Making Musical Connections

From the Brain to the Classroom to the Community

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In other words...

Learning, Development, Connection and Bonding through Music

TODAY WE HOPE:

• You will be immersed in a meaningful musical and language experience.
• You will gain an understanding or deepening of Basic Music Competence as well as Competence in bridging Early Oral Language to Print Literacy through music and movement
• Leave feeling nurtured with supported musical and educational tools to use in your schools/daycares.
What We Hope You Will Learn

- Understand the developmental process of music making including rhythm and movement and how to apply that information when using music with children.
- Identify multiple ways to incorporate music making into children’s daily lives in the therapy session, classroom, home or community settings.
- Integrate this music information to adapt any children’s story to emphasize a variety of speech and language skills through movement, music, rhythm and/or puppetry.

Today’s Classroom Community

- WHO ARE WE?
- WHAT BROUGHT US HERE?
- WHAT DO WE WANT TO LEARN?

The Big Four

1) All children are musical!
2) All children can achieve Basic Music Competence (singing in tune and keeping a steady beat)
3) It’s the modeling of the parent or primary caregiver that is the key!
4) Has to be in a playful, musically rich and non-performance-oriented learning environment
The Big Five in Language and Literacy

1) Letters have names
2) Letters make sounds
3) We can combine sound for play and meaning
4) We can combine words to express concepts
5) We can use oral and printed language to construct meaning

“Music in my Hands”

I’ve got music in my hands
And it’s keeping me alive
Keeping me alive
Keeping me alive
I’ve got music in my hands
And it’s keeping me alive
Music is keeping me alive.

After the Experiences

Turn and Talk

• What would a child have learned in those moments?
• How might this type of an experience inspire your teaching or interactions with young children?
The Connection Between Musical and Non-Musical Development in Early Childhood

Get out your magnifying glass!

Childhood Development

With each experience...

Think about the 5 Domains

• Social/Emotional
• Gross/Fine Motor
• Language/Communication
• Adaptive
• Cognitive

What would a child have learned in that moment?

Executive Functioning

Working Memory

The ability to hold and manipulate information in our minds over short periods

Inhibitory Control

The ability to filter thoughts and impulses in order to resist temptations and distractions

Cognitive Flexibility

Having the ability to adjust to changes in demands, priorities, or perspectives, to apply different rules in different settings, and to catch mistakes and fix them.
Music’s Partnership with Brain

“The brain that engages in music is changed by engaging in music.” Dr. Michael Thaut, PhD, Neurologic Music Therapist

- Entrainment
- Plasticity
- Memory
  - Chunking
  - Working Memory

Where Music is Processed

Musical Chunking

- Discrete Number that can be memorized – typically up to 7. Example phone numbers used to be 7 digits
- Putting information to music helps divide it into memorable units – ABC song, Jingles
- Melody and rhythm help us retain the information – gives us different file folders from which to draw in our brains
- Can be used to teach routines, information, sequences...
  - Musical Experiment
Why Music?

- "Motherese" – language with babies is engaging and creates important connections between infants & adults – it has "sing-song" qualities
- Decoding speech in noisy settings – ability is improved with musical training. Classrooms ARE often noisy settings. Sensory issues make it difficult to learn in a classroom.
- Music wakes up our brain, leading to attention and readiness to learn.
- Music is a natural way to connect and learn.
- Music can be changed to fit the needs of the children in your classroom, your daycare, your session, or your home.

Why Music and Storytelling?

- Phonemic/Phonological Enhancement
  - Sound Awareness
  - Prosody Patterns
  - Sound/Symbol
  - Syllabication
- Comprehension and Narrative Structure Enhancement
  - Setting
  - Characters
  - Precipitating Event
  - Sequence of events
  - Resolution

Pragmatic/Social Information

Hand in Hand Development: 0-12 Months

<table>
<thead>
<tr>
<th>Non-musical Development</th>
<th>Musical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excitement about preferred toys</td>
<td>Grasps instruments/ puts them in bins</td>
</tr>
<tr>
<td>Repeats skills observed</td>
<td>Repeats sounds</td>
</tr>
<tr>
<td>Shows understanding of words</td>
<td>Shows interest in sounds</td>
</tr>
<tr>
<td>Babbles consonants</td>
<td>Coos to music</td>
</tr>
<tr>
<td>Rolls, pushes up, sits independently</td>
<td>Guides actions on instruments</td>
</tr>
<tr>
<td>Makes eye contact, cooperates</td>
<td>Engages in relational play with music</td>
</tr>
</tbody>
</table>

