

Music In Classrooms

ECE 210

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Abstract

In Early Childhood Education, you don't hear noise other than the sounds of children playing or talking. In a section of the children's hours at school, they should have time to learn about the different sounds of music. They should learn about the different sounds of instruments and what sounds they may make when they are played together. Some parents don't necessarily enjoy when their children continuously make noise by beating on pots with kitchen utensils, so at school is where the music should be played. Learning about the history of music and how it came to be in the classroom is something that every grade teacher should help their children learn because the children could always find a big interest in such a subject. Early Childhood Educators should really enforce this topic so the new generation would have an earlier understanding of music even if they are just making noises with the instruments. Bringing music into a classroom lesson can help children in Early Childhood Education classrooms express themselves and be themselves around other children. Music is the key to making beautiful sounds.

Music In Classrooms

This is an important topic in early childhood because this is a critical period for growth in their musical skills and understanding as it is for other aspects of learning and children should have the opportunity to develop all of their potential skills and possible talents (Flynn Jay, 2021). According to *Why Preschool Teachers Need Music Education in Their Classrooms* "This is not

to turn them into child prodigies; it is to provide them with the basis for and interest in future music participation and learning,” said Dr. Sims. “ music participation and, as a performer or consumer, has the potential to enhance the quality of life, something very important in and of itself in this day and age (Flynn Jay, 2021). Exposure to music and musical experience throughout childhood can really accelerate brain growth. For young children, music provides many more benefits from social growth up to even better exams results. These are only a few reasons why music should be an integral element of today’s preschool curriculum (Lynch, 2018). Although infants are born in the world prepared for sounds and words to be understood, exposure to music and practice considerably boost the innate capacity. Several studies have clearly shown that the special area of the left brain of language development is musical learning. Furthermore it can connect the links in this part of the brain if youngsters are consistent and continually exposed to music consistent and continually exposed to music (Lynch, 2018). Unfortunately, many early childhood educators have little preparation for or experience with implementing music education in their classrooms. According to *Why Preschool Teachers Need Music Education in Their Classrooms* “Education degree programs - especially those for preschool teachers - would greatly benefit from partnerships with music educators who are often not confident in their own musical abilities, and thus reluctant to use music in their classroom” (Flynn Jay, 2021). Preschool teachers can include music effectively and easily into their classroom with other school activities is by: (1) singing songs with the children during group time or a part of a classroom schedules, (2) playing a variety of music styles using library or streaming resources, (3) move and dance to music with students, (4) provide a music center where children can incorporate music effectively or (5) provide music for individual listening during free choice time (Flynn Jay, 2021). Early Childhood Education is the first and very important education for young children because it is

often taken for granted, yet these youngest years have consistently been shown to be the cornerstone phase of development for all human beings.

Statement of the Problem

The influence of music not being taught in Early Childhood Classrooms is one of the many problems in Early Childhood Education because it is affecting how fast children at such young ages don't know anything about making sounds and producing music with instruments. Brain development is most rapid in the early stages of a child's life. For children learning about music in Early Childhood classrooms, they can reduce learning delays in children. According to *The Importance of Music in Early Childhood Education*, " Learning delays can be greatly reduced with the help of early intervention. At the beginning stages of kindergarten early academics, children who did not participate in an Early Childhood Education program lag behind their peers who have attended an ECE program" (Lynch, 2018). This means that if children have something to engage themselves into the lesson, they wouldn't fall behind their friends. Everybody would be on the same page when it comes to learning about something like sound rhythm in music in the classroom. According to *Why Preschool Teachers Need Music Education in Their Classrooms* say that "To some extent, the arts classes in school provide an antidote to the emphasis on the test-driven instruction and pressures that occur in other subjects,"... " There also is strong evidence that integrating the arts into the general elementary classrooms, in conjunction with sequential arts instruction taught by specialists, has very positive effects on student learning, engagement and school climate" (Flynn Jay, 2021). This shows us that without music or any other art in the classrooms children wouldn't be able to develop skills that help a

child expand their learning and knowledge of music. This particular issue needs to be addressed because it teaches young children self-regulation skills.

