

Nevada's Pre-Kindergarten Standards GUIDEBOOK FOR FAMILIES



Music and Movement

April 2008

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MUSIC AND MOVEMENT

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Introduction

The state of 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 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.

Children may achieve competency of these standards by the end of preschool and/or before entering kindergarten. 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 home, regardless of parental experience with music.

Please be aware 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, which often assists classroom teachers with curriculum, can also help parents as they interact daily with their child (ren). This term refers to understanding and respecting a child's individual development, and unique characteristics. You are your child's first and most important teacher. As you work to understand your child's individual strengths and needs, and provide enriching experiences in your home, you can make a remarkable difference in providing your child with the foundational building blocks necessary for a positive learning experience.

The following is a guidebook which has been designed to assist you in learning more about Nevada's Pre-k standards. This guidebook gives examples of Pre-k standards and how you can help to provide everyday learning experiences your children will benefit from.

Children are inquisitive and active learners, and they 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 your child as you explore the joyous world of music together.

Note to parents: 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.

Music Definitions

- **Accompaniment** - a vocal or instrumental part that 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.

Pre-K Standard 1.0

Your child may begin to:

- Make sounds with their voice.
- Create and sing their own songs.
- Try and sing the exact pitch (high or low) of notes they hear in a song.
- Recognize rhymes and songs that are familiar.
- Show a preference for types of music (classical, jazz, etc).



Tips to help your child create sounds and recognize songs:

- Encourage your child to make sounds to describe objects and life experiences.
- Show your child how to get louder and softer while speaking and singing.
- Play and sing many types of music in your home - the more different they are the better!
- Visit websites to get new song ideas - a great one is www.mamalisa.com/world



Family Activity

Listen to the accompanying CD and find a song your child enjoys. Learn the words together (found at the end of this guidebook), and let the singing begin! Include hand motions and movement when possible they will help you remember the words and they will make the song come to life

Performing music using instruments. Musical Performance

Pre-K Standard 2.0

Your child may begin to:

- Recognize and play different musical instruments.
- Keep a steady beat while listening to a song by clapping their hands.
- Learn to keep a steady beat with an instrument while listening to music.

Tips to help your child perform music with instruments:

- Select music with a simple rhythm to listen to with your child. Practice keeping the 1, 2 beat or 1, 2, 3 beat together.
- Have your child pick an instrument, and then use it to read a story together. Pick a book that has sound effects, or assign the sound of the instrument to a character, and have your child play the instrument each time the character is mentioned. A great book to begin with is *The Very Clumsy Click Beetle* by Eric Carle.



Family Activity

Make a musical instrument with your child! An easy choice would be a shaker made with rice in a jar, or a tambourine made with paper plates glued together, and beads or plastic washers tied on to strings. A good resource for instrument ideas is:

<http://www.ecwebguide.com/instruments.html>

Improvise melodies and analyze music.

Improvisation and Identification

Pre-K Standards 3.0 and 6.0

Your child may begin to:

- Use their bodies to create rhythmical patterns.
- Create their own songs with and without words.
- Take familiar songs and change the words based upon recent experiences.
- Change familiar songs by going faster/slower or by singing softer/louder.
- Tell you musical elements they notice in music they hear, such as “I like that fast part,” or “That slow song makes me tired.”



Tips to help your child improvise melodies and analyze music:

- Begin by teaching your child to correctly echo any rhythmic phrase. You wish, such as tapping out the rhythm of “Jingle Bells”, or clapping the rhythm of “Twinkle, Twinkle, Little Star”.
- When your child can echo rhythms correctly, now practice musical echoes. Break a favorite song into simple portions, and sing each portion to your child. Be sure to pause in between each phrase to give your child time to repeat you. If you don’t like to sing, you can always chant the words!
- For a real adventure, once rhythmic echoes and musical echoes are a cinch, now is the time for what is called *improvisation*. You can begin the game, and your child can change a small portion of their echo back to you as they wish. This is the beginning of learning to write music!

Family Activity

Make cards with your child for basic musical elements, such as fast, slow, loud, and soft. Put pictures on the cards to help your child remember what to do when the card is held up, such as a race car for fast, and a turtle for slow. Now sing songs together and take turns holding up the cards!

Evaluate music, and use it with other subjects.

Evaluation/Cross Curricular

Pre-K Standards 7.0, 8.0

Your child may begin to:

- Tell you what kinds of music they like.
- Recognize rhyming and phrase structure in music.
- Recognize written words they know from the music they hear.
- Find mathematical patterns found in music, such as the total number of beats in a measure.
- Identify recurring musical patterns in music (ex: when a song has a verse, chorus, and new verse, and same chorus).



Tips to help your child use music in other subjects:

- Language and Literacy merge naturally with music because music contains words. When reading a book with your child, if there is repeating phrase in it, make up a musical phrase to go with it. Each time you get to the phrase, sing your new melody instead of just reading the words.
- You and your child can make a simple graph together. Pick a musical topic, such as types of music preferred, fast songs or slow songs, etc., and graph the information you discuss them.

Family Activity

Select several different types of songs, such as a classical, Blue grass, and a hip-hop song, or whatever type of music you enjoy together. For each song, you and your child can create an artistic representation of how you feel as you listen to the music. Pick whichever art medium you wish, such as markers, watercolors, play-doh, etc. You will be amazed how the music will influence your child's creations!

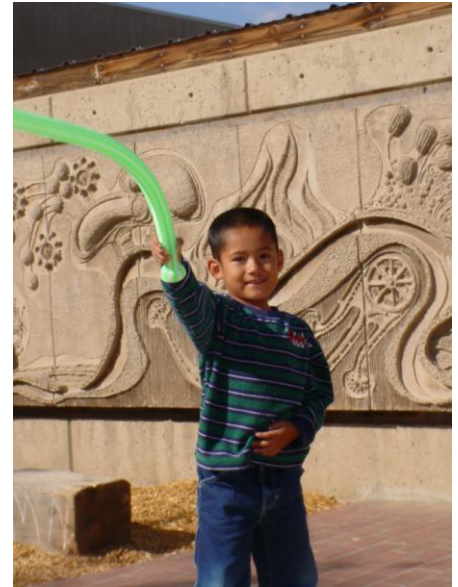


Pre-K Standard 10.0**Your child may begin to:**

- Use large and small body movements when music is played.
- Follow specific directions contained in song words, such as “Head, Shoulders, Knees and Toes.”
- Demonstrate self-expression by using props when moving to music, like scarves, balloons, hoops, etc.
- Respond to fast and slow music by changing body movements.

Tips to help your child move to music:

- Try to assign different movements to instruments making music, such as hopping when the drums play, or skipping when the trumpet plays. This activity can be done with recorded or live music. If you are creating the music for your child, be sure to keep a steady beat!
- Different movements can also be assigned to rhythms. For example, a 1, 2 steady rhythm can mean marching, While a long, short rhythm can be a cue for skipping.
- Provide various props such as scarves, balloons, etc. for your child to use as they listen and move to music. Encourage them to listen carefully to the music, and to use their bodies to express what they hear/feel.

**Family Activity**

Create an obstacle course for your child to maneuver through as they listen to music. Try to offer a variety of challenges that will encourage your child to move over, under, around, and behind. Picking a musical selection for this activity with a moderate and steady beat so your child will not feel rushed during this activity.





Musical 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 guli rum sum sum.

A rafi, a rafi

Guli 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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