

One Page Resource: Creative Expression Through Music

Hit the Right Notes with Music in Your PreK Classroom!

Music educators have identified 4 categories for early music learning: Singing and playing musical instruments, creating music, responding to music, and understanding music.

Playing Instruments/Creating Music:

- Have a parade!
 - Have instruments available for choice time daily.
 - Hang instruments on the fence while on the playground.
 - Try using a drum at greeting time to tap out the syllables in children's names.
 - Use a goodbye song to end your day with the children.
 - Make your own instruments (Fill canisters with rice or beans, for example).
 - Connect music and literature. Put rhythmic or rhyming stories to music.
 - Listen to instrumental music and play along with classroom instruments.
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Responding To Music:

- Do the "Freeze Dance."
 - Play a drum to match children's movements.
 - Sing songs at various volumes and tempos.
 - Take apart large boxes to make a dance floor.
 - Include a mirror in your music area so children can see themselves moving to music.
 - Play music in the background while children paint or work with other materials.
 - Use music as a transition signal.
 - Include costumes and props in the dramatic play area that correspond to relevant musical cultural traditions (For example, the Ballet Folklorico or Native American dances).
 - Describe children's movements as they dance and their voices as they sing. This is a great opportunity for vocabulary development!
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Understanding Music:

- Expose children to live music. Invite in family members or community musicians to play and sing.
 - Attend a local child-friendly concert.
 - Display photos of children and adults playing musical instruments.
 - Expose children to a wide variety of music.
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Music can be the springboard for a multisensory approach in your curriculum. "Since music and movement are vitally linked, motor activities are an essential part of a music environment. For young children, expressing thoughts and feelings through movement may be critical because the child has limited verbal expressive skills"
-Scott-Kassner, 1993

-Elayne Achilles, "Creating Music Environments in EC Programs," Young Children, Jan. 1999, pp.21-26