Self-regulation is the ability to control our thoughts, feelings, and actions. When used as a part of an early childhood curriculum, music (and movement) can help children learn to tell their bodies what to do, when to stop, when to go, and when to move to another activity. So, when children participate in a circle dance, transition from one activity to another, and even share instruments, children are learning and practicing self-regulation skills” (Kindermusik, 2013). The problem is the greatest because children can fall behind in their education without at least learning about language and reading development. “Unlike language, music stimulates and activates every subsystem of the brain including those systems involved in motivation and emotion” (Lynch, 2018). This means that music, in contrast to words, stimulates and engages every brain including motivational and emotional systems. The extra brain work in the child has benefits in reading as well. Music is an important way for children to learn how to rhyme and find rhythm in text and be exposed to new words so that they can expand their vocabulary. My target audience is the parents who have children that go to Early Childhood classrooms, the DOE, Salvation Army or whatever ECE program there is for young children.

Research

Research shows that there is a link between music and spatial intelligence which helps children visualize and sort out different elements that should go together. This is exactly the same process used when solving a math problem. In a 1999 study, students with experience in

music appreciation scored higher on the SAT than students with no music appreciation: 61 points higher on the verbal and 42 points higher on the math. For students with experience in music performance the result was 53 points higher on the verbal and 39 points higher on the math.

Article #1

In the article titled "The Benefits of Music Education", Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. According to the Children's Music Workshop, the effect of music education on language development can be seen in the brain. "Recent studies have clearly indicated that musical training physically develops the part of the left side of the brain known to be involved with processing language, and can actually wire the brain's circuits in specific ways. This relationship between music and language development is also socially advantageous to young children." "The development of language over time tends to enhance parts of the brain that help process music," says Dr. Research indicates the brain of a musician, even a young one, works differently than that of a nonmusician. "There's some good neuroscience research that children involved in music have larger growth of neural activity than people not in music training. Eric Rasmussen, chair of the Early Childhood Music Department at the Peabody Preparatory of The Johns Hopkins University, where he teaches a specialized music curriculum for children aged two months to nine years.

The students in the study who received music instruction had improved sound discrimination and fine motor tasks, and brain imaging showed changes to the networks in the brain associated with those abilities, according to the Dana Foundation, a private philanthropic

organization that supports brain research. There is a massive benefit from being musical that we do not understand, but it's individual. The horizons are higher when you are involved in music," he adds. "Your understanding of art and the world, and how you can think and express yourself, are enhanced".

Article #2

In the second article named "The Importance of Music in Early Childhood", the media's popularization of findings from studies indicating a causal link between music training and spatial reasoning in young children has caught the attention of many and spurred interest in the inclusion of music in early childhood education. The purpose of this article is to survey some of the work in music education that validates the inclusion of music for its own sake in models for early childhood learning. Characteristic music performances of young children provide a window through which music psychologists and educators can understand the sequence of the child's developing music skills. Early childhood, a period of rapid change and development, is the most critical period in a child's musical growth and has been identified in the literature as the "music babble" stage or primary music development. The years from birth through age six are critical for learning how to unscramble the aural images of music and to develop mental representations for organizing the music of the culture.

The body of knowledge acquired through research thus far supports the notion that, like language development, young children develop musically through a predictable sequence to basic music competence, which includes singing in tune and marching to a beat. The substance of play in very young children is usually composed of the environmental objects and experiences to which they have been exposed. Just as all children are born with the potential to learn to speak

and understand their native language, all children are born with the potential to learn to perform and understand their culture's music. By first grade, many children develop the ability to perform the music of their culture with accuracy. Therefore, in addition to developing the mental representation or audiation of music, the early childhood years are also critical for developing the ability to engage in music through singing and moving. Through continued exposure to spoken chant, songs, and vocal play, young children can develop the use of their singing voices during the remaining early childhood years. The early childhood years are crucial for using the body to respond as a musical instrument in many ways to many different kinds of music.

