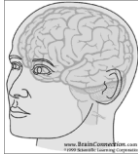


## The Brain Loves A Song

Maryann "Mar." Harman  
BA Music Education/MA Education  
Founder Music with Mar.™



I love variety!

### Morning Strut (Songs for a Great Day!/Hip Hop Mob)

One song can do many things:

- \*Stimulate both sides of brain; produce endorphins
- \*Affect attitude
- \*Language - new vocab word "strut"
- \*Dancing (proper touch) Children don't know manners-imitate them;
- \*Cross mid-section - need this skill to read/write
- \*"Whew!" oxygen - brain runs on oxygen and water
- \*Bouncing keeps steady beat
- \*Vestibular system must be activated to learn

"The 8<sup>th</sup> cranial nerve is the vestibulo-cochlear which comes from the inner ear mechanism. These connect through the Vestibular system to all the muscles of the body." Dr. Carla Hannaford Smart Moves: Why Learning is Not All in the Head

Moving the head activates vestibular system. This carries impulses to other parts of the brain. When we don't move, we do not take in information. This is why children love to spin. (As adults, it takes longer to get back to a state of equilibrium because of thicker fluid in ear canals.)

What we provide in childhood, are the tools children will use into adulthood. We must find ways to provide the following:

1. A healthy attitude;
2. A strong value system;
3. The basic skills needed for life;
4. Communication abilities
5. The ability to love and be loved;
6. Acceptance of others;
7. The ability to laugh; and
8. A sense of safety

Music is a wonderful way to give these gifts to our children.

Elementary educators **do not 'teach music' but 'use music to teach'**

"If I could choose the music children listen to, I could tell you what kind of society we will have" Plato

### Using music to teach with "E"ase

Music can: Enhance  
Educate  
Entertain  
Evaluate

Vestibular system must be activated to learn! Children have to move! You, too!
---

Music/movement activities are non-stressful ways to evaluate abilities.

- \*Good communication skills is the number one correlation to success
- \*Aggressive behavior linked to inability to express oneself-frustration
- \*Can develop language skills in early years by playing with sound

**Mr. Froggy** (Bk + 4) Use of any puppet is helpful in getting children to speak out  
*Mr. Froggy came out one day. Said "Hi Miss Mar. Would you like to play?"*  
*Miss Mar. said "Hi, frog. How do you do? Yes. I'd like to play with you."*

If class is small enough, sit in a circle. You hold the frog (or any puppet) first and everyone sings first line to the child to your right. Just that child sings back and everyone says "Yay!". The frog is then passed to that person who turns to the person to their right. The song continues around the circle.

- \*Personality is developed by age 8
- \*Children need opportunities before 8 to build confidence
- \*Letting children be leaders is important
- \*Singing out in a safe environment builds confidence
- \*Vowel Sounds
- \*Release of endorphins - importance of laughter
- \*Can use various languages

**ZYXs** (Hear Me Sing)

- \*Step dancing is fun - no right way - just move
- \*Sequencing backwards

**I Like Apples** (Tunes for Tiny Tots)

- \*We have four voices - whisper, talk, sing, shout. This drills on all four.
- \*It is more difficult to whisper than talk. It uses more muscles.
- \*Children must practice it.

Have children clap as well as say words. May use rhythm sticks.

I like apples; I like peas;	(use whisper voice)
I like lentils; I like cheese.	(Use talking voice)
When I eat them, my tummy says, "Yum!"	(Use singing voice)
So everyday, I eat some!	(Use shouting voice)

### Mr. Froggy's Friends' ABCs (Mr. Froggy's Friends' ABCs)

- \*Indirect way to teach sentence structure
- \*Each letter has a subject, verb and object or adjective
- \*Have children make up own for their names or friend's names
- \*Make your own ABC book

### Five Hip Hoppo Frogs (Mr. Froggy's Friends ABCs)

- \*Fun way to review numbers
- \*Gets brain engaged and happy (or - HOPPY!)

