



Blueprint

For Teaching and Learning in

Music



Grades PreK - 12

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Pre-K and Early Childhood: Music & Movement

By Cathy Guy, Third Street Music School Settlement

Role of the Arts in a Pre-K Setting

Music naturally delights young children. They love to sing, play instruments, move, create, and respond to music in all sorts of interesting ways. Children often sing while they play, both familiar songs and new creations of their own. They twirl, rock, and move to music every chance they get; it is interesting to them. A pre-K classroom that includes time for music and movement provides an outlet for children's high spirits and creative energy.

Student Development

Effective music teaching in the pre-K classroom should:

- Support the child's total development—physical, emotional, social, and cognitive.
- Recognize the wide range of normal development in pre-kindergartners and the need to differentiate their instruction.
- Facilitate learning through active interaction with adults and other children, as well as with music materials.
- Consist of learning activities and materials that are real, concrete, and relevant to the lives of young children.
- Provide opportunities for children to choose from among a variety of music activities, materials, and equipment of varying degrees of difficulty.
- Allow children time to explore music through active involvement.

Music helps develop children's language and literacy:

When young children listen to familiar words in songs, the neural transmitters in their brains are firing away, and their brains are building connections to the sounds they are hearing and the words they are singing. Singing songs and reciting poems and rhymes with children helps them develop early literacy skills. Utilizing books that can be sung or chanted facilitates an understanding of text and concepts about print. Writing songs down on chart paper reinforces an understanding of letters and words.

Music develops language with steady beat rhythmic activities:

Clapping hands, stamping feet, and using rhythm instruments in time to music develops important pre-reading skills. Young children recognize words, sounds, rhythms, tones, and pitches long before they talk, sing, or dance. Singing songs that are full of rhymes and repetition strengthen phonological awareness.

Music helps develop children's self-esteem:

Music is a wonderful way to address the many needs of children because music is nonjudgmental. There is no right or wrong; it just is what it is. Listening to different types of music nurtures self-esteem and encourages creativity, self-confidence, and curiosity.

Music helps develop children's listening skills:

Music encourages the ability to listen and thus to concentrate. Songs encourage speech and auditory discrimination. Through music, children learn to hear tempos, dynamics, and melodies. Listening for loud and soft, up and down, fast and slow encourages auditory development in the brain.

Music helps develop children's math skills:

A simple song can include basic math skills such as counting, repeating patterns, and sequencing. Children can learn number concepts by singing number songs, rhymes, or chants ("Big Fat Hen," "Five Little Monkeys"). Concepts of measurement, especially time, can be explored by moving quickly or slowly. Comparisons can be made in movement activities by taking long steps, short steps, or by making yourself a tiny seed or a great, big giant.

Music and movement go together:

Children naturally respond to music by moving and being active. Music helps children learn about rhythm and develop motor coordination. Group dances like the "Hokey Pokey" help children learn about their body parts ("You put your right foot in ..." "You put your left hand in ..."), sense of direction (turning around, going left and right, moving back and forth), and rhythm patterns (clapping to the beat).

Music relieves stress:

Stress can be relieved with songs, chants, finger plays, and moving to music. Singing together creates a feeling of safety and makes learning in a classroom much easier. Quality

recorded music played during quiet or rest times can be comforting and help children to relax.

Music makes transitions easier:

Getting children to move from one activity to another is easy when you sing a song. For example, sing to the tune of "The Farmer in the Dell," "It's time to go to lunch," and you'll see that the children will get ready much faster. Keep making up verses: "Let's pick up the toys. ... Now let's wash our hands," etc. Getting on the "train" while singing "Engine, Engine Number Nine" can make moving the whole group an orderly, happy experience.

Environment

Play is the primary vehicle for young children's growth, and developmentally appropriate early music experiences should occur in child-initiated, child-directed, teacher-supported play environments. In Pre-kindergarten, the teacher's role is to create a musically stimulating environment and then to facilitate children's engagement with music materials and activities by asking questions or making suggestions that stimulate children's thinking and further exploration. A classroom filled with music is typically a happy place.

Music and movement involve children in listening activities, joining in group experiences, and experimenting with materials on their own. Therefore, the environment should include a specific location where you store musical instruments, CD player, and props. This should be a place where children should feel free to make, listen, or dance to music if they wish. Group music or movement activities may occur wherever there is enough space for children's safe expression.

Suggested materials for the music center:

- Drums, tambourines
- Bell bands
- Triangles
- Finger cymbals
- Maracas, egg shakers
- Rhythm sticks or claves
- Xylophones or glockenspiels
- CD player and high-quality recorded music
- Scarves

Pre-K and Early Childhood: Music & Movement *continued***Socialization**

Children need group music time to experience the important social and musical aspects of sharing music and making music together. These shared experiences can encourage feelings of group solidarity.

