

Nevada's Pre-Kindergarten Standards Guidebooks for Teachers



Part 4:

Music and Movement

April 2008

GUIDEBOOK FOR TEACHERS

MUSIC AND MOVEMENT

Nevada's Pre-Kindergarten
Content Standards

April 2008

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Office of Early Care & Education



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Introduction

Nevada’s Pre-kindergarten standards are a joint effort supported by the Nevada Department of Education’s Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, as well as the State of Nevada, Department of Human Resources, Welfare Division, Child Care Assistance Department and the Child Care and Development Fund. These agencies have been challenged by the *Good Start, Grow Smart* initiative to work together to develop standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool.

These standards contain valuable information, and are designed to be a classroom resource. It is important to understand that if your child does not meet the standards by the end of preschool, it does not mean that they will be ineligible or unsuccessful in kindergarten or beyond. These standards are guides that can be used with all children in any early education setting such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-k programs.

It is important to remember that children are unique individuals and they all develop differently. Children will learn to master new music skills on their own time schedule when they are

developmentally ready to understand the concepts that are being introduced to them. Developmentally appropriate practice guides teachers with their interactions and expectations of young children. This term refers to understanding and respecting a child's individual development characteristics and skills. Parents are their children's first and most important teacher and by understanding their child's individual strengths and needs they will continue to help their children to become successful learners.

The following is a guidebook that teachers can use to learn more about Nevada's Pre-k standards. This guidebook gives examples of Pre-k standards and how teachers can help to provide everyday learning experiences that children will benefit from. Children are inquisitive and active learners that enjoy asking questions and finding out the answers in their own way. Every day will bring new questions and the understanding of new concepts. Enjoy the opportunity to share this educational journey with the children in your classroom as you explore the joyous world of music together.

Note to teachers: Each of the following pages contains Pre-k Music and Movement standards. The numbers for each standard match the original Pre-k Content Standards document. The standards that are being discussed in this guidebook manual are reworded for simplicity purposes.

Acknowledgements

The attached standards are a joint effort supported by the State Department of Education and the State Department of Human Resources, Welfare Division; Child Care Assistance Department and the Child Care and Development Fund. These state agencies have been challenged by the *Good Start, Grow Smart* initiative to work together on developing standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschoolers. Future federal funding will be contingent on the completion and implementation of the Pre-Kindergarten (hereafter, shortened to Pre-K) Content Standards.

The Nevada Pre-K Standards describe appropriate outcomes for children at the end of their preschool experience before entering kindergarten. Therefore, when reading the standards one should think in terms of the child's final learning outcomes before entering kindergarten. The standards are guidelines to be used with all children in any early education setting such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs.

A complete version of Nevada's Pre-K Standards can be downloaded from the Nevada Department of Education website at: <http://www.doe.nv.gov/equity/prekstandards.htm> or a copy can be obtained by contacting Tina Springmeyer at Tspringmeyer@washoe.k12.nv.us

Music Definitions

- **Accompaniment** - a vocal or instrumental part that often supports another musical element; often a solo.
- **Auditory literacy skills** - hearing skills associated with learning to read, such as pronunciation and the detection of different sounds.
- **Dynamics** - the degrees of loudness or softness in a musical work, and the symbols that represent them.
- **External musical cues** - agreed upon musical events that children can recognize and coordinate body movements with, such as skipping to the triangle, and walking to the drum.
- **Fine motor skills** - improvement of skills using the small muscles through activities such as cutting, grasping, holding, and drawing.
- **Genres** - types of music, such as jazz, classical, pop, etc.

- **Gross motor skills** - the development of coordination and strength using the large muscles through specific activities such as running, skipping, and hopping.
- **Improvisation** - the performance of music that is composed on the spur-of-the-moment by the performer, usually as a solo.
- **Inflection** - modulation of the voice; change in pitch or tone of voice.
- **Lyrics** - the words to a song.
- **Mood** - a distinctive emotion or quality of feeling that prevails in a musical selection.
- **Pitch** - a specific note found on a musical scale that can be reproduced on any musical instrument.
- **Recurring patterns** - specific rhythmic or musical phrases that are duplicated throughout one musical selection.
- **Repertoire** - a musical collection (can be recorded music, or music known to an individual).
- **Rhythm** - an arrangement of musical notes in a specific pattern.
- **Tempo** - the speed at which a musical phrase or song is performed (such as fast, or slow).
- **Visual literacy skills** - proficiency of reading techniques pertaining to the sense of sight, such as moving the eyes from left to right.

