Music Soothes The Savage Kid’s Soul
• The Importance Of Early Childhood Music

• Stages of Music Learning

• Music Goals for Early Childhood and Early Elementary
The Importance Of Early Childhood Music
Brain Research and Critical Periods of Learning
A child’s musical experiences from birth to age five have a particularly profound impact on the extent to which she will be able to understand, appreciate, and achieve in music as an adult. Children must be exposed to a rich variety of music during these years in order to develop the necessary readiness for formal music learning when they are older (Edwin Gordon).
The Critical Period for learning music is birth to age 9.
Gardner’s Multiple Intelligences

- **Verbal-Linguistic**: Learning through spoken and written words: reading, listening, speaking and writing.
- **Mathematical-Logical**: Learning through reasoning and problem-solving: numbers.
- **Musical**: Learning through songs, patterns, rhythms, instruments, and musical expression.
- **Visual-Spatial**: Learning visually and organizing ideas spatially: think in images and pictures and “see” things in one’s mind.
- **Bodily/Kinesthetic**: Learning through interaction with one’s environment: concrete experiences.
- **Intrapersonal**: Learning through feelings, values, and attitudes: understand other people.
- **Interpersonal**: Learning through interactions with others: working collaboratively and cooperatively.
- **Naturalist**: Learning through classification, categories, and hierarchies: ability to pick up on subtle differences.
- **Existential**: Learning by seeing the “big picture”: connects real world understandings and application to new learning.
Music Aptitude

One's potential to be successful in music.
Is she the next Mozart?
“There is no whole personality without music.” Kodaly
Stages or Steps in Music Learning
Language Learning Vs. Music Learning

Soaking It In
Absorption

Cooing
Music Babble

1st Words
Purposeful Response
(won’t be correct)

Sentences
Imitations
(more correct)

Extensive Vocabulary
Accurate Imitations &
Improvising music
Stages of Music Learning

- Assimilation
- Imitation
- Acculturation
Music Goals for Early Childhood and Early Elementary

* Audiation
* Knowledge of same/different
* Experiences with “matching” or imitation
* Development of sense of resting tone
* Experiences/exploration with improvisation
* Experiences with major/minor and other tonalities
* Experiences with duple and triple, as well as other meters
* Experiences with movement & music
* Being comfortable with music
Resting Tone
How To Start Building Fundamental Music Skills in Young Children
How To Start Building Fundamental Music Skills in Young Children

• Give them the opportunities to “play” with music (Informal learning).
How To Start Building Fundamental Music Skills in Young Children

In the classroom, have a designated music time, but also use songs or rhythm chants throughout the day. Example: Use an echo song to get their attention and transition them to another activity.
How To Start Building Fundamental Music Skills in Young Children

Use an early childhood music curriculum such as: Music Play or First Steps in Music For Preschool and Beyond.
Sing High Enough For Young Children

One very common mistake that adults make when singing to children is that they sing too low. Young children have naturally high voices and adults need to sing in their range for good modeling. The natural range for young children is D above Middle C to A.
How To Start Building Fundamental Music Skills in Young Children

Any early childhood music curriculum should include:
- Hello/Goodbye songs
- Fun warm ups & Pitch Exploration
- Echo & Call and Response Songs
- Movement Activities set to prerecorded music
- Movement Activities using songs and chants
- Child initiated beat activities
- Tonal & Rhythm patterns in major/minor, duple/triple
- Songs in different modes
- Songs & chants in a variety of meters
- Lullabies
- Stories the teacher sings to the class
- Fingerplays
- Activities fostering improvisation
Any Questions?
Thank you!

Questions later? Want more information?

Email me!

heidischeibmeir@yahoo.com

www.music.unt.edu/musiced/ecmusic

www.littlemusicians.net