### Wide-mouthed Bullfrog (WMBF /Frog Glove) book by Keith Faulkner

- \*Children love interacting with story.
- \*If you don't have the book, use pictures or puppets.
- \*Stay in one place or you become a moving target that is hard to follow.
- \*Children say with you "Hi. I'm a wide-mouthed bullfrog. I eat bugs."
- \*For mouse, "Eek". High pitch sounds energize the brain.
- \*For 'hop, hop, hopped', slap thigh 3 times. Vestibular system activated.
- \*Show the page where he makes his mouth small; help them understand the lesson by saying, "He didn't want to be a wide-mouthed bullfrog anymore."
- \*Open the last page and have everyone throw up their arms and yell "Splash!"

### So, when do we teach reading?

0 - 8 years of age:

- \* Frontal lobe is dominant - mostly emotions
- Motivation to behave developed in first 3 yrs-
- creation of dopamine -reward center
- Frontal lobe - stimulated through
  1. touch
  2. positive verbal reinforcement
- Learning is all through emotion - (me-focused)  
Reading should NOT be taught here!

6 - 8 years of age: (keep in mind, some children arrive at 4 and others not until 10)

- starting to refine what has been learned; (This is the data collector)
- time to teach reading and other 'codework' activities;
- Reading taught before this time is taught to the emotional brain. The brain must go and find it and 'reprogram' it to learn it in the logical part of the brain;
- Eye muscles are not strong enough for 'reading'.

Reading readiness is not reading. It is teaching skills to be ready to read.

We all make mistakes. But to commit a wrong, to lower the dignity of a child and not be aware that the dignity has been impaired, is much more serious than the child's skipping words during reading.

**Clark E  
Moustakas**  
The Authentic  
Teacher

*"Postponing codework until age 8 will insure that most children have the neurologic capability to grasp the reasoning behind symbol systems. The emphasis on early acquisition of reading, writing, math and other symbol systems may actually cause children to develop awkward and inappropriate methods of understanding ....encourages meaningless memorization of facts...may force code skills to be developed in the rear associative areas, which is not as beneficial to future cognitive developments as involving the frontal lobe structures in the process."* "Children can benefit from active play with code systems between the ages of six and eight."

Rhythms of Learning Chris Brewer/Don Campbell

11 through teen years:

- Brain is myelinating to the front - logic with emotion - mouthy teens!
- Self-assessment
- Peers very important
- Application of knowledge

Children learn differently (Howard Gardner -Harvard:Multiple Intelligences)

Differences between boys/girls:

1. Boys more focused one side; girls work from both sides
2. Girls count concrete (use fingers); boys count in head;
3. Boys look for role (competition)
4. Girls look to cooperate
5. Boys take longer to acclimate to new school (give task)



It becomes boring and ineffective when the same teaching pattern extends for a long period of time. Teachers need to switch things up to keep everyone involved. Different children learn different ways, but all children need to move!

**We're Balls of Energy** (Songs at My Fingertips)

- \*We are all made of energy.
- \*Our brains are electrical. They run on water and oxygen.
- \*Gets children up and moving and then slows them back down and sitting.
- \*Teaches control of energy level and volume of voice.
- \*Bouncing - reinforces steady beat needed for reading proficiency
- \*Spinning - strengthens the vestibular system
- \*Swaying - works on balancing
- \*Using fingerpuppets helps regulate self-control

**Monkeys Swinging in a Tree** (Mr. Froggy's Friends' ABCs/Monkey Glove)

- \*New version with better choices

**I Know a Smart Woman** (Hear Me Sing; Watch Me Dance)

- \*Based on I Know an Old Lady Who Swallowed a Fly
- \*Retain and retrieve
- \*Good food choices

**Bunny Foo Foo** (Bk + 4)

*Traditional song; fun, nothing valuable taught. Here's what we can do:*

1. Validate that the mouse is hurt;
2. Tell rabbit "Look. The mouse is crying. You hit the mouse. Hitting hurts. You may not hit.";
3. Instruct the rabbit to say, "You're crying because I hit you. Hitting hurts. I will not hit you again." (You can teach "I'm sorry" but by itself, it means nothing.)
4. Allow mouse to decide if she wants to play with the rabbit.
  - a. This teaches there are consequences to negative behavior;
  - b. Allows mouse to feel safe and in charge of choices; and
  - c. You do not need to play with someone just because they apologize

**What Animal's Missing?** (Mr. Froggy's Friends' ABCs/Barn Glove)

- \*deductive reasoning
- \*language - science skills

**Nothing Else** (Start the Music)

- \*Sequencing and scaffolding
- \*Motor skills
- \*Tongue click for language
- