

Music and children

[Art & Culture](#), [Music](#)



Music and Children Music is a natural part of everyone and it is a life time enjoyment. It creates an atmosphere of fun, interaction and excitement. That is why children are naturally drawn to it. Children enjoy music as much as we adults do. I would say that the children do love music than we adults do. Even before the very young children starts to speak, some children will hum the melody of songs they hear around them. They also can be seen nodding their heads or tapping their feet or some sort of response to the noise or music they taken in their ears. Introducing the music to the preschool children: To begin a group activity in music, our students need to have a commonality with each other and the educators. It is better to start with the same song each time in the group time. It is usually a “ hello” song but it could be anything as long as it is simple. So the preschoolers know that a music time is starting and that we educators are in control of what we got to do. Next, we as teachers must assume that the children identify with music in some way as they hear lullabies, learn songs and melodies from television shows etc. So therefore, it is good to start with a familiar song or music. It could be “ Twinkle, Twinkle Little Star” or “ The Alphabet Song” (which happens to be the same melody (concepts of music) and you can point that out.). “ Baby Bumblebee” song will be fun. We can use “ The Wheels on the Bus” or “ The Ants Go Marching. ” Any song with repetition will be good if the children are new for the music time. Songs with too many words don't work unless if we want to be the soloist. Echo songs such as “ Are You Sleeping” also can work well. We can even get creative and change the words in the songs. For example, if it is close to meal time, we could sing “ are you hungry? ” and have the children suggest their names or their peer’s names.

When we change the words such as we can see often so much participation, fun and attraction that the song may never end. Even the quietest or shy child will suggest some ones name as “ silly” or “funny” “cheeky” and we try to have fun with it. (EYLF, Outcome 5: Children are effective communicators 38-44) We can teach the children our favourite song. Then we can ask the children to sing their special songs. We could see the children make up songs on the spot or sing very “ interesting” rock songs that their siblings have taught them or use silly words in their songs. No matter what it is appreciate them while not laughing. To keep them excited get them to dance or move. Dance with them for a very simple dance or just have them tapping or jumping or hopping or clapping in rhythm with a song or sound piece. Some preschoolers might jump up and move around as they hear the music or song. It is good to encourage the rest of the children to join those children and as they finish they will be quiet and ready for the next activity. (EYLF, Outcome 1: Children have a strong sense of identity, Pg 20; Children develop knowledgeable and confident self identities 23) Accommodate some time to include discussing time to talk about music. This can include following: - Different types of music and history of music Rock and roll, Pop, Jazz, instrumental music, world music, classical music, orchestra. -Play video or audio clips of these different music and talk to them. - Singing and reading stories and singing songs with movements to encourage children to engaged in the music. - Encourage and include children to sing the songs as they like. Talk to the children about the concepts of music and movements such as rhythm, pitch, tempo, timbre, beat etc. Actively involve with the children learning those concepts as we practice songs or humming or instrumental

play. Show the children by our body languages the differences of the above. Such as nodding or moving our head and tapping with our hands or clapping or tapping our legs according to the changes of the beat and tempo or pitch. These concepts could be explained to the preschoolers by let them to experience as such. - Discuss and talk about musical instruments and how they are different. Show the pictures of musical instruments Show the children the video clips of the music played using a particular instrument used. Watch the video of orchestra played and ask the children what instruments are used that orchestra performance. This is also can be done with the audio recording. - Musical instruments and resources Having enough and appropriate musical instruments and books about music and movements in the preschool. Introduce the resources to the children in an interesting way before they access them. - Activities related to music and movements Making our own musical instruments and play them. I strongly believe that let them to be creative and let them to choose what they want to make. - Allocate music time frequently where all the children can take participate - Let them to be creative and have fun as they learn and enjoy the music. When it is time to end the music time, remember to end with a quiet song or maybe a repeat of one of the earlier songs sung. The planning idea for preschoolers Music time will be held three times a week. But we have to note that these times will not affect any of the music interest or activity created or initiated by any of the preschooler or the teacher outside of this fixed music times. We have allocated Tuesdays and Fridays for the music time as every child will be able to take part in this activity unless if they are absent on those days. Tuesdays: Morning 10. 30AM -11. 30AM — this time frame

can be less or go beyond as per the children's interest (It is great way to start the music time in the morning as everyone present and fresh)

Activities: Song of the day (Children got to choose their one favourite song out of the 5 songs and vote). We include all kind of songs in those 5 songs. Freestyle dance for the music. (With the song or instrumental music) Singing

and storytelling session or any 3 children will be able to perform their favourite activity such as singing a song, acting for a song or actions for a song or playing a musical instrument or story telling etc or talking about

their musical toy. Fridays: Moring 10. 30AM-11. 30AM this time frame can be less or go beyond as per the children's interest (It is great way to start the

music time in the morning as everyone present and fresh) Activities: Song of the day (Children got to choose their one favourite song out of the 5 songs

and vote). We include all kind of songs in those 5 songs. Little band music play. Note: It is not must for all the children to take part by force. We have

the alternative activities (We most of the time have activities related to music) for the children who doesn't want to be part in certain activity. Free style dance: teachers and the children will be engaged in this activity.