Adapted from: Christine Barton (2011) and Rebecca Wellman (2011)
Music Making

- Songs that stimulate the senses – vestibular, kinesthetic, tactile, auditory
- Songs with nonsense words & pitch exploration – play with language
- Songs that follow development e.g. imitation skills, sense of object permanence, language

- Jumpin’ Up and Down in My Little Red Wagon
- Round About Went the Wee Mouse
- Rocking Songs
- Clap, Clap, Clap Your Hands
- Scarves & Sound
- Jingle Go the Jingle Bells (Car keys, something that makes a sound)
- Itsy Bitsy Spider

Storytelling

Interactive Storytelling
Level 1 : Visual/Auditory
Input and Non-verbal Response.

Imitation
Vocal Play
Joint Attending

Example:
Interactive Story Level 1

- Powerpoint
- Plastic Farm Animals
- Picture Match to Book

12-24 Months

<table>
<thead>
<tr>
<th>Non-musical Development</th>
<th>Musical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps clean up</td>
<td>Returns instruments as prompted</td>
</tr>
<tr>
<td>Identifies body parts</td>
<td>Matches animal to sounds</td>
</tr>
<tr>
<td>20-30 words</td>
<td>Communicates preferred songs</td>
</tr>
<tr>
<td>Crawls/walks, scribbles, both hands cross midline</td>
<td>Can repeat simple actions in a song</td>
</tr>
<tr>
<td>Tantrums</td>
<td>Use music to soothe</td>
</tr>
</tbody>
</table>

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)
Music Making

- Songs with simple sequences
- Songs with Animal sounds
- Songs with simple gross motor actions – circle songs
- Steady beat songs with age appropriate instruments – bilateral hand coordination and crossing midline
- This Old Man
- The Morning Song
- Mulberry Bush, Pop Goes the Weasel
- Large drums and small drums played with hands, egg shakers, chickitas

Storytelling

Interactive Storytelling
Level 2: Yes/No and simple single word participation
- Imitation
- Simple Verbal Initiation
- Simple Listen/Respond

Example: Interactive Story Level 2
- Pete The Cat
- I Love My White Shoes

24-36 Months

Non-musical Development
- Understands action words and opposites
- 50-200 words
- Jumps, hops, etc.
- Beginning to copy patterns with crayons, makes cuts with scissors

Musical Development
- Follows simple commands
- Recites nursery rhymes
- Participates in circle time
- Grasps mallets

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)
Music Making

- Songs with sequential actions
- Nursery rhymes, chants
- Songs using rhythm sticks, eggs, chickitas, drum mallets
- Songs with oral responses, movements, surprises

- The Old Gray Cat
- Hickory Dickory Dock
- Aiken Drum, add children’s names, Tap and Stop for impulse control
- John the Rabbit
- Sally Go Round the Sun

John the Rabbit - Move

Oh, John the Rabbit (yes ma’am)
Got a mighty habit (yes ma’am)
Jumpin’ in my garden (yes ma’am)
Cuttin’ down my cabbage (yes, ma’am)
My sweet potatoes (yes ma’am)
My fresh tomatoes (yes ma’am)
And if I live (yes ma’am)
To see next fall (yes, ma’am)
I ain’t gonna have (yes ma’am)
No garden at all (nooooooo ma’am)

Storytelling

Interactive Storytelling
Level 3
Simple WHO, WHAT, WHERE features.

Example: Interactive Story Level 3
The Very Hungry Caterpillar

The Caterpillar – Kids Song YouTube
### 3-4 Years

#### Non-musical Development

- Catches a ball, step hops
- Recites familiar rhymes
- Recognizes tactile cues: sticky, rough, etc.
- Shares, sits during group activities

#### Musical Development

- Moves body with music
- Sings phrases of familiar songs
- Categorizes sounds: loud, metallic, etc.
- Plays rhythm instruments

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#### Adapted from Christine Barton (2011) and Rebecca Wellman (2011)

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#### Music Making

- Movement Exploration with scarves, streamers, and different gross motor movements
- Call and response songs, room for creative responses
- Songtales, simple songwriting
- Categorization/differentiation

