



MUSIC AND MOVEMENT

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PROMOTING MUSIC AND MOVEMENT

- **Goals of music and movements**
- **Singing : selecting songs, presenting songs, informal singing, group singing, playing instruments, rhythmic experiences, creating songs, listening experiences**
- **Movement and dance: fundamental movements walking, standing, balancing, running, jumping, galloping, skipping, playing**

Reference Books

- **Good school for young children; creative experiences: art, music and creativity; Leeper, Witherspoon and Day; 399-411; 5th Edition; Macmillan Publishing Co, Inc, New York.**
- **Becoming teacher for young children; Music; Margaret Lay Dopyera and John Dopyera; 343,345-347; 3rd Edition; Random house New York.**
- **Intro to Early Childhood Education; Eva L Essa; 4th edition; Annotated Students Edition; Clifton Park; NY: Delmar learning; College of Home Science Nirmala Niketan Library**
- **Intro to Early Childhood Education; Jo Ann Brewer; 3rd edition; Copyright 1998, 1995, 1992 by Allyn & Bacon; College of Home Science Nirmala Niketan Library**
- **Creative Learning Activities for Young Children; Music and Movement; Judy Herr; 338-339,345; Volume 3; Courtesy Scott Calmen Studio Inc.**
- **Art and Creative Development For Young Children; Creative Experience; Robert Schirrmacher;55;5th Edition; copy right@2006 Delmar learning.**



Goals for older children

- To have opportunity to sing in part in rounds and in harmony.
- To learn about variety of major musical work to such as operas, ballets, symphonies, concerts and chamber music.
- Have listening experience with instruments and tonal qualities of string, wood-winds, brass and percussion.
- To recognize basic meter and rhythmic notation by sound.



**Boosts self
Confidence**



**Increases
group
participation**

**Benefits of
music to
children**

**Improves
communication**

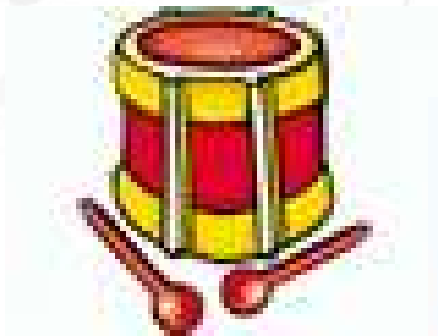


**Source
Of
enjoyment**



Methods to make the music lesson interesting and meaningful

- Voice modulation
- Knowing the song fully
- Rhythm, tune, and pace
- Teaching songs with actions, puppets, musical instruments, etc.





Developmental sequence for rhythmic experiences —

- ▣ Making random movements, using large muscles.
- ▣ Moving rhythmically in one's own way for short periods of time.
- ▣ Moving rhythmically in one's own way, the child responds when the teacher emphasizes his / her movement with an accompaniment.
- ▣ Moving at fast tempo before conforming to slower tempos.
- ▣ Adjusting bodily movements to accompaniment of regular beat. Can “keep time”.



PLAYING INSTRUMENTS

Play a soft musical instrumental.

- The child may stop an activity to listen and turn toward the sound. This gives the child something to hear.

- In a

played fast and slow, high and low tunes.

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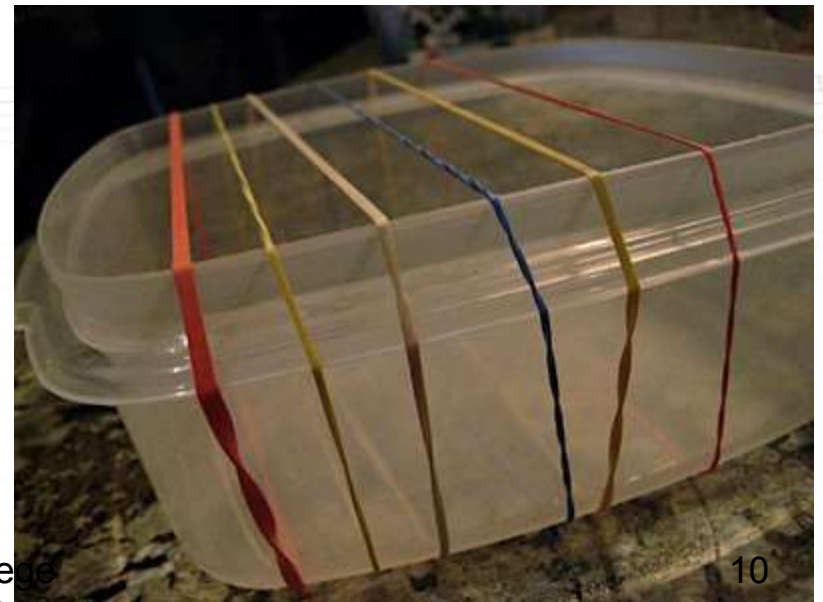
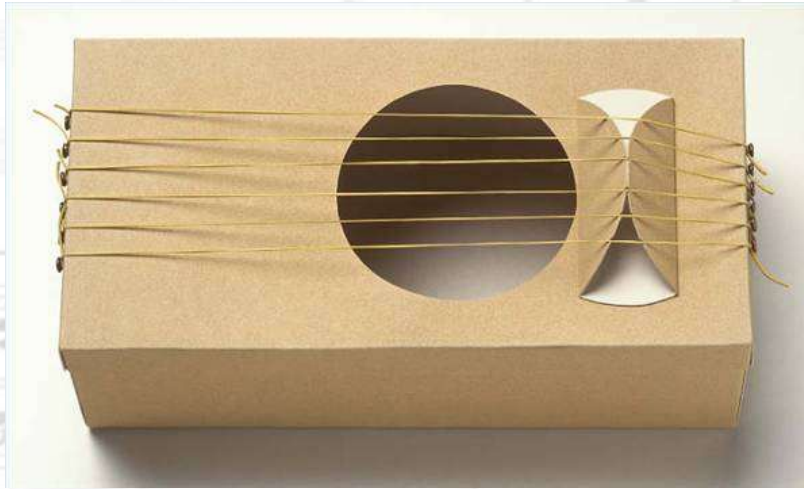
*Tones that sound, and roar and storm about
me until I have set them down in notes. --*

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Beethoven

Handmade Musical Instruments



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But...



HOW DOES MUSIC HELP CHILDREN???

WHAT WILL THE GOALS OF A MUSIC LESSON BE???

Goals of a music programme

- Teaching children to sing in tune.
- Encouraging children to experiment with tempo, volume and quality of sound.
- Allowing freedom of expression through music.
- Giving children opportunities to listen to music.
- Exposing children to a wide variety of songs.

- Show appreciation.
- Accept the child at his/ her level.
- Encourage creative response in all music activities.
- Provide for varied sensory experiences.



But...



Were these practices
developmentally
appropriate or not?
Why???

Guidelines/ Do's and don'ts

- Have a flexible schedule.
- Let music be informal.
- Work at a comfortable pace allowing repetition.
- Actions should be consistent among all adults.
- Work with individuals, small groups and large groups.



- Help the child use non verbal skills.
- Sit with the children on the floor or on a low chair.



- Look at each child.
- Shift to different types of songs.
- Allow the child who is not participating, to be ready for it. Do not force the children to sing or participate.
- Have a happy ending.



Teaching a new song

- Sing a song at normal speed.
- Sing a complete stanza or song (if it is short) and then ask children to follow. Do not sing line by line and make the children repeat.
- Keep the music lesson short and sweet.
- Break a big song into small parts.
- Include action songs in your music lesson.

- Keep in mind the content of the songs. It should be related to familiar.
Eg. Cars, animals, toys, etc.
- Explain all the new words in the song.
- Vary the tune, volume and rhythm of songs, some fast, some slow, some that are sung loudly, some very softly.



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But...



Which songs should
one select???

How to decide on a
particular song?