Singing a traditional song and or a song in different language. Note: The educator must encourage the children to engage in the conversation and discussions we conduct the music time. Ask questions to the children and let the children to ask questions on music and their experience. Include talking about elements and concept of music and let them to have hands on

practice and enjoy those concepts in music. Reflection: The first week the preschoolers were quite interested in the music time. As usual we noticed that some preschoolers were not interested in the music time. We observed

those are the children who initiated to make sandpit band and keep playing the drums (using the sand pit toys) in the outdoor play time. The children who were interested in the music time very actively responded to the discussions and took part in the conversation. As we were talking to the children about their own experience out of preschool hours, three of them came out with their own experience and bravely talking in front of their friends about what they play and what songs they sing. We found out that one of the child's mothers plays French Horn professionally for a band. Another child learning to play drum and practising with his father at home too. Another child told us that she is learning jazz music and she bravely sang a song for us with her beautiful dance movements. We have quite number of children and teachers from different diversities in the preschool. One of the preschooler she responded that she is from India and she was singing a line of her cultural song which her mother taught at home. She also shared with us that her dad can play violin. Next week she brought in a picture of violin and a picture of her dad playing violin and talked about it in the music time. Other children as always they asked questions such as 'do you know how to play? Etc and she was trying to explain how to play as she was holding the picture. (EYLF, Children respond to diversity with respect Pg 27). The children asked the teachers 'how about if we ask his (the child's mum who plays French Horn) mum to come and teach us to play French Horn?' As they finished asking that one of the preschooler said if we ask his mum to come we need to ask her dad to come and play for us?' (EYLF, Outcome 5: Children are effective communicators 38-44 and Outcome 2: Children are connected with and contribute to their world pg 25-29) Another

interesting thing that we noticed that children are more interested in freestyle dancing and making their own song. (EYLF, Outcome 5: Children are effective communicators 38-44). Some of the children pretending that they were writing poems and practicing to sing them. This activity has encouraged the children into other areas such as language development, socialization and they are coming out with wonderful creative ideas. The child who was interested in writing poems, making mini size notebooks (cutting papers and stapling them together) to write her poems with beautiful drawings on them. It is remarkable that the most of the children are getting involved into the music activity as started to talk about their experiences and all of them getting an opportunity to perform if they like to show their friends their performances. Even though, the things not happening as we planned, but in some way children are showing their interest. Some changes in the plan: We have decided to modify the plan that not to have a fixed program in that music time period so that we will have a flexible approach.. We have decided to have introduction to start the music time with a familiar song so that the children will know that it is time to have some fun with music and get ready for it. Then we have decided that children will decide what they going to sing or do in the music time. Also as have seen that children are interested in making music groups and play music in their outdoor play time, make the musical instruments and materials to make instruments available in the outdoor area as well. As we teachers encourage the children in their activity and take part in their drum playing. We decide to request the parents (who can play any musical instrument) to be present at the group time one day and perform and show

the children how to play the French Horn and violin. We invited them and they both came in one each day and gave us a little performance and showed the children how to play and history. Also the children had some wonderful experience of playing them. In the future it will be good if we can invite some music groups or a professional player to come to the preschool and give a talk to the children. This can be done once in a month. Also we can ask parents if they are involved in music or playing an instrument, to volunteer few minutes with the preschoolers in the music time. Why Freestyle Dance is important and what is free style dancing? Music is a great way for young children to get into their own world and let them to be as they are. It is good to turn on some upbeat music and encourage the children do their own moves and express their emotions through dance and actions. This is also a great way to develop their socializing skills. It is advisable that not to encourage too much and try to avoid giving too much direction. In fact there is no right or wrong way to dance and the movement is a great way to transition to another activity in a preschool setting. It is also a great way for the children to get some exercise. This can be done with a song or just with instrumental. It is great to use fast and slow song or instrumental. Action Songs: Action songs help young children to experience music physically through play and enliven the interaction between the teachers and child. There are simple action songs that just involve you singing and clapping while they imitate your actions, through to songs they can sing with actions. Clapping and tapping also help to develop fine motor skills in the hands and fingers, and enhance their understanding of direction. Action songs allow children to participate even when they can't sing all the words. This gives so