Singing



Children begin to create sounds and chants, approximate pitch, and recognize a variety of songs.
(Pre-K Standard 1.0)

Teachers may see children begin to:

Make a variety of sounds with their voices.

- Make animal or vehicle sounds during free play.
- Use dynamics and/or higher and lower sounds.
- Use inflection during speech.

Create and sing chants.

- Generate chants from classroom activities.
- Create chants with concepts that originate from literacy activities.
- Sing chants that are modified from other songs taught in the classroom.

Approximate pitch and increase singing range.

- Attempt to sing the exact pitch of songs they hear in the classroom originating from recorded or live music.
- Try to sing new notes that are higher or lower than previously attempted.

Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

- Sing along with songs that are familiar to them.
- Do the motions to recognizable finger plays.
- Choose preferred musical activities.

Select and recognize a variety of songs from diverse cultures.

Tips to help children begin to create sounds, approximate pitch, and recognize a variety of songs:

- Encourage children to make sounds with their voices to describe objects and life experiences.
- Demonstrate and urge children to use dynamics and inflection during speech, chants, and singing.
- Select songs that have the appropriate range for young children (songs that contain notes that are too high or too low for children to sing are discouraging because they will struggle to match the pitch).
- As children master pitches begin to add lower and higher notes one at a time to increase their singing range.
- Begin building a repertoire of simple songs and fingerplays during classroom instruction. As children master several songs and/or fingerplays, give them the opportunity to choose a preferred piece for the class to perform.
- Provide either live performances or recorded music from diverse cultures.

Singing

Children begin to perform a varied repertoire of music using instruments.
(Pre-K Standard 2.0)

Musical Performance

Tips to help children begin to perform a varied repertoire of music using instruments:

- Make a variety of musical instruments for children to use in the classroom. Ideas for how to make instruments can be found at:
http://www.thefamilycorner.com/family/kids/crafts/9_musical_instruments.shtml
Or
<http://www.ecwebguide.com/instruments.html>
- Creating a traditional band with young children can be difficult. Begin with familiarizing children with various types of instruments such as rhythm sticks, tambourines, triangles, scrapers, egg shakers, or ones you have made together. Then, practice keeping a steady beat together with no accompaniment while using the instruments. As children begin to master keeping the beat together in a group, chants or songs may be added for children to play along with. Keeping a steady, external beat is an important skill for children to learn which helps develop gross motor skills and literacy acquisition!
- Use books to create a classroom band. Assign each character in the book an instrument that the children select. This may be done by asking the students, "Which instrument do you think sounds like a butterfly?" After each character has been assigned, the children play their instruments during the appropriate time as the teacher reads the book. A wonderful book to use for this activity is *The Very Clumsy Click Beetle* by Eric Carle.
- It is important to pick music with simple rhythms when teaching children to keep a steady, external beat

Teachers may see children begin to:

Play and identify a variety of musical instruments.

- Attempt to play familiar rhythms or songs on musical instruments found in the classroom.
- Identify instruments by name.

Participate in a rhythm instrument band.

- Play instrument while listening to recorded music.
- Play instrument in a group setting while other children are also creating music.

Accompany simple music with rhythm instruments or clapping.

- Attempt to maintain a steady beat while listening to a song by clapping their hands



Children begin to improvise melodies and analyze music.
(Pre-K Standards 3.0, 6.0)

Improvisation and Musical Element Identification

Teachers may see children begin to:

Improvise simple songs and rhythmic patterns using voice, body or instrument.

- Use gross motor movements to create rhythmical patterns.
- Improvise their own rhythmical patterns using parts of the body (such as clapping or patting), or musical instruments such as rhythm sticks, scrapers, cymbals, tambourines, etc.
- Generate their own songs with or without lyrics.

Take familiar songs and change words, feelings, voice or dynamics.

- Modify musical phrases using instruments found in the classroom. (Modification occurs when one or more notes are changed, but the phrase is still recognizable.)
- Change the lyrics to a familiar song by inserting ideas of their own.
- Adapt the tone of a song by changing the tempo or dynamics.

Identify simple elements of music such as loud/soft and fast/slow.



Tips to help children begin to improvise melodies and analyze music:

- Teach children to improvise by first showing them how to accurately echo musical rhythms and phrases. Working individually and in group settings, ask children to echo first rhythmic and then musical phrases. It is essential for children to first master rhythmic echoes and then musical echoes before attempting improvisation. When beginning to teach improvisation, start by maintaining a steady beat with rhythm sticks or by clapping. Once the beat has been established, the teacher can demonstrate a rhythmic phrase for the child. The child can then modify that rhythmic phrase for the teacher while still staying within the established rhythmic structure (such as 1, 2 or, 1, 2, 3).
- Teachers may model for children examples of lyrical improvisation. "Zipper songs" such as *Old MacDonald*, or *The Wheels on the Bus*, where children are asked to come up with their own ideas that are zippered in and out of the song, are ideal choices for introducing this concept. Instruct children to insert their own ideas into these songs (with teacher guidance). Beginning with these songs will help students to understand that they can create their own songs. It is recommended that teachers use either a familiar melody with new lyrics or traditional lyrics with a new tune so that children are not overwhelmed by this concept. Teachers may also bring several renditions of the same song into the classroom to play for the children. Doing so will demonstrate that each rendition has musical elements that are different, such as speed and dynamics.
- Make cards with pictures of items that are loud, soft, fast and slow. (Such as a race car for fast, and a turtle for slow) When using music in the classroom, use these

Children begin to evaluate music, and also show understanding of music in a cross-curricular setting. (Pre-K Standards 7.0, 8.0)



Music Evaluation and Cross-Curricular Relationships

Tips to help children show musical preference, and utilize music across the curriculum:

- In order for children to demonstrate a musical preference, they must first be exposed to as many different types of music as possible. Bring various genres of music into the classroom including classical, jazz, new-age, pop, spirituals, and music from various cultures. Whenever possible, live music should also be used. Teachers should carefully review music before class to ensure it is appropriate for children.
- When children have been introduced to as many types of music as possible, plan "listening centers" with each center highlighting a different type of music the children can listen to on headphones. Have the children discuss which type of music they like best and why.
- Assist children in making simple graphs to illustrate musical concepts, such as classroom songs preferred, types of instruments played, etc.
- Integrate musical elements when sharing

Teachers may see children begin to:

Demonstrate a preference in music.

- Select music that is preferable to them.

Demonstrate math and language skills while participating in music.

- Recognize literacy components present in musical lyrics such as rhyming and phrase structure.
- Exhibit emerging auditory and visual skills associated with literacy.
- Identify words written on flashcards that double as lyrics in classroom songs, such as "cloudy" and "rainy" for a song about the weather.
- Discern mathematical patterns found in

Music and Movement

Children begin to move in a variety of ways to music.
(Pre-K Standard 10.0)

Teachers may see children begin to:

Move in a variety of ways to music.

- Utilize both fine and gross motor skills as music is played in the classroom.
- Follow specific directions contained within the lyrics of a song (such as *Head, Shoulders, Knees, and Toes*).

Move with and without music using a variety of props such as scarves, balloons, hoops, etc.

- Begin to exhibit emergent locomotor skills, such as running, jumping, hopping, skipping, and climbing.
- Demonstrate self-expression by using various props while engaging in gross motor activities.

Respond to changes in tempo.

- Coordinate body movements in conjunction with external cues.