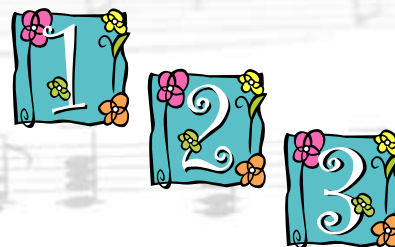
Selecting songs

Select songs which are:

- Appealing.
 - Crisp and short.
 - Have a chorus.
 - Include movement.
- 
- Are understandable to children.

Types of songs

- Action songs
- Number songs
- Finger play songs



- Festival songs
- Songs in regional languages



- Marching songs



- Story songs



- Lullabies

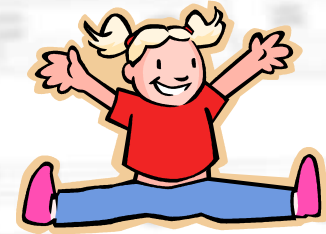


Action Songs

- I'm going to the market
- The bear went over the mountain
- Roly poly, roly poly
- A ship sailed from China
- When you're happy and you know it



- Hop a little, jump a little, 1 2 3



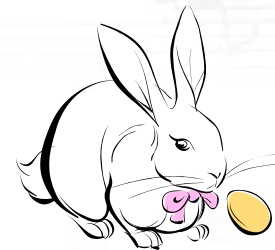
- Swallowed a big bead



- You put your right hand in



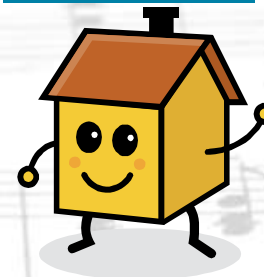
- Little Peter rabbit had a fly upon his nose



- Row, row, row, your boat



- In my house, there's a room



- Here we go round the mulberry bush

- Out in the garden each fine day



- ABCD..... XYZ

- The wheels of the bus go round and round



- Teddy bear, teddy bear



- Rock-a- bye baby



- Clap your hands



- Cup and saucer



- Oranges and lemons



- Ring-a-ring-a-roses



- Skipping, skipping, never tripping



Swallowed a Big Bead (Action Song)

Swallowed a big bead (3), just now,
is aching (3), just now.



Call the



(3), just now,

Operation (3), just now.

Took out the big bead (3), just now,

Feeling better (3), just now.

Thank you doctor (3), just now,



doctor (3), just now.

Number songs

- Five little monkeys



- Five little ducks



- Eight pink fingers



- 1,2, buckle my shoe



- Two little dicky birds



- Five little lollypops



- One little, two little, three little Indians
(ice-creams)



- Five currant buns in the bakers shop



- Johnny works with one hammer



- One little finger



- One two three four five, once I caught a fish alive

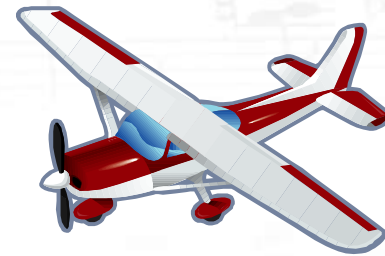
- Five little fishes swimming in a pool



- Two little hands go clap clap clap



- Two twin aeroplanes flying high



- Three little monkeys jumping on a tree
- Thumbelina thumbelina half past one



- Rabbits rabbits 1 2 3



5 little monkeys (number songs)

5 little  s jumping on the bed, (2)

1 fell down and broke his head. (2)

Mama  the doctor, doctor said, (2)

No more  s jumping on the bed.

So, 4 little ...

Finger play songs




- Thumbkin he can sing
- Where is thumbkin?



- Hold the index fingers



Thumbkin he can sing(Finger play)

Thumbkin he can , Thumbkin he can  (2),
We all go merrily up together,
We all go merrily down together, (2)
We all clap  (2).
Pointer he can sing...
Tallman he can sing...
But Ringman he can't sing... (sad)
But Pinky, she can sing..

Festivals

- Dashing through the snow



- He's a jolly good fellow
- Rudolph the red nose reindeer



- Give me oil in my lamp



- We wish you a merry Christmas



Give me oil (Festival Song)

Give me oil in my 

Keep me burning, burning, burning,

Give me oil in my lamp, I pray.

Give me oil in my lamp,

Keep me burning, burning, burning,

Keep me burning till the break of day.

Sing Hosana! (2), Sing Hosana to the King of kings.

Sing Hosana! (2), Sing Hosana to the King.

Give me joy in my 

Keep me singing, singing, singing...

Give me peace in my heart, Keep me resting...

Give me love in my heart, Keep me serving...

Marching songs

- Five little soldiers standing in a row
- The grand old duke of York
- London bridge is falling down



London Bridge (Marching Song)

London
London



is falling down (3),
is falling down, My fair lady.

Take a



her up...

How will we build it up...

Build it up with silver and gold..Gold and silver I have none

Build it up with needles and pins..Needles and pins will bend &
break

Build it up with wood and clay...wood and clay will wash away

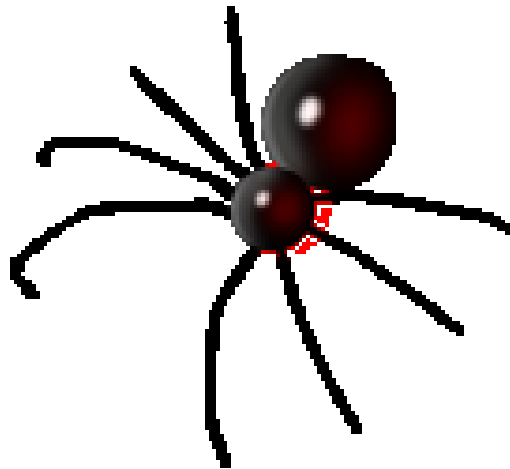
Build it up with stone so strong...stone so strong will last so long...

Story Songs

- Miss Lucy had a baby



- Incy wincy spider (in English, Hindi and Marathi)



Lullaby songs



- Rock a-bye-baby



- Are you sleeping?



Are you sleeping (Lullaby)

Are you  (2), Little  (2).

Morning  are ringing, (2)

Wake them up (2).

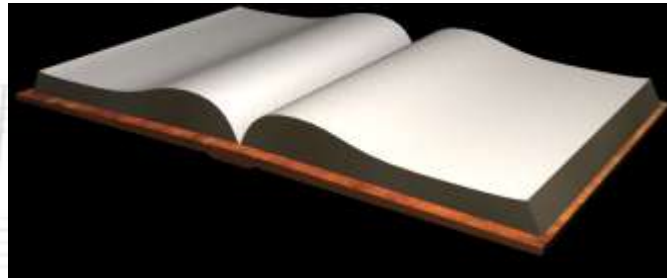
But...



Where can one find
songs to teach
children???

Sources of songs

- Records
- Song books
- Children films
- TV shows
- Internet
- Make your own song...





MOVEMENT

*Movements can
be used to act
out stories and
to make them
come
alive.....*





CREATIVE MOVEMENT

Explore possible movements of body parts moving in unison (*i.e., bend, stretch, twist, turn, push, pull, swing, sway*).



Move body parts in opposition.

Combine two or three movements initiated by different body parts moving in sequence or in resistance

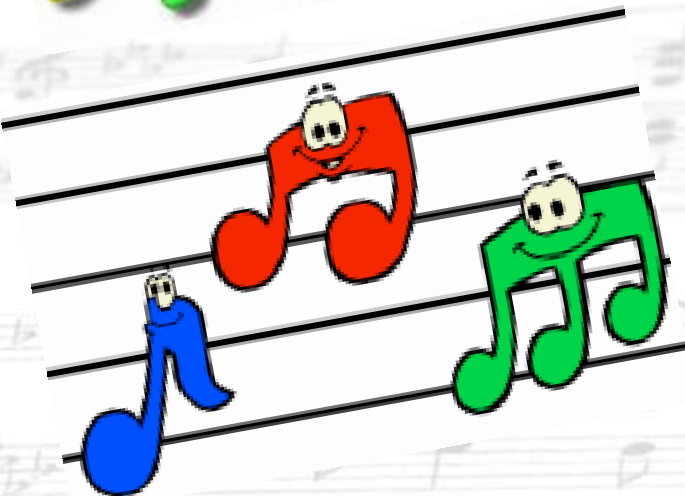
Movement

Importance of including movement in a lesson:

- By engaging in body movements, children become aware of different body parts, and realize what each part can do.
- Movements increase strength, develop poise and confidence, and improve balance and flexibility.