much pleasure and can be the start of creative movement and expression. Above all action songs are great fun. These songs are also great for the children to develop the listening skills, cognitive skills, physical strength, socialization skills, concentration skills, language development etc (EYLF, OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING.) “the Children become strong in their social and emotional wellbeing” by developing their above skills. Some great songs can be used as resource: Heads, shoulders, knees and toes The wheels on the bus If you are happy and you know I am a little tea pot <http://www.youtube.com/watch?v=W7w01EobK1M> Polly had a dolly Old McDonald had a farm. <http://www.youtube.com/watch?v=VmclP1Qh09A&feature=relmfu> Shake, Move (Fine motor skills song)<http://www.youtube.com/watch?v=4Cb9Cex5Awo&feature=relmfu> Roar like a lion (http://www.youtube.com/watch?v=MMTTqUmC_AI&feature=relmfu) Twinkle twinkle Incy wincey spider Row row row your boat Teddy bear teddy bear There are many more songs. Stand up sit down (<http://www.youtube.com/watch?NR=1&v=t9WAGkQUUL0>) Traditional Music Activities Traditional music activities that teachers and parents played as children themselves are often overlooked in today's high-tech world. Games such as Ring around the Rosy and London Bridges and wonderful, simple activities that toddlers and preschoolers love to play over and over again. For example we can play and sing along with the children aboriginal songs such as Inanay and it is a great traditional aboriginal song which is likable by the preschool children. Kookaburra sits in the old gum tree, which is beautiful Australian song. One little too little Indians (<http://www.youtube.com/watch?v=JDz7Qb9lvVQ>) We can let the

children to change the word representing the nationality to different nationality and talk about that country and a song in their language can be introduced. Kiri Sudu Haawa — Srilankan song (http://www.youtube.com/watch?v=BWLV2RM_Rec&feature=related) Engal veetu poonai (<http://www.youtube.com/watch?v=733PZBA2HSA&feature=related>) Bonjour mes amis (<http://www.youtube.com/watch?v=isrKpWjOIO0&feature=related>) French number counting song (<http://www.youtube.com/watch?v=-cUWhcq2IDk&feature=related>) Always the educator must give the children some information on a different language song, such as what language, which country, what does it mean etc. When we play different cultural or language song we must be aware of what we sing and tell or teach and should concern and respect culture, diversity, society etc. (EYLF, Children respond to diversity with respect Pg 27). (EYLF, Outcome 2: Children are connected with and contribute to their world Pg 25-29). Create a Band Young children love to create their own music. Child-size musical instruments can be found in all price ranges and make wonderful toys that will last through many stages of child development. Musical instruments can easily be created from common household items if parents want to save some money. Empty oatmeal containers and spoons can be used to create cheap drums. Large metal spoons can be hit together or used on pots and pans. Toddlers can place used paper towel rolls over their mouths and hum a song for a neat effect. With a little bit of creativity parents can find limitless possibilities for musical instruments in their own home. Children are very creative and they think things in different ways. The music is not an exceptional activity from that. In our preschool we can see

children are frequently getting engaged in making their own band and calling 'sandpit band' just only using the sand pit toys as drums. They sometime call their band as 'drum band'. They enjoy themselves playing their drums and encourage their friends to join them. They take turns in sharing the sticks and drums with their friends. They are experimenting that big things makes very loud noise and small buckets makes little noise. We as teachers should make sure that we actively take part their creative musical activity and engage with them. (Outcome 4: Children are confident and involved learner's pg 33) Children develop dispositions for learning such as curiosity, cooperation, Pg 34 Confidence, creativity, commitment, enthusiasm, persistence, imagination And reflexivity Children develop a range of skills and processes such as problem solving, Pg 35 Inquiry, experimentation, hypothesising, researching and investigating Children transfer and adapt what they have learned from one context to Another Pg 36 Children resource their own learning through connecting with people, Place, pg 37

Technologies and natural and processed materials Musical instruments can be easily be made using common household items which are handy and it can support the sustainability activity. Empty oatmeal containers and spoons can be used to create drums. Large metal spoons can be hit together or used on pots and pans. The used paper towel rolls can be used to make music by placing them over the mouths and hum a song for a neat effect. With a little bit of creativity and support the children can find limitless possibilities for musical instruments in our preschools. Finally, any kind of music has a wonderful ability to set the tone, improve mood and encourage active play. Simple music or songs would encourage the children develop a love of music

and participate in developmentally appropriate activities. References www.ehow.com <http://www.kidsnmusic.com.au> www.childrensmusic.org <http://www.silkysteps.com> <http://www.funmusicforlittlekids.com> <http://funmusicforlittlekids.com> <http://www.first-school.ws> <http://www.edact.com> <http://www.preschoolrainbow.org> <http://www.earlychildhoodaustralia.org.au/> <http://www.deewr.gov.au> Belonging, Being and Becoming - The Early Years Learning Framework for Australia