Singing or chanting can help make routine activities and transitions, such as gathering children into a circle or group activity, smoother and more enjoyable. Quiet, soothing music calms and relaxes children, while a lively marching tune rouses them for energetic clean-up time. Music and movement are also social activities that help children feel part of the group. Group singing and action games help children to cooperate with others, including singing when the group is singing and being quiet when everyone else is being quiet.

Music making can be a dynamic social learning experience. Making music together, children learn to work as a team while they each contribute to the song in their own way. At the same time, music helps children learn that together they can make something larger than the sum of its parts.

More benefits of music for children include learning cooperation, sharing, compromise, creativity, and concentration—skills that become invaluable as they enter school, face new challenges, and begin to form new friendships and develop social skills.

Ten Tips for the Pre-K Classroom

1. Sing simple songs that you know and love. Don't worry if you think you can't sing; children won't care.
2. Sing to children throughout the day. You can sing while you are tying shoes, zipping up jackets, and applying sunscreen. Teachers can make up songs that include children's names. For example, sing "Kelsey's putting her jacket on, her jacket on, her jacket on" to the tune of "Here We Go 'Round the Mulberry Bush." Young children are magnetized by the sound of a singing voice. It also helps them focus and absorb the language.
3. Sing classics every day. For preschoolers, "Twinkle, Twinkle, Little Star," "The Itsy-Bitsy Spider," and "Old MacDonald" never get old.
4. Sing when reading stories aloud. Phrases such as "uh-oh," "ding-dong," and "meow" lend themselves to two-note mini-songs. Children can wait for their cue to sing and join in. Singing engages and involves children in the story.
5. Clap rhythms over and over again. Start with simple nursery rhymes such as "Peas Porridge Hot" or "Humpty Dumpty sat on a wall." Clap and say the words at the same time, and have the children echo or repeat after you. Later, take the words away and just clap the rhythm, and see if the children can eventually recognize the rhyme by just listening to your clapped rhythm.
6. Use finger cymbals to quiet and bring order to the classroom. The quiet ringing tones of this instrument somehow makes children stop what they are doing and listen.
7. Keep it simple and casual. Movement activities do not have to be planned. Teachers can put on lively music and bounce around. Occasionally suggest movements, saying, "Let's pat our legs" or "Can you wave your hands in the air?"
8. Join in movement activities with energy and a smile. Watch how a child moves, and then copy his/her movements. Young children find it fun and empowering when they see teachers follow their lead.

9. Include music from children's cultures and from countries around the world. Young children respond enthusiastically to joyous, rhythmic music. Music from other cultures can inspire children to find new ways to move and react to the new sounds they hear.
10. Invite children to play shakers and bell bracelets while listening to lively music with a steady beat. Encourage children to play the instruments in different ways. For example, children can slide shakers on the floor, make the shakers jump when held upright, or stir them like a spoon.

Please refer to the Bibliography, "Resources For Teaching Music in Pre-K and Early Childhood," p. 184, compiled by Cathy Guy.

National Art Education Foundation
www.naea-reston.org

National Endowment for the Arts (NEA): Cultural Funding
www.arts.gov/grants
www.arts.gov/artistic-fields/arts-education

National Endowment for the Humanities (NEH)
www.neh.gov

New York State Council on the Arts (NYSCA)
www.nysca.org

The New York State Foundation for the Arts
www.nyfa.org

Pencil NYC
www.pencil.org

Target Field Trip Grants
<https://corporate.target.com/corporate-responsibility/grants/field-trip-grants>

The P. Buckley Moss Foundation for Children's Education
www.mossfoundation.org

U.S. Department of Education – Grants
www.ed.gov/fund/grants-apply.html

Wallace Foundation
www.wallacefoundation.org

3. Resources for Professional Practice – All Strands

ArtsEdge – Connect, Create: Lessons, How To's Standards –
The Kennedy Center
www.artsedge.kennedy-center.org/educators.aspx

American Musicology Society: Sites for Musicologists
<http://www.ams-net.org/www-musicology.php>

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www.creativeeducationalsystems.com

Education Commission of the States
www.ecs.org

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www.educationalpolicy.org

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www.engageny.org

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Learning Forward (formerly National Staff Development Council)
www.learningforward.org

Music Education Brain Development Advocacy Page (NAfME)
<http://www.nafme.org/take-action/what-to-know/all-research/>

National Education Association (NEA)
www.nea.org

New York State Art Teachers Association
www.nysata.org

School Tube
www.schooltube.com

Share My Lesson
www.sharemylesson.com

Startcher
www.startchr.nyc

TaskStream: Assessment Planning
www.taskstream.com

Teacher Tube
www.teachertube.com

Teachers College – Columbia University
www.tc.columbia.edu

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www.teachersnetwork.org

The Teaching Channel
www.teachingchannel.org

Teaching Matters
www.tminet.org

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United Federation of Teachers
www.uft.org

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www.ed.gov

4. Resources for Teaching Music in Pre-K and Early Childhood *Compiled by Cathy Guy, Third Street Music School Settlement*

Books That Lend Themselves to Singing

Barker, Keith. *Big Fat Hen*. Harcourt and Brace Publishing, 1994.