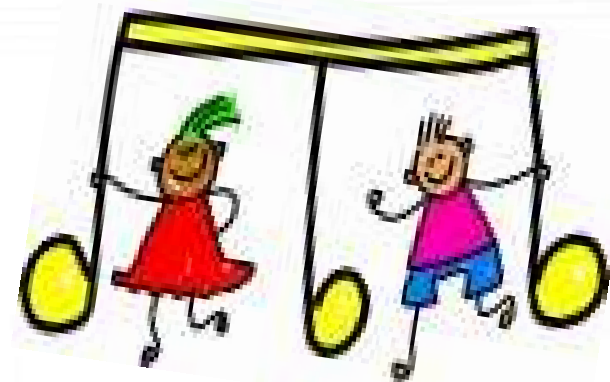


MUSIC AND CREATIVE MOVEMENT



Listening to music is a natural way to introduce creative movement.

Distinctive types of music or rhythm should be chosen for initial movement experiences.





GROWTH AND CHARACTERISTICS

Kindermusik®



Semester after semester you discovered the one choice that provides more ways for your child to grow and thrive than any other. From birth to age 7, choose Kindermusik.



CREATIVE FUN WITH MUSIC



-Here is a great music activity using things from around the house or classroom to make music.

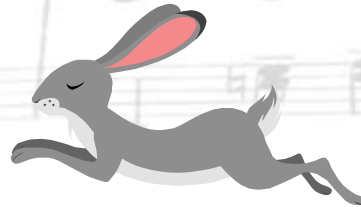
-Let the children use their imagination on what they can find to make music. Kids love this activity.

Movement

Movements + actions + songs = effective lesson

Some suggestions and ideas for encouraging creative movements

Hop like a rabbit



Jump like a frog



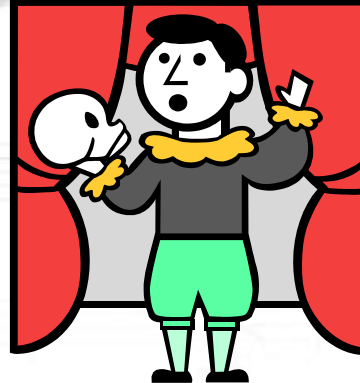
Gallop like a horse



- Swim like a fish



- Nursery rhymes can be dramatised.



Some material to encourage movements

- Scarves-coloured



- Pieces of light weight fabrics



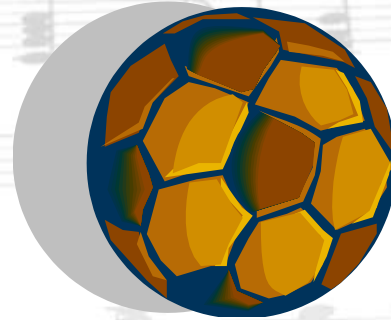
- Ribbons



- Balloons



- Balls of different kinds



- Plastic cellophane paper (without putting it on the face)

But...

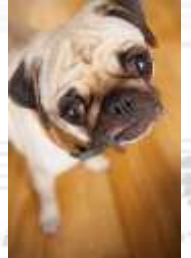


What else can one use
to encourage
movement in
children???

- Movement can be expressed through dramatization, mimicry and rhythm.

eg. Dramatization: how does the dog bark?

Mimicry: walk like an old man

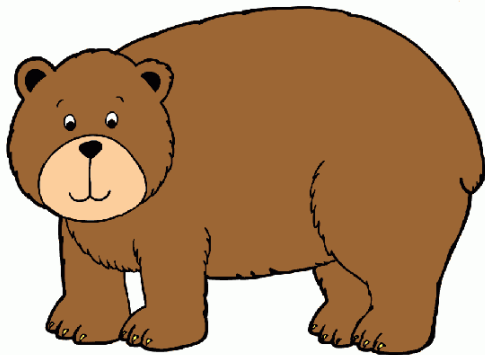


Rhythm: dancing on a beat/ song.





Action Songs

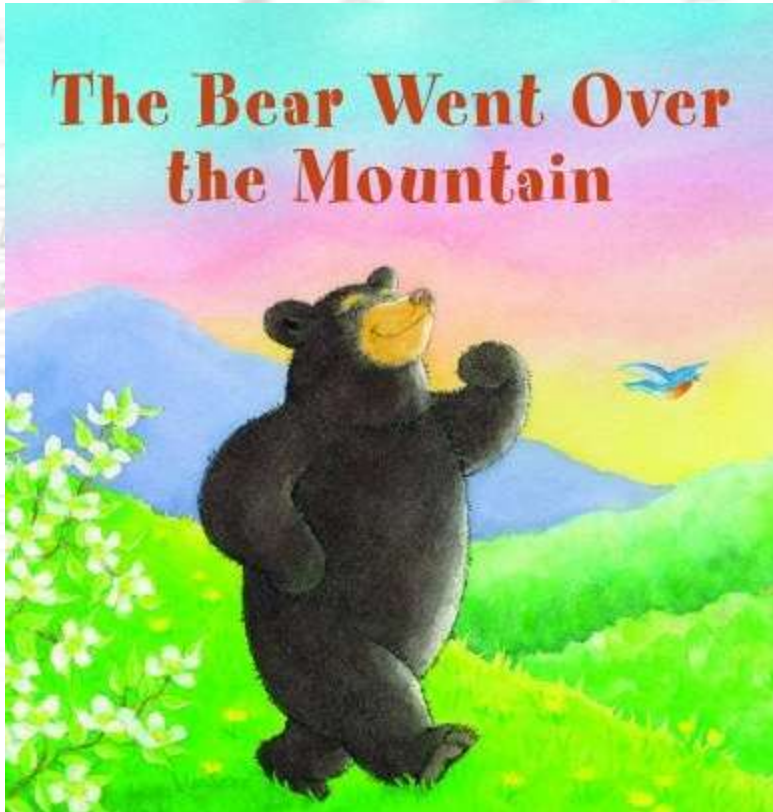


Rolly Polly Rolly Polly

Rolly Polly Rolly Polly
Up Up Up
Rolly Polly Rolly Polly
Down Down Down
Rolly Polly Rolly Polly
In In In
Rolly Polly Rolly Polly
Out Out Out



Bear went over the mountain



The bear went over
the mountain,(3)

And tell me what
he could see?

The other side of
the mountain,(3)

In my house



In my house there's a room,
And in that room there's a
bed,
And on that bed there's a
tiny teddy bear,
With a very bad cold in his
head..

AAAccchuuuuuuuuuu!!!!

Swallowed a big bead

Swallowed a big bead,(3)

Just now.

Swallowed a big bead,(3)

Just now.

Stomach is paining,(3)

Just now.

Stomach is paining,(3)

Just now.

Call the doctor,(3)

Just now

Call the doctor,(3)

Just now



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Injection,(3)
Just now.
Injection,(3)
Just now

Thank you doctor,(3)
Just now.
Thank you doctor,(3)
Just now.

Bye bye doctor,(3)
Just now.
Bye bye doctor,(3)
Just now.



You put your right hand in

You put your right hand in
You put your right hand out
You put your right hand in
And you shake it all about
You do the Boogie woogie
And you turn yourself around
That's what it's all about!

Repeat using the left hand, then right foot, then the left foot then head, and hips then 'your whole self.

You put your whole self in
You put your whole self out
You put your whole self in
Then you shake it all about
You do the Boogie woogie
Then you turn yourself around
That's what it's all about.

Hop a little, jump a little,

Hop a little, jump a little,
One two, three;
Run a little, skip a little,
Tap one knee;
Bend a little, stretch a little,
Nod your head;
Yawn a little, sleep a little,
In your bed.



