Echo Games

Sound creation and manipulation

The Elements of Music

- ▶ Melody
- ▶ Harmony
- ▶ Rhythm
- ▶ Form
- ▶ Timbre
- ▶ Expression
 - ▶ Example 1, 2, 3, 4

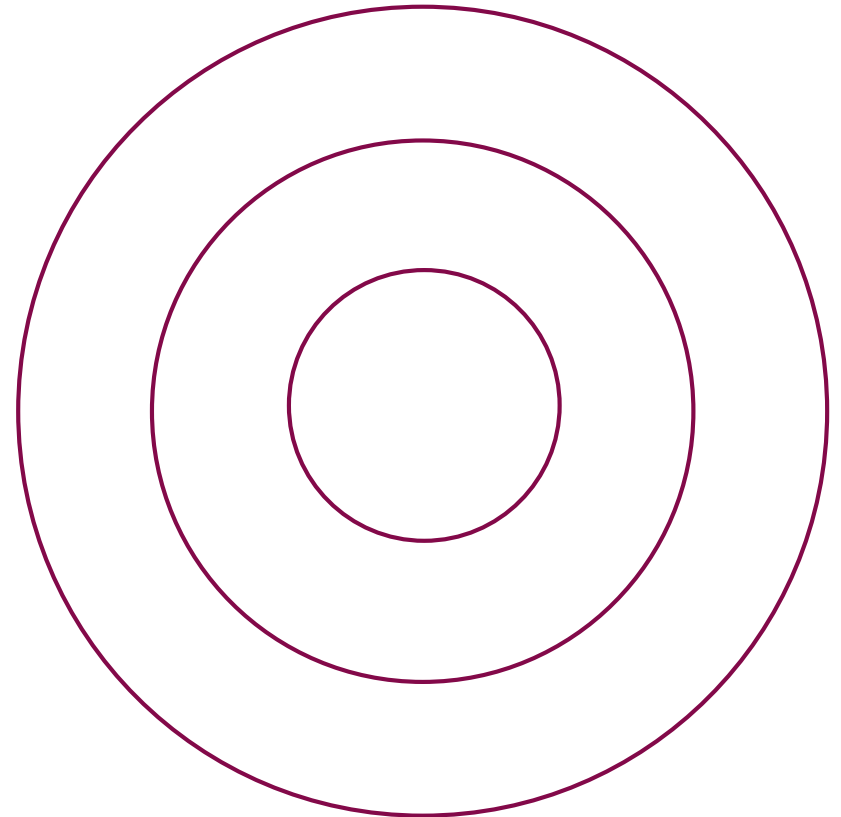
Frere Jacques

Frere Jacques (repeat)

Dormez vous (repeat)

Sonnez les matines (repeat)

Ding, Ding, Dong (repeat)



The “ings” of Music Experiences

- ▶ Singing
- ▶ Moving
- ▶ Playing
- ▶ Listening
- ▶ Creating

Singing

Age	Skill
Infant	Match sung pitches
1 year	Match fragments of melodies
2-3	Sings melodic patterns from familiar songs
4	Sings familiar songs with accurate rhythm and melodic shape

Singing

- ▶ At age 4:
 - ▶ Known as modulate singers
 - ▶ Creates spontaneous songs during play
 - ▶ Songs created reflects personal experience or how they feel
 - ▶ Contains many pitches and free flowing in rhythm.

Example:

MusicPLUS It's All About the Alphabet

Hello There

Hello there, (hello there)
How are you, (how are you)
It's so good, (it's so good)
To see you, (to see you)
We'll sing and (we'll sing and)
be happy (be happy)
That we're all here together again

Moving

Age	Skill
2	<p>Walks smoothly at various speeds</p> <p>Hops on either foot</p> <p>Jumps from still position</p> <p>Squats and returns to standing position</p> <p>Claps hands to rhythm, though imprecisely</p> <p>Walks backwards and sideways</p>
3	<p>Accomplishes sudden starts, stops and changes in direction</p> <p>Walks on tiptoe; learns to gallop</p> <p>Copies rhythm patterns by clapping or stamping with greater accuracy</p> <p>Eye-hand coordination developing; enjoys playing mallet and percussion instruments</p>

Moving

Age	Skill
4	Hops, gallops, controls body movements quite well Jumps forward as well as up and down Slides, whirls, perhaps begins to learn to skip Eye-hand coordination better mallet and percussion instruments enjoyed