Cabrera, Jane. *Over in the Meadow*. Gullane Children's Books, 2004.

Cabrera, Jane. *Row, Row, Row Your Boat*. Holiday House Children's Division, 2015.

Cabrera, Jane. *Twinkle, Twinkle Little Star*. Holiday House Children's Division, 2012.

Fleming, Denise. *Barnyard Banter*. Henry Holt & Co., 2001.

Fleming, Denise. *In the Tall, Tall Grass*. Square Fish Publishers, 1995.

Hort, Lenny. *Seals on the Bus*. Square Fish, 2003.

Litwin, Eric. *Pete the Cat and His Four Groovy Buttons*. Harper Collins, 2010

Martin, Bill. *Brown Bear, Brown Bear What Do You See?* Henry Holt & Co., 1992.

Williams, Linda. *The Little Old Lady Who Wasn't Afraid of Anything*. Harper Collins, 2002.

Zimmerman, Andrea. *Trashy Town*. New York: Harper Collins, 1999.

Books with CDs

Hays, Michael, and Pete Seeger. *Abiyoyo* [Book and CD]. Simon and Schuster Books for Young Readers, 2001.

Lach, William. *Can You Hear It?* [With CD.] Harry N. Abrams, 2006.

Prelutsky, Jack. *The Carnival of the Animals*. [With CD.] Knopf Books for Young Readers, 2010.

Schulman, Janet. *Sergei Prokofiev's Peter and the Wolf*. [With CD.] Knopf Books for Young Readers, 2004.

Witte, Anna. *Lola's Fandango*. [With CD.] Barefoot Books/Pap/Com edition, 2011.

Recorded Music for Moving and Listening

Orozco, Jose-Luis. *Decolores and Other Latin American Folk Songs*. Arcoiris Records, Inc., 2004. CD.

Orozco, Jose-Luis. *Diez Deditos/Ten Little Fingers*. Arcoiris Records, Inc., 2004. CD

Putamayo Kids [Party, Playground, Singalong and Dreamland series of CDs.] CD. www.putumayo.com

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5. Resources for Teaching Music in Special Education

Compiled with annotations by Dr. Elise S. Sobol, NYSSMA Chair, Music for Special Learners

Adamek, Mary S., and Alice-Ann Darrow. "Current Profile of Students with Disabilities in Public Schools with Implications for Music Professionals" and "Management Techniques to Promote Motivation, Responsibility and Learning." *Music in Special Education*. 2nd ed. American Music Therapy Association Inc., 2010. 3-16: 81-102.

– *Excellent to the point content in chapters to help prepare teacher candidate for New York State Education Department requirements for meeting the needs of Students with Disabilities in inclusive and differentiated settings.*

Anderson, William, and Joy E. Lawrence. *Integrating Music into the Elementary Classroom*. 9th ed. Cengage Learning, 2013.

– *Geared for hands-on practice in the elementary classroom, this text provides a wealth of curriculum information for using music to enhance instruction. Includes model lesson plans with musical activities to reach and interest children of different cultures and backgrounds.*

Feuerstein, Reuven, Rafael S. Feuerstein, and Louis H. Falk. *Beyond Smarter Mediated Learning and the Brain's Capacity for Change*. Teachers College Press, 2010.

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Goodlad, John I. *What Are Schools For?* 2nd ed. Phi Delta Kappa Educational Foundation, 1994.

Hallahan, Daniel P., James M. Kauffman, and Paige C. Pullen. *Exceptional Learners an Introduction to Special Education*. 12th ed. Pearson Education, 2012.

– *This updated text serves as a comprehensive introduction to the characteristics of exceptional learners, including English language learners and gifted and talented. Its emphasis is on classroom practices and considerations of social, emotional, Psychological, and medical aspects of disabilities and giftedness. The text offers links for further research and information as well as perspective for inclusion practices for general and a variety of special educational settings.*

Hammel, Alice M., and Ryan M. Hourigan. *Teaching Music to Students with Autism*. Oxford University Press, 2013.

– *Hammel and Hourigan's latest publication is a compassionate scholarly text on the many facets of teaching students within the wide autism spectrum. All strategies and approaches can be adapted for successful educational intervention in the music classroom. Well organized and accessible. This is an important reference for the teaching and learning community.*

Hammel, Alice M., and Ryan M. Hourigan. *Teaching Music to Students with Special Needs: A Label-Free Approach*. Oxford University Press, 2011.

– *Newest release for music in special education classes; excellent examples for discussion of best practices in variety of settings.*

Mixon, Kevin. *Reaching and Teaching All Instrumental Music Students*. 2nd ed. R&L Education, 2011 .

– *Author provides his experience and techniques for teaching instrumental music students. Helpful to the new or veteran teacher; reader will gather valuable information for teaching students with diverse learning styles in inclusion performance programs.*

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