Aunty Monica

**CHORUS: Oh We have an auntie and auntie Monica
And when she goes shopping, they all say OOH LA LA!**

**And so her (feather's swinging-3), so
And so her (feather's swinging-3), so**

**CHORUS
And so her hat is swinging...**

**CHORUS
And so her bag is swinging...**

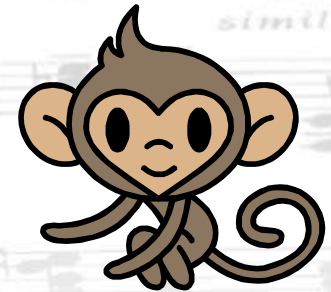
**CHORUS
And so her skirt is swinging...**

**CHORUS
And so my auntie's swinging...**



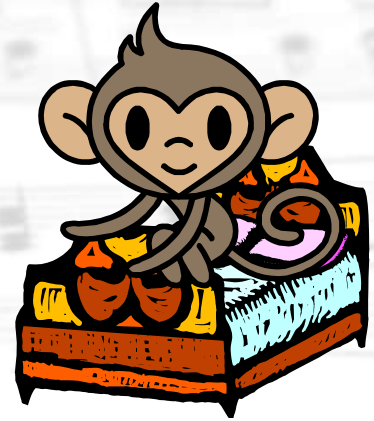


NUMBER SONGS



Five little monkeys

Five little monkeys, jumping on the bed,
One fell down and broke his head,
Mumma called the doctor, doctor said,
No more monkeys jumping on the bed



So four little monkeys, jumping on the bed,
One fell down and broke his head,
Mumma called the doctor, doctor said,
No more monkeys jumping on the bed



So three little monkeys, jumping the bed..
(likewise it goes on...)



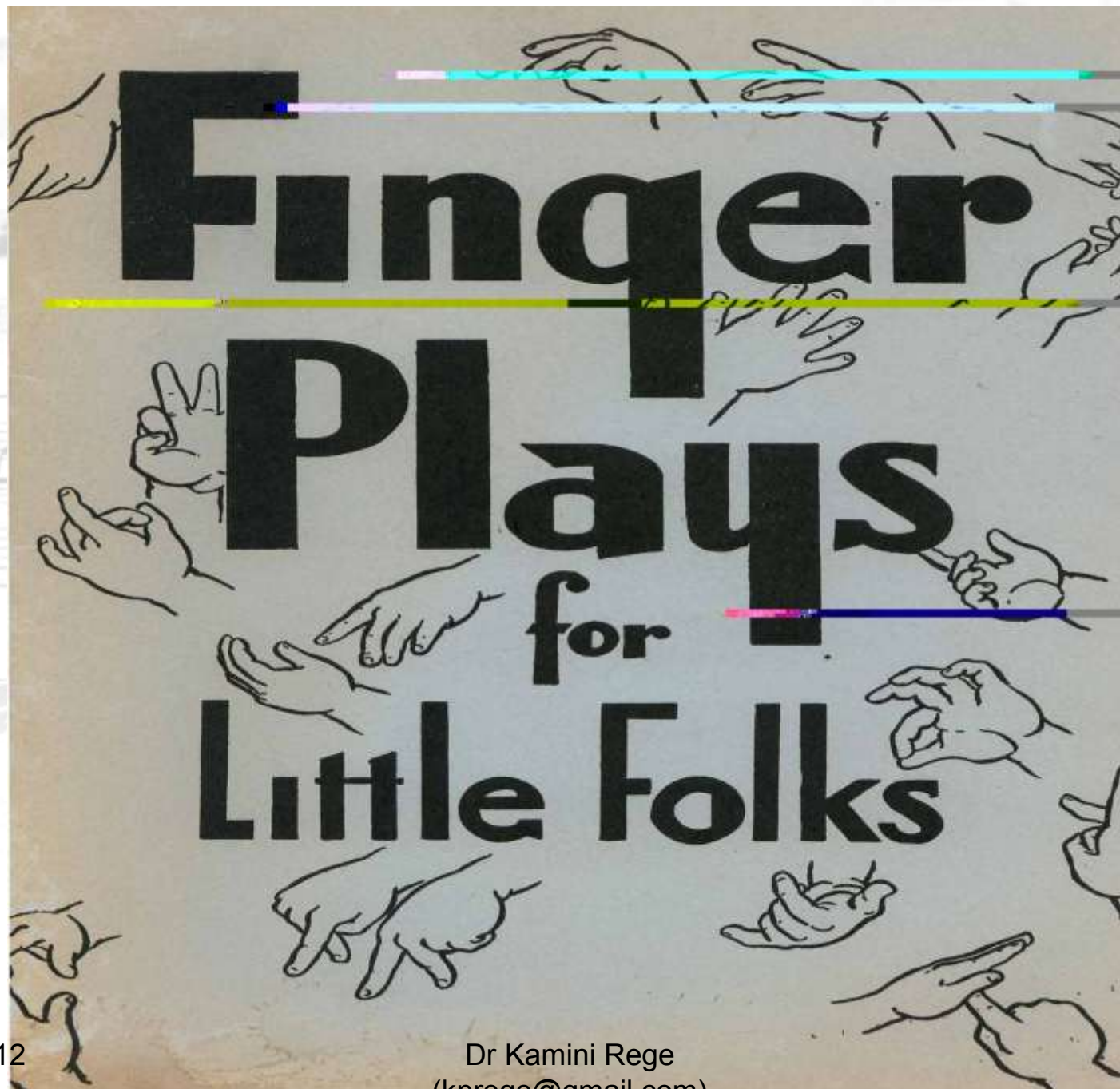
Ek mota hathi

Ek mota hathi, jhoom ke chala,
makdi ke jaal me jake fasa,
Jal ko dekha, dekh ke dara,
Dusre hathi ko ishare se bulaya

Do mothe hathi jum ke chale,
Makdi ki jaal me jake fase
Jal ko dekha, dekh ke dare
Tisre hathi ko ishare se bulaya

Tin mothe hathi, jum ke chale...





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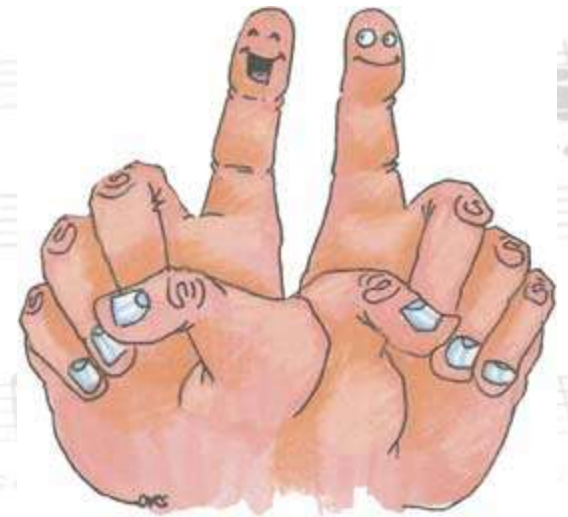
Thumbkin, he can sing

Thumbkin he can sing,
Thumbkin he can dance,

(We all go merrily up together,
We all go merrily down together,
We all clap hands.)...**chorus**

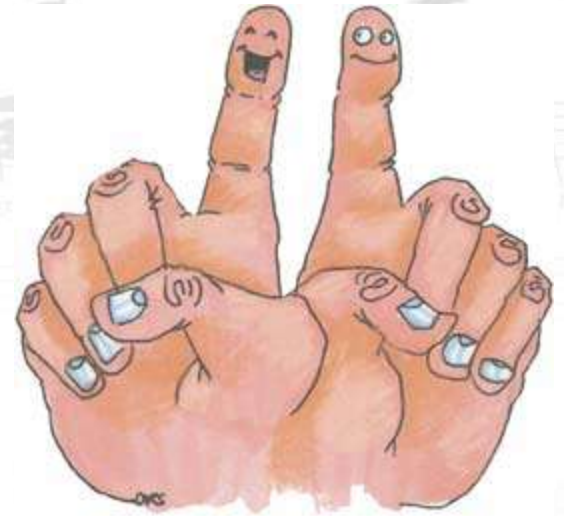
Pointer he can sing,
Pointer he can dance, (**Chorus**)