Moving

- ▶ Need examples of various types of movements
- ▶ At age 3:
 - ▶ Can successfully vocalize rhythms, however echo clapping, marching and marching while clapping are difficult

Example:
[MusicPLUS](#) Consonant Rap

Click on image for NAEYC article on movement



Listening

- ▶ Can listen and enjoy songs of varying lengths with use of manipulative, active engagement and positive affect (i.e. William Tell Overture)
- ▶ Open to all genres of music
- ▶ Can distinguish between fast and slow, long and short
- ▶ Can recognize songs by movement or tune sung on a neutral syllable

Playing

Age	Skill
Infant	Can distinguish between vocal timbres
3	Can add sound effects to a story
4	Can categorize instruments into families by type of sound, length of sound, and playing technique (i.e., metals, shakers, etc.) Can add simple rhythms to accompany a song

Playing

- ▶ Use of instruments is a time for experimentation and exploration/discovery
- ▶ Students will create and repeat rhythmic patterns and soon after, melodic patterns
- ▶ Enjoys accompanying songs and stories



Program Goals

- USOE Fine Arts Rainbow Chart

http://www.schools.utah.gov/CURR/fineart/Elementary/Pre-Kindergarten/MusicTeachingMap_Pre-K.aspx

- Class Learning Map

http://www.schools.utah.gov/CURR/fineart/Elementary/Music_PreK-2_Combo.aspx

Tips on how to teach: Singing

- ▶ Imitate sounds produced by infants
- ▶ Provide multiple opportunities for children to hear a song
- ▶ Provide a task for students to do while listening
 - Questioning (Is the music fast or slow?, What is the song about?)
 - Movement
- ▶ Encourage chanting, rhythmic speaking, vocal exploration and improvisation
- ▶ Implement the echo-singing technique
- ▶ A cappella is completely acceptable
- ▶ Use a CD as a model
 - ▶ <http://www.schools.utah.gov/CURR/fineart/Elementary/Songbook/Music.aspx>

Tips on how to teach: Moving

- ▶ Offer multiple opportunities for children to experiment with moving their bodies and allow them to describe what they are doing
- ▶ Have children become movement leaders
- ▶ Help find alternative movements if necessary
- ▶ When listening to music, provide structured movement activities before attempting unstructured activities
- ▶ Plan for parameters beforehand
- ▶ Be an effective model

Tips on how to teach: Playing

- ▶ Be willing to have students explore (sound hunt, instrument center)
- ▶ Create guidelines for use
- ▶ Introduce instruments one at a time. Demonstrate first with movement then transfer to the instruments
- ▶ Allow students to choose accompaniments and have them explain why
- ▶ Utilize pitched instruments in an exploratory and improvisatory way
 - ▶ Pentatonic scale: C-D-E-G-A, F-G-A-C-D

Conversational Play: Have a dialogue with children using instruments



Tips on how to teach: Creating

- ▶ Promote a safe environment of creative expression
- ▶ Focus on the process, not the product
- ▶ Use improvisation as a springboard (i.e. greet children by singing and have them sing back to you)
- ▶ Can occur through singing, moving and playing experiences

Story Play: Create and dramatize a story. Include sound effects (i.e. going on a mountain hike)



Tips on how to teach: Listening

- ▶ Create opportunities for active involvement through movement or visual aids (i.e. puppets, dolls, scarves, streamers, etc.)
- ▶ Be sure you are promoting active/attentive listening, not passive listening
- ▶ Be an effective model and try not to speak while the music is playing
- ▶ Expose children to many genres of music
- ▶ Use examples that are complete musical works and discuss the meaning of the music (when applicable) – (i.e. a song that tells a story or creates a scene)



Resources/References

- ▶ Websites that support early childhood music
 - ▶ www.naeyc.org/content/music
 - ▶ Kidshealth.org/parent/growth/learning/toddler_music.html
- ▶ Books
 - ▶ Palmer, M & Sims, W. L. (Eds). (1993). *Music in Prekindergarten: Planning and Teaching*. Reston, VA: MENC.
 - ▶ Feierabend, J. (1990). *Tips: Music Activities in Early Childhood*. Reston, VA: MENC.
 - ▶ Gagne, D. (2000). *Action Songs Children Love (Vol. 1)*. Red Deer, Alberta: Themes & Variations.
 - ▶ Kleiner, L. & Riddell, C. *Kids Make Music, Babies Make Music Too!* Miami, FL: Warner Brothers