- Instrumental music – your choice, classical, dances, folk music
- Did You Feed My Cow
- Down by the Bay
- Instrument and Beat Exploration – short sounds, long sounds, and rhythms

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#### Storytelling

**Interactive Storytelling Level 4**

- Tells Parts of Story with prompting
- Aware of characters and roles
- Aware of "scripts"
- Aware of turn taking

**Example of Level 4**

- Move Over Rover
- The Little Old Lady Who Was Not Afraid of Anything
- I Ain’t Gonna Paint No More
### 4-5 Years

<table>
<thead>
<tr>
<th>Non-musical Development</th>
<th>Musical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies rhyming words</td>
<td>Repeats words that rhyme</td>
</tr>
<tr>
<td>Finds differences</td>
<td>Shifts movement with tempo</td>
</tr>
<tr>
<td>Gallops, hops on one foot</td>
<td>Match beat with others</td>
</tr>
<tr>
<td>Obeys rules</td>
<td>Differentiate between simple rhythmic and melodic patterns</td>
</tr>
<tr>
<td>Stays on topic</td>
<td>Sits with limited fidgeting</td>
</tr>
<tr>
<td>Uses words to express feelings</td>
<td>Imaginative songs</td>
</tr>
</tbody>
</table>

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)

### Music Making

<table>
<thead>
<tr>
<th>Rhyming Words</th>
<th>Down by the Bay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement exploration – shifting with tempo</td>
<td>Instrumental or Circle Songs with two or more tempi</td>
</tr>
<tr>
<td>Group plays together, matching beat</td>
<td>Hop Old Squirrel</td>
</tr>
<tr>
<td>Differentiating between simple rhythmic and melodic patterns</td>
<td>ABC/Twinkle/Baa Baa Black Sheep, ABA forms, Rondo forms</td>
</tr>
<tr>
<td>Differentiating speaking and singing voices</td>
<td>Fun vocal exercises</td>
</tr>
<tr>
<td>Imaginative Songs</td>
<td>Simple lyric writing, sequencing, The Gingerbread Boy</td>
</tr>
</tbody>
</table>

### Storytelling

<table>
<thead>
<tr>
<th>Interactive Storytelling Level 5A</th>
<th>Example Level 5A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tells 4-5 part stories with continuous prompts</td>
<td>Three Billy Goats Gruff</td>
</tr>
</tbody>
</table>

- Basic simple sentence structure
  - Nouns
  - Verbs
  - Prepositions
  - Descriptors
  - Negation

- Totline Object Rhymes
5-6 Years

Non-musical Development
- Skips/obstacle courses
- Makes visual discriminations
- Control of emotions
- Finishes phrases
- Describes part of an event - storytelling

Musical Development
- Sings and dances
- Matches notes/tones
- Alters movement to match music
- Reciprocal patterning on instruments
- Identifies sound differences/manipulate

Music Making
- Instrument playing, mallet use
- Partner dances, Circle Dances, Altering Movements
- Leader/Follower
- Cueing with different sounds
- Singing, increasing range

- Barred instruments – xylophones, glockenspiels
- Heel & Toe Polka, Rig-a-jig-jig, Fjaskern
- Conductor Game
- Instrument pairing to movements, children take turns choosing
- Mama Paquita

Interactive Storytelling
Level 5B
Can do simple narration

Example Interactive Storytelling Level 5B
Goldilocks and the Three Bears

Topic Maintenance
Simple sentence competence
Can direct others
Understands cause and effect of character action

Example Interactive Storytelling Level 5B
Goldilocks and the Three Bears
Ah ha moments!

- How can you apply this for your students?

Share with colleagues at your table.
- What would be the challenges?

- What do you already do?

- Could you expand on your known successes?

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Academic Research Conclusions – Auditory Processing

- Anatomy of the brain (Wehrum, et al., 2011)
- Auditory processing (Meyer, Elmer, Ringli, Oechslin, Baumann, Jancke, 2011)
- Auditory discrimination found in newborns. (Honing, 2010)
- Noise effects well being of children in daycare (Linting et al., 2013)
- Processing speech in noise (Strait, Parbery-Clark, Hittner, and Kraus, 2012); (Strait et al., 2013); (Parbery-Clark, Hittner, Kraus, 2012) (Linting et al., 2013)
- Concentration, speaking and listening skills, literacy (Harris, 2009)
- Harmony processing activates our brains. (Patel, 2009)

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Break!