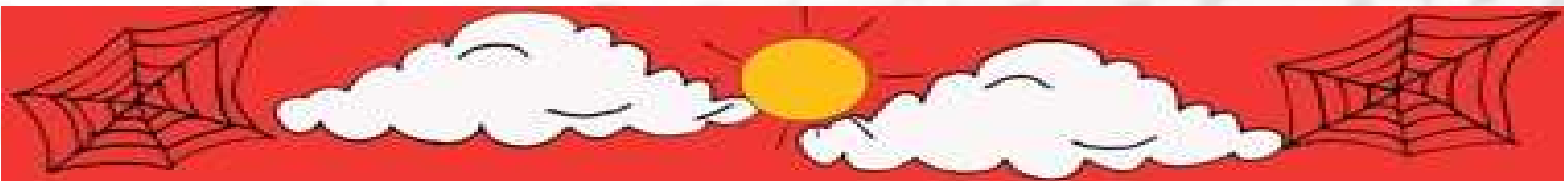
Tallman he can sing,
Tallman he can dance, (**Chorus**)



Ringman can't sing
Ringman can't dance
We can't go merrily up together,
We can't go merrily down together,
We can't clap hands.

Baby he can sing,
Baby he can dance, (**Chorus**)





Incy Wincy Spider

Incy Wincy spider climbed up the waterspout.
Down came the rain and washed poor Incy out.
Out came the sunshine and dried up all the rain.
And Incy Wincy spider climbed up the spout again.



Where is Thumb Kin?

Where is Thumbkin?

Where is Thumbkin?

(Here I am, here I am.

How are you this morning ?

Very well, and thank you.

Go away, go away)...chorus

Where is Pointer?

Where is Pointer?

(chorus)

Where is Ring Man?

Where is Ring Man?

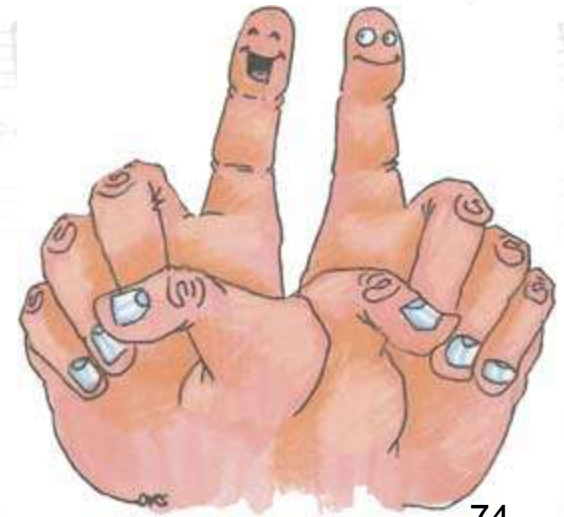
(chorus)

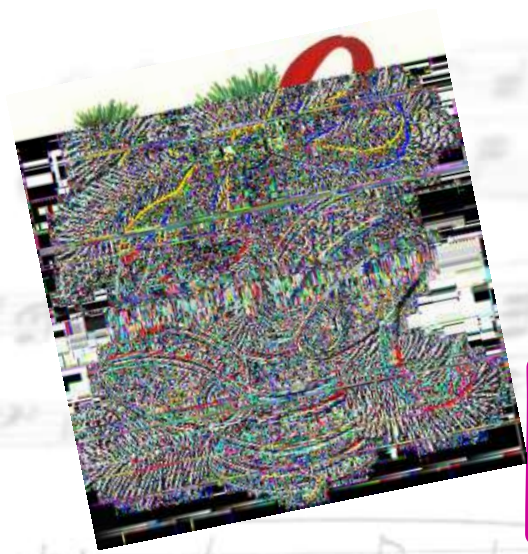
Where is Small Man?

Where is Small Man?

(chorus)

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Festival songs





Oh kanhaiya aala re

Oh kanhaiya aala re
Tyachi sange kheloo re
Zim puri zim(2)

Oh kanhaiya aala re
Tyachi sange kheloo re
Chanaan chum(2)

Oh kanhaiya aala re
Tyachi sange kheloo re
Aaaaaaaaaa(2)

Oh kanhaiya aala re
Tyachi sange kheloo re
Ho ho ho ho (2)

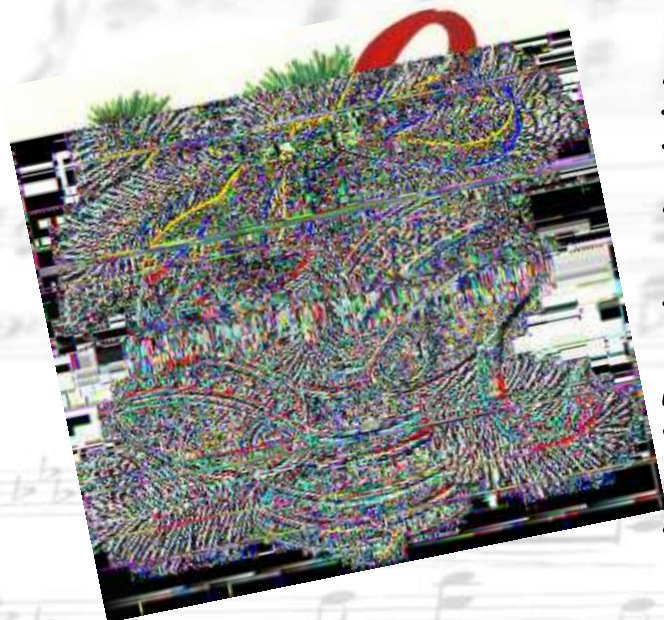


Dashing through the snow

Dashing through the snow
In a one horse open sleigh
O'er the fields we go
Laughing all the way
Bells on bob tails ring
Making spirits bright
What fun it is to laugh and sing
A sleighing song tonight

Oh, jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh
Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh





A day or two ago
I thought I'd take a ride
And soon Miss Fanny Bright
Was seated by my side
The horse was lean and lank
Misfortune seemed his lot
We got into a drifted bank
And then we got upsot

Oh, jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh
Jingle bells, jingle bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh
yeah





Concept songs



Ek chota beej

Ek chota beej zameen ke andar tha,
Aankh bandh karke vo soya rehta
tha,

Tupur tupur barrish beej pe girti thi,
Sarakte sarakte vo sarkta chala
gaya.

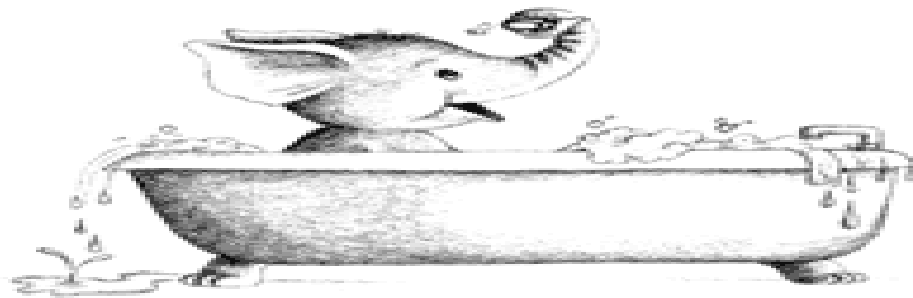
Ek samay aaya, jab suraj ne
prakaash daala,
Suraj ki kirne boli, tu bahot so liya,
Beej ne li angdaai, aur vo uth gaya,
Idhar udhar dekhke vo naachne
laga, ha ha naachne laga
Ab ye chota paudha vriksh mein
badal gaya,
Aas paas gaon mein vo chao dene
laga...