Tips to help children begin to demonstrate an understanding of music and movement:

- Create an obstacle course in the classroom for children to maneuver through as they listen to music. Select music with a moderate tempo so that children can negotiate each obstacle using appropriate gross motor skills.
- Give children various art mediums to create with as they listen to music. The music helps to enhance the creative process while fine motor skills are also developed and refined.
- Assign specific gross motor movements to musical instruments, such as skipping when the triangle is played, marching when the drum is played, etc. This is a great way to introduce new instruments to children while encouraging movement. Be sure to keep a steady beat during this activity for children to follow.
- Movements may also be assigned to various rhythms in music. For example, instruct children to walk to a 1, 2 rhythm with a steady beat, and to skip to a long, short





Music lyrics for audio and video CD's

The Wheels on the Bus

The wheels on the bus go round and round,
round and round,
round and round.

The wheels on the bus go round and round,
All through the town.
(Anonymous)

A Rum Sum Sum

A rum sum sum,
A rum sum sum.
Guli guli guli guli rum sum sum.
A rafi, a rafi
Guli guli guli guli rum sum sum.
(Anonymous Moroccan Folk Song)

Teddy Bear

Teddy Bear, teddy bear, turn around
Teddy Bear, teddy bear, touch the ground
Teddy bear, teddy bear, shine your shoes
Teddy bear, teddy bear, now skidoo!

Teddy bear, teddy bear, go upstairs
Teddy bear, teddy bear, say your prayers
Teddy bear, teddy bear, turn out the light
Teddy bear, teddy bear, say good night.

Good night!
(Schiller & Moore, 1993)

Five Little Ducks

Five little ducks went out to play
Over the hills and far away.
Mother duck said, "Quack, quack, quack".
Four little ducks came waddling back.

Four little ducks went out to play...
Repeat verse subtracting one duck each time until you get to "No little ducks".

No little ducks went out to play
Over the hills and far away.
Mother duck said, "Quack, quack, quack".
No little ducks came waddling back.
Father duck said, "QUACK, QUACK, QUACK".
Five little ducks came waddling back.

Peanut Butter and Jelly

Peanut, Peanut Butter, and Jelly.
Peanut, Peanut Butter, and Jelly.

First you have to pick it, you pick it, you pick it.
Then you have to crack it, you crack it, you crack it.
Then you have to smash it, you smash it, you smash it.

Peanut, Peanut Butter, and Jelly.
Peanut, Peanut Butter, and Jelly.
Then you have to stir it, you stir it, you stir it.
Then you have to spread it, you spread it, you spread it.
Then you have to eat it, you eat it, you eat it.

Peanut, Peanut Butter, and Jelly.
Peanut, Peanut Butter, and Jelly.
(Wirth, 1983)

Raindrops

If all the raindrops were lemon drops and gum drops
Oh what a rain it would be.
I'd stand outside with my mouth open wide
Ah, ah, ah, ah, ah, ah, ah, ah, ah, ah.
If all the raindrops were lemon drops and gum drops
Oh what a rain it would be.

If all the snowflakes were Hershey bars and milkshakes
Oh what a snow it would be.
I'd stand outside with my mouth open wide
Ah, ah, ah, ah, ah, ah, ah, ah, ah, ah.
If all the snowflakes were Hershey bars and milkshakes
Oh what a snow it would be.
(Schiller & Moore, 1993)

Chatter With the Angels

Chatter with the angels soon in the morning

Chatter with the angels in that land.
Chatter with the angels soon in the morning
Chatter with the angels join that band.

I hope to join that band and chatter with the angels all day long.
Repeat once
(Schiller & Moore, 1993)

Mr. Sun

Oh Mr. Sun, Sun, Mr. Golden Sun
Please shine down on me.
Oh Mr. Sun, Sun, Mr. Golden Sun
Hiding behind a tree.

These little children are asking you,
To please come out so we can play with you.

Oh Mr. Sun, Sun, Mr. Golden Sun
Please shine down on, please shine down on,
Please shine down on me!
(Wirth, 1983)

Old MacDonald Had a Band

Old MacDonald had a band,
E-I-E-I-O.
And in that band he had a scraper.
E-I-E-I-O.
With a scrape, scrape here and a scrape, scrape there.
Here a scrape, there a scrape, everywhere a scrape, scrape.
Old MacDonald had a band,
E-I-E-I-O.