FINISH THIS JINGLE: GO ON OUT TO THE LOBBY...
Fostering Developmental Growth through Music

USING MUSIC FOR YOUR CHILDREN
• IN THE CLASSROOM
• IN THE DAYCARE
• IN THE HOME

Songsharing – What Are Your Faves

2 little black birds sitting on a hill, Here is the beehive, 5 little ducks went out to play, 5 elephants went out to play, 5 green and speckled frogs, Schneider the spider—8 legs, Stars shining, Five little hotdogs, 1, 2, 3, 4, 5 once I caught a fish alive, 5 (or 10) in a bed, 1, 2 buckle my shoe, I have 10 little fingers, Ten little monkeys, This is the way we count to 10, This old Man, Hickory Dickory Doc, The Ants go Marching (swimming, climbing, dancing, running, hopping, twirling), The wheels on the bus, The sticks on the drum go up and down, Jack in the box, Zimbaluah—colors, Mary wore a red dress

Remembering.....

<table>
<thead>
<tr>
<th>COGNITIVE</th>
<th>LANGUAGE/COMMUNICATION</th>
<th>SOCIAL EMOTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>basic concepts (big, little, colors, numbers, shapes etc)</td>
<td>vocalization, first sounds, naming objects, food, actions, animals</td>
<td>turn taking, the “social story of song”</td>
</tr>
<tr>
<td>problem solving</td>
<td>communication patterns of taking turns</td>
<td>how to connect</td>
</tr>
<tr>
<td>Imagination</td>
<td>impulse control</td>
<td>turn taking</td>
</tr>
<tr>
<td>memory development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GROSS/FINE MOTOR</th>
<th>ADAPTIVE FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>finger plays</td>
<td>Working memory, Inhibitory control and Cognitive flexibility</td>
</tr>
<tr>
<td>movement</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td></td>
</tr>
</tbody>
</table>

| sign language | | | |
The “How to’s” of experiencing music with young children

- Rule of 3x: This is where the magic happens!
- Facial Expressions and Enthusiasm
- Kinesthetic vehicle for the beat
- Acknowledge what the child does
- Echo back to babies
- Look for contrast opportunities
- The Breath
- Power of OOPS: make mistakes and try new things

Songwriting to Promote Musical Play

MAKING MUSIC YOUR OWN IN YOUR HOME OR CLASS

Steps to Successful Songwriting

Join the ranks of Bach, Beethoven and Raffi

1. Select Song Style
2. Brainstorming Song Concept
3. Selecting Ideas for Inclusion
4. Determining Song Structure
   1. Use existing melody
   2. Create a new melody
5. To Rhyme or Not to Rhyme
6. Creating Lyrics
7. Create Melody (if not using existing melody)
8. Finalizing Musical Features

(Adapted from McFerrin et al., 2006)
Group Songwriting

- Theme: "Hanging Out at the IECC"

Steps to Successful Storytelling

Join the ranks of...
- Pete Seeger
- Raffi
- Eric Litwin

- Choose the target skill(s)
- Choose the vocabulary/phrase/sentence that will repeat
- Choose the format for presentation (can be mixed)
- Choose a simple tune that works well with the repetitive structure (make up your own)
- Choose how children will participate with the materials
- Plan the extension activities: written, visual, musical
- Plan other versions or related books for presentation

It's a Wrap!

Questions?
I Am a Bright Light

Resources

- Feierabend, John M. – Excellent resources on all things musical for children
  www.feierabendmusic.org
- Birkenshaw-Fleming, Lois – Music For Fun, Music for Learning; Come On Everybody, Let’s Sing
- Greata, Joanne – An Introduction to Music in Early Childhood Education

References

References, Cont.

- Harris, D.J. 2011. Shake, rattle and roll – can music be used by parents and practitioners to support communication, language and literacy within a pre-school setting? Education 2/2. International Journal of Primary, Allergenetic and Early Childhood Education, 39(2), 119–127.


- Jentschke, S., Koelsch, S., Sallat, S., Friederici, A. 2008. Children with Specific Language Impairment Also Show加工


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