Story songs





MISS LUCY HAD A BABY

Miss Lucy had a baby,

(one child jumping)

His name was Tiny Tim,

She put him in the bathtub

To see if he could swim.

He drank up all the water,

He ate up all the soap,

He tried to eat the bathtub,

But it wouldn't go down his throat.

Miss Lucy called the doctor,

(doctor runs in)

Miss Lucy called the nurse,

(nurse runs in)

Miss Lucy called the lady with the alligator purse.

(lady runs in)

"Mumps," said the doctor,

(all four jump together)

"Measles," said the nurse,

"Nothing," said the lady with the alligator purse.

Miss Lucy punched the doctor,

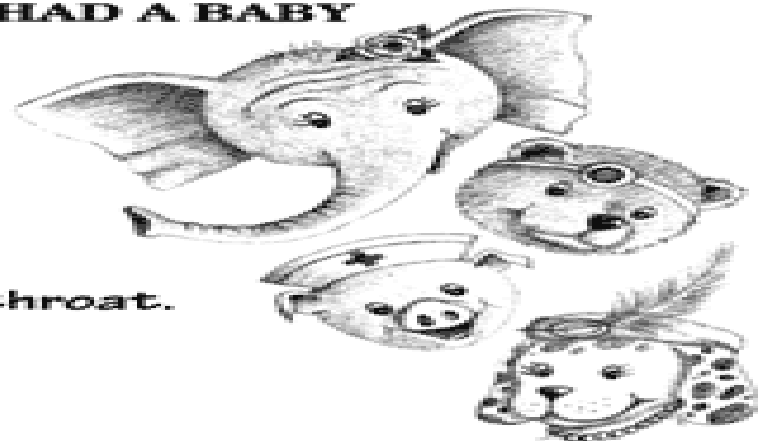
(doctor runs out)

Miss Lucy knocked the nurse,

(nurse runs out)

Miss Lucy paid the lady with the alligator purse.

(Lucy runs out and lady starts the rhyme again)

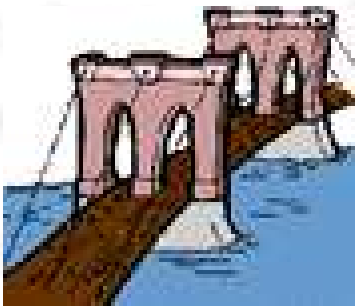




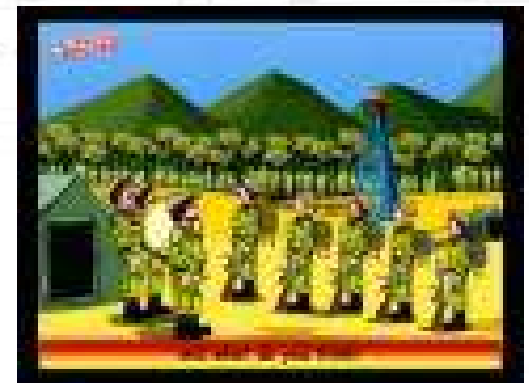
Babli Ben

Bari ma Babli bethi ti bethi ti
Bethi bethi joti ti joti ti
Lai keda ne khati ti khati ti
Chapre vandro baitho to
Baitho baitho joto to
Chup chup karine kudi padya
Lai keda ne nasi gaya
Babli ben toh radi padya
Vatki lidhi chuti feki
Dado lidho chuto fekyo
Lakdi lidhi chuti feki
Vandro bhay toh ghabray gaya
Feki keda ne nasi gaya
Babli ben toh hasi padya





Marching songs



London bridge is falling down

London Bridge is falling down, falling down.

London Bridge is falling down,
My fair lady.

How will we build it up, build it up?

How will we build it up,
My fair lady?

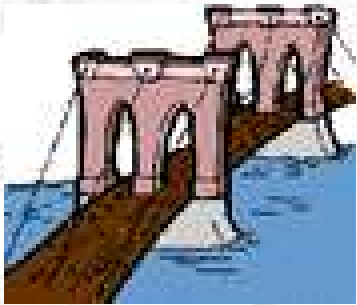
Build it up with silver and gold,
silver and gold.

Build it up with silver and gold,
My fair lady.

Gold and silver I have none, I have none.

Gold and silver I have none,

My fair lady.



Build it up with needles and pins, needles and pins.



Build it up with needles and pins,
My fair lady.

Pins and needles bend and break,
Pins and needles bend and break,
My fair lady.

Build it up with wood and clay, wood and clay

Build it up with wood and clay,
My fair lady.

Wood and clay will wash away, wash away

Wood and clay will wash away,
My fair lady.





Build it up with stone so strong, stone so strong,.
Build it up with stone so strong,
My fair lady.

Stone so strong will last so long, last so long,
Stone so strong will last so long,
My fair lady.



Five little soldiers

Five little soldiers standing in the row
Three stood straight,
And two stood so.
Along came the captain,
And what do you think?
They all stood straight,
As quick as a wink.



Five little soldiers standing in the row
Three stood straight,
And two stood so.
Along came the captain,
And what do you think?
They all stood straight,
As quick as a wink.





Lullabies



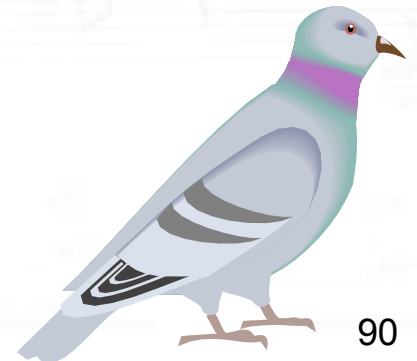
My pigeon's house

My pigeons house, I open wide
And I set all my pigeons free
They fly all around and up and
down
And they sit on the tallest tree
And when they return from their
very fly
They shut their eyes and say good-
night
Pururu...pururu...purururururururu

5/31/2012

.....

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Are you sleeping...

**Are you sleeping, are you sleeping,
Brother John, brother John,
Morning bells are ringing,
Morning bells are ringing,
Ding dong bell, ding dong bell
Its time to get up,
Its time to get up,
Brother John, brother John,
See the sun is rising! See the sun is rising!
The night has gone, the night has gone,
I'm still sleepy, I'm still sleepy,
Sister dear, sister dear,
I'll get up in a minute! I'll get up in a minute!
Have no fear, have no fear.**



The background of the slide is a faded, light gray image of musical notation. It features several staves with various notes, rests, and clefs. Some of the notation is in treble clef, while others are in bass clef. There are also some dynamic markings like 'simile cresc' and 'sempre poco a poco cre' visible on the right side of the staves.

MUSIC AND MOVEMENT

- INTRODUCTION.
- IMPORTANCE OF MUSIC AND MOVEMENT ACTIVITIES FOR CHILDREN.
- GOALS.
- DEVELOPMENTAL CHARACTERISTICS AND MUSIC EXPERIENCES.
- SETUP FOR MUSIC.
General guidelines for group singing.
- DEVELOPMENTAL SEQUENCE OF MUSIC ACTIVITIES.
Singing activities.
Listening activities.
Rhythmic activities.

music & movement

- PLAYING INSTRUMENTS.
- CHOOSING SONGS.
- PRESENTING SONGS.
- PLANNING MUSIC ACTIVITIES FOR CHILDREN.
- MUSIC ACTIVITIES.
- MOVEMENT.
- MUSIC AND CREATIVE MOVEMENT.
- GROWTH AND CHARACTERISTICS.
- CREATIVE FUN WITH MUSIC.
- REFERENCES.



Run, Jump, March, Twirl, Sing, Sing, Sing...



Introduction.

- ❖ It is a natural form of expression for people of all ages everywhere.
- ❖ All the children are free to express their own personality in their own style.
- ❖ A creative movement can occur in any situation where, children feel free and want to move their bodies.
- ❖ Young children enjoy and respond to music in a variety of forms.
- ❖ They enjoy listening to music even when engaged in other activities.
- ❖ They enjoy singing simple songs.
- ❖ **Enjoyment is the prime benefit of music.**



IMPORTANCE OF MUSIC AND MOVEMENT ACTIVITIES FOR CHILDREN.