Article #3

In the article “The Importance of Music and Movement”, Whether it's soft and soothing or a lively tune, children feel it both physically and emotionally. Throughout the early years, children are learning to do new things with their bodies. Young children are also learning that movement can communicate messages and represent actions. Young children are able to perform and recognize pantomimed actions such as ironing, stirring, swimming or playing the piano. When you ask questions that call for verbal responses ("Can you think of some other ways that Pooh could get up to the honey tree?" or "What did we do to make applesauce yesterday?"), some children may have difficulty responding in words. But when questions call for movement ("What are some ways you can think of to get from one side of the mat to the other?"), children are not limited by their verbal abilities.

Movement problems challenge children in different ways and help teachers/parents learn about the problem solving and creative abilities of less verbal children. Singing or chanting can help make routine activities and transitions, such as gathering children into a circle or group

activity, smoother and more enjoyable. And, music helps to set a mood. Quiet, soothing music calms and relaxes children, while a lively marching tune rouses them for energetic clean up time. Music and movement are also social activities that help children feel part of the group. As children grow in their appreciation of the beauty of music and dance, they acquire a gift that will bring them great pleasure.

Small Advocacy Action

One advocacy action I would take to have music in Early Childhood Education classrooms is to allow the children's parents to come into the classroom and have them sit with their children and create a sound only using their hands and/or feet. Then I would bring out a bin full of instruments and allow the parents to choose an instrument and then have their child do the same thing, and have them create a rhythm (beat) into a song out of the instruments they chose. This will allow the parents to see what their children can learn from making a sound with their bodies and from instruments. Children can express themselves through music especially for those children who are shy around other children.

Large Advocacy Action

The large advocacy action I would take is to ask the principal or head coordinator of the ECE program for permission to change up what the children in their children's class are being taught and for how long the specific topic is being taught. Children have a need to demonstrate what they are feeling and thinking. Some children are comfortable with taking center stage, while others are more quiet and shy. All children, however, delight in being acknowledged for their expression, no matter how large or small. Performance art is the little songs children make

up while they are working with clay, the dances they do while waiting in line to go outside, the characters they pretend to be in a play. Life's a stage for young children, and they demonstrate this in most things they do. Children's involvement with performance is not only in the arts but also in everyday life.

My role in fostering self-expression and kindling creative passion should be that of facilitator and supporter. Much like an orchestra conductor who does not play the instruments, teachers are an artist who inspires children's natural, spontaneous, creative expression. And like a conductor, rather than leading or controlling, you need to create a supportive environment: Follow the children's lead and respect and nurture their passion for the arts. Some children are not aware of how creative they are being by making up a song or dance because it is so natural and spontaneous. Your quiet acknowledgement helps children become aware of what they are doing and helps them feel supported. Allow the children to share with others time and space, never by force, with their music, their movement and the dramatic creation. Some children love to "perform" and enjoy the chance to demonstrate their latest effort. An atmosphere nonjudgmental and in which everyone's work is a masterpiece may be more attractive for others, who are reluctant to step forward.

Commentary

I decided to choose this topic because there aren't many children who are young enough to be in an Early Childhood Education classroom that can say that they learned a new rhythm or sound that their body makes when they, for example, clap their hands slow or fast. From personal experience, I could remember back when I was in preschool that my teacher didn't really teach us about sounds and rhythms and how they were made. And even if they did, the topic and lesson

wasn't that long to the point where I would have forgotten what they said about that specific topic by the time I got home and my mom asked me about my day. That's why, as a future Early Childhood Educator, I would like to plan out how I would teach my future students about the history of music, how they can use their body parts to make sounds and how they can use a physical object other than an instrument to make sound.

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