Repeat with bells for second verse, and shaker for third verse.

(Wirth, 1983, adapted by Connie Zeller)

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Appendix

The Pre-K Content Standards are guidelines for teachers to use when developing learning experiences for young children that are grounded in the following guiding principles:

Guiding Principles

1. Children are active learners.

- Children are not passive learners. Instead, they learn through physical, social, and mental activities (Piaget & Inhelder, 1969; Bredekamp & Copple, 1997). Because children learn through firsthand actions with objects and things in their world, their learning occurs and is linked to the overall environment and their cultural experiences (Vygotsky, 1986).
- As active learners, young children need opportunities to observe things and events in their here-and-now world, develop their own ideas, try them out, find out what happens, and come up with their own answers (Dewey, 1944; Glassman, 2001).
- Play is how children find out about their world. All types of play—manipulative play, play with games, rough-and-tumble play, and socio-dramatic play—provide children with opportunities to try things out, see what happens, and learn (Rubin, Bukowski & Parker, 1998).
- Organizing children's learning spaces through centers of interest is a good way to help children learn. Centers are clearly marked, organized play and work areas with a theme. Centers encourage children to make decisions, learn new skills, practice skills previously gained, as well as interact with others.

- Centers offer children and teachers a great deal of flexibility. Because they do so, centers may support the needs of the children, especially diverse learners. For example, the needs of children with physical disabilities can be accommodated by providing pathways, low tables, or other necessary adjustments. Those children who need privacy or less stimulation can be offered quiet, protected centers and spaces for active learning.

2. Development and learning are interrelated.

- Learning about oneself, developing social skills and achieving motivation are all part of intellectual development. Children's ideas about themselves affect not only interactions with others, but also how they understand themselves as learners (Ladd, 1990). In turn, children's intellectual abilities and their control over language are also linked to their social skills. Children who can use language well in social situations or those who can understand another person's point of view are more likely to be those with strong social skills.
- Likewise, learning to write and read depends in great part on how children feel about themselves and their ability to achieve (Bandura, 1997). Children who believe they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper & Younosai, 1999).

3. Growth and learning are sequential.

- Growth and learning move in a basic sequence (Berk, 2001). For instance, learning generally proceeds from the concrete to the abstract. The early years are when children learn best from concrete, firsthand experiences. These firsthand experiences will help children with their ability to express their ideas through drawing, painting, and verbal and written descriptions (Bredenkamp & Copple, 1997; Piaget & Inhelder, 1969).

4. Each Child is an individual learner.

- Each child is an individual. Each will grow, develop, and learn at his or her own pace. Because children's development is due to both biological maturity and the environment, the rate of their development and learning varies. Therefore, actual age is not the best sign of where a child should be developmentally.
- Even though development and learning occur in an orderly way, development is often uneven. Some children will move ahead in language learning while being behind in physical or motor development. Others will demonstrate a skill one day and not repeat it for another month.
- A child's genetic makeup may be related to health growth and development, but an environment that does not provide good nutrition or language experiences may slow down healthy growth. Severe disabilities affect normal growth and development as well. Children with disabilities may benefit more from early intervention than those without these disabilities.

5. Development and learning are embedded in culture.

- Culture, the social context in which children learn, grow, and develop, is defined as the language, knowledge, beliefs, art, moral, laws, customs, and ways of living that are passed on to future generations (Cole, 1999). Social groups, the family, neighborhood, religious or ethnic groups within a society pass on their customs, values, or moral principles to the young.
- Beginning at birth, the culture socializes children to become members of a society. But children are not just products of the culture they grow in. As children grow, they may decide what to model from the cultural influences they are exposed to, shaping their cultural context over time (NRC & IM, 2001).

6. Family involvement is necessary.

- To develop a close attachment between young children and their families demands family involvement. Teachers should consider each child's unique circumstances, respect each family, and encourage involvement between families and preschools to help with a child's academic success and later school achievement (NRC, 2001a).
- Family members and teachers must work together. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

7. Children's learning can be clarified, enriched, and extended.

- Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously. With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and what children need to know, children can learn more than could on their own (Vygotsky, 1986).