- Music provides valuable experience for young child.
- Provides numerous opportunities to sing a wide variety of songs.
- Children are frequently exposed to various forms of music with range of rhythm, tempos and moods e.g. background music at the grocery store, in shopping malls, in restaurants, in the dentist's office.
- Builds vocal skills



- Providing endless opportunities to creatively express ideas, feelings and emotions in the song, rhythm and movement.
- Providing experience in playing simple instrument e.g. whistle.
- Help stimulate the imagination in children.
- Providing opportunity to hear and learn about music from different cultures and ethnic group e.g. - classical music, jazz, rock and rap, as well as African, South American, and Native American music, Indian, south Indian, north Indian etc.

- Learn, to identify some basic musical concepts and terms such as loud and soft.
- Young children gain relaxation and freedom in the use of the body.
- Increasing & improving co-ordination and rhythmic interpretation.
- The development of listening & auditory memory skills in the children.
- Provides experience in playing simple instrument e.g. whistle



Goals for older children

- To have opportunity to sing in part in rounds and in harmony.
- To learn about variety of major musical work to such as operas, ballets, symphonies, concerts and chamber music.
- Have listening experience with instruments and tonal qualities of string, wood-winds, brass and percussion.
- To recognize basic meter and rhythmic notation by sound.

Step Into Music



5/31/2012

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Developmental characteristics and Music experiences.





SETUP FOR MUSIC

General guidelines for group singing:

- Prepare a list of songs that children commonly know or can very easily learn and keep it in a handy location as a reminder to you.
- Make sure that you know the lyrics as well as the tune of song so that you can start and stop the song when required.

- Don't ask children if they want to sing a



- Intersperse action songs with no action songs so that there is some motor participation-clapping or feet tapping, etc.
- Generally choose songs that rhythmic, have repetition of lines and verses, and are in the low range children can manage. Songs depends on the children's enthusiasm for the song's tune, rhythm, or subject.
- Six- and seven- year- olds may appreciate all the verses in the song but the children who are three, four and five years old may do better with several shorter selections.

contd.....

- Sing it all the way through once or twice on the first day you introduce it, and then go on to other songs.
- When teaching a new song, it may be helpful to provide the children with something to see while they listen to words the first time through, e.g., a related picture, a puppet moving to the song's rhythm.
- Saying the words of a song and having children say or sing them line by line is not particularly helpful. Try not to distort the song as you introduce it.
- Use instruments (piano, song bells, etc.) to accompany singing only if you can do it with sufficient ease to allow your attention to remain with the children singing, not with the accompaniment.



Developmental sequence of singing activities



- Child plays with sound of own voice changes sound and pitch of voice.
- Sings egocentric phrases about self, parents, toys.
- Enjoy listening to song sung by another; sings spontaneously as one plays.
- Responds with actions to songs sung by another.
- Joins in with an occasional word or phrase as another sings.



LISTENING ACTIVITIES

*"Life is like music;
it must be
composed by ear,
feeling, and
instinct, not by
rule."*

-Samuel Butler





Developmental sequence of listening activities

- Child is engrossed in one activity but listens just enough to be aware of what is being sung or played.
- Child enjoys a short song, recording, or an instrument alone or with an adult.
- Gradually the size of the group expands to include the entire nursery or kindergarten group.





LISTENING EXPERIENCES

- ▣ Music and movement can motivate and help the child to increase his or her vocabulary.



- ▣ It provides opportunities for oral communication and develop aural discrimination skills as the child speaks like an animal or makes the sound of a plane.



- Child listens and analyzes what is heard.
- Can distinguish between loud and soft or happy and sad music.
- Can listen to his or her own singing and playing in order to correct or to match tones.
- Can listen to accompaniment for rhythmic responses.



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RHYTHMIC ACTIVITIES FOR CHILDREN

- Infants continue to enjoy rhythm in many everyday situations such as soothing, tricking beat of windup swing or the soft sound and smooth rhythm of lullaby.
- Galloping and Skipping with the drum can also illustrate through sound the asymmetrical nature of those rhythms.
- Whenever rhythm instruments are added they should have some specific purpose.
- Never force the child to copy your patterns or to use a rhythm instrument or practice this activity. Your emphasis should be on the child's natural enjoyment of music.
- Rhythmic instruments may be made by teacher as well as by the students



Developmental sequence for rhythmic experiences –

- ▣ Making random movements, using large muscles.
- ▣ Moving rhythmically in one's own way for short periods of time.
- ▣ Moving rhythmically in one's own way, the child responds when the teacher emphasizes his / her movement with an accompaniment.
- ▣ Moving at fast tempo before conforming to slower tempos.
- ▣ Adjusting bodily movements to accompaniment of regular beat.
Can “keep time”.



PLAYING INSTRUMENTS

Play a soft musical instrumental.

- The child may stop an activity to listen and turn toward the sound. This gives the child something to hear.
- In a/
 fast and slow, high
 s and tunes.

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*Tones that sound, and roar and storm about
me until I have set them down in notes. --*

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Beethoven



CHILDREN TO MAKE EASY INSTR

- Coffee Can Drum

Materials:

Empty coffee can with 2 pla

Contact paper or your child's

Glue,

Pencil,

Empty thread spool.





Directions:

- You can create a drum for your child by cutting the bottom out of a coffee can and covering the can with contact paper (or letting your child draw a picture on some paper and gluing it around the can).
- Glue plastic lids on each end of the can.
- Create a drumstick by gluing the lead end of a Pencil into the hole of an empty thread spool.
- *For a variation, an empty paper towel roll and an empty oatmeal box will make a soft but authentic drum for your toddler.*





....CREATING SOUNDS WITH SIMPLE MATERIALS

SOUND OF XYLOPHONE:

Materials: Tall glasses or jars, water, mixing spoon.

Steps:

- ▣ Fill the glasses or jars with different amounts of water. The more water in the glass, the lower the pitch will be. Having less water in the glass or jar will raise the pitch.
- ▣ To play, gently strike the glasses with a mixing spoon.

Note: *This instrument should probably be played by older children in "the band" because of the use of glass.*



Choosing songs

- Songs should be such that respect child's age, abilities; and that are soft and soothing.
- Songs can be about animals, familiar objects or that tell a story should have frequent repetition. Example: 5 little Monkeys jumping on the bed.....
- Children like songs that they love the most.

Songs with proper developmental level, appropriate vocabulary are best.

The rhythm or mood of the song should be strongly defined.



Contd.....

Songs can also be selected according to the theme for e.g.

- Put Yourself Inside Something
(bottle, box, barrel)

You're outside something-now get into "

You're inside something-now get into

You're underneath something.

You're on top of something.

- To Become Aware of Space
(Space)

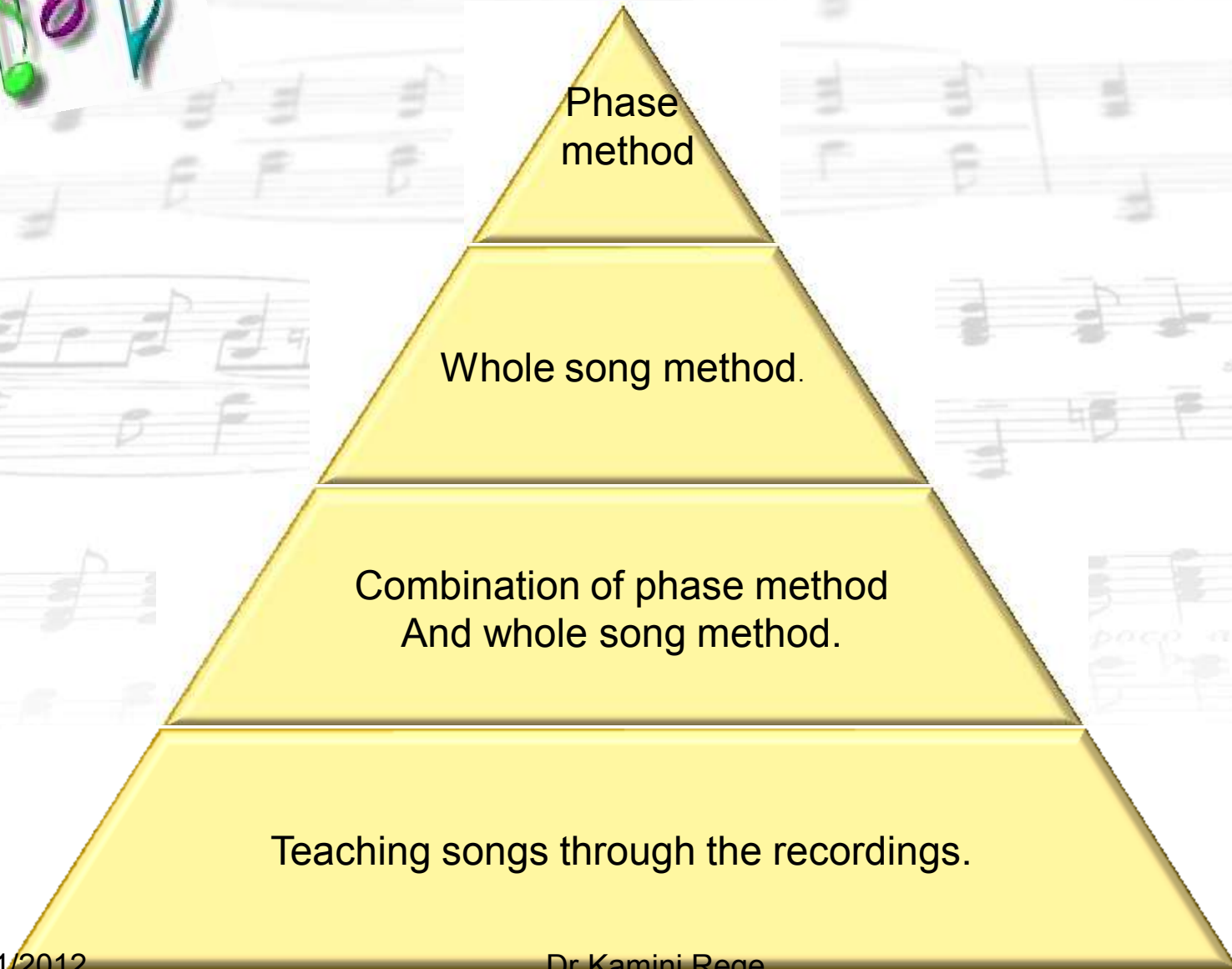
Lift your leg up in front of you.

Lift your leg up backwards , sideways





Teaching songs





Teaching/ presenting songs

- There are four different methods for teaching song.
- Phrase wise method : Introduce the song with a brief-story, discussion or question. Use the phrase method when teaching longer songs to young children. Do this singing of entire song with enthusiasm when you finish, stop and talk about the song.
- Whole song method: It presents the whole song in variety of ways, rhythmic moving, dancing playing instruments or dramatizing to make repetition interesting and meaningful. It is used when teaching short and simple song.

- Combination of phrase wise method and whole song method : The teacher sings and presents the whole song, but asks the children to respond to the easiest part of it- with voices, hands, or an instrument.
- Teaching songs from recordings: The whole song method is used, responding to the music rhythmically, dramatically, and with instruments. The teacher can use her own voice to clarify the words after several playing.



HOW TO PRESENT A SONG TO CHILDREN



- To learn about a variety of major musical works such as operas, ballets, symphonies, concerts and chamber music.
- Have listening experiences with instruments and tonal qualities of strings, woodwinds, brass, and percussions.
- To recognize basic meter and rhythmic notation by sound.





PLANNING MUSIC ACTIVITIES FOR CHILDREN

- The two keys to success in all the musical endeavors are flexibility and acceptance. Teacher should be able to accept more than one kind of response to a music activity and adapt the activity accordingly.
- The child may interpret your imitation of his response as a form of praise, thus making the enjoyment of what he is doing even greater.
- Teacher should take cues from the children and build enjoyment and learning on what they already find enjoyable.





MUSIC ACTIVITIES

- The child's world is filled with music.
- Their responses are gradually refined.
- Young children's initial responses to music may appear awkward and uncertain, but as they grow physically and socially they enjoy and understand music well.
- To provide a balance, activities should include singing, creating, listening and experiences with rhythm; movement and instruments.



MUSIC EXPERIENCES FOR OLDER CHILDREN





MUSIC EXPERIENCES FOR OLDER CHILDREN

- Children need broader experience with a variety of forms and styles of music.
- They need to have even more listening experiences with the world's finest music including the classics, multicultural folk, and composed music.
- Opportunities to sing in parts or in rounds are enjoyable musical experiences for children of this age.
- They are becoming more familiar with vocal ranges, female and male simple melodies while reading a musical score.
- They are learning more about musical notation as well.





MOVEMENT

*Movements can be
used to act out
stories and to make
them come
alive.....*



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CREATIVE MOVEMENT

Explore possible movements of body parts moving in unison (*i.e., bend, stretch, twist, turn, push, pull, swing, sway*).

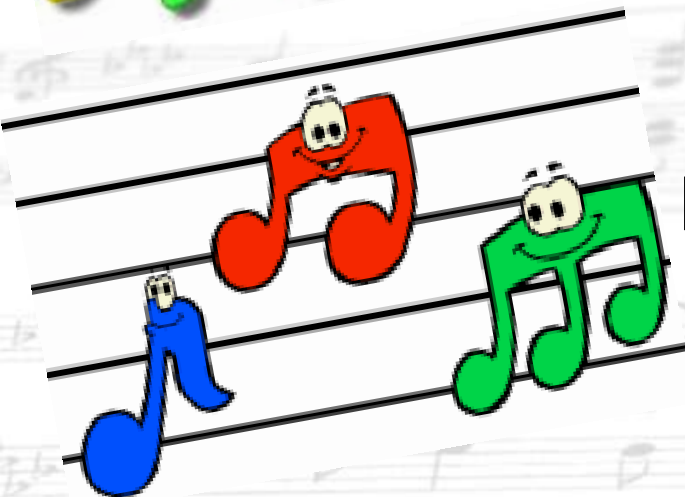
Move body parts in opposition.

Combine two or three movements initiated by different body parts moving in sequence or in resistance



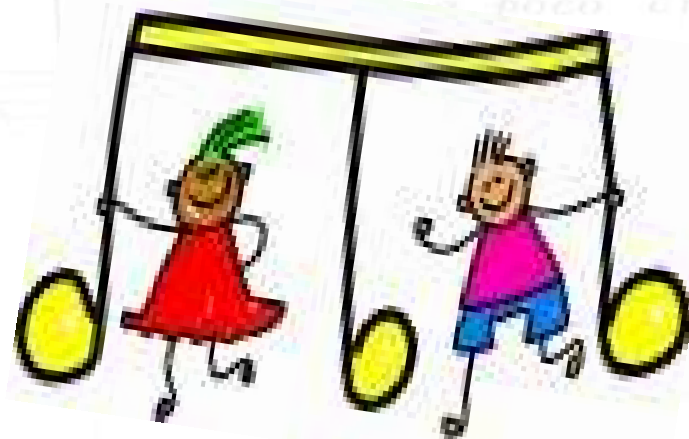


MUSIC AND CREATIVE MOVEMENT



Listening to music is a natural way to introduce creative movement.

- ▣ Distinctive types of music or rhythm should be chosen for initial movement experiences.





GROWTH AND CHARACTERISTICS

Kindermusik®



Semester after semester you discovered the one choice that provides more ways for your child to grow and thrive than any other. From birth to age 7, choose Kindermusik.



CREATIVE FUN WITH MUSIC



-Here is a great music activity using things from around the house or classroom to make music.

-Let the children use their imagination on what they can find to make music. Kids love this activity.



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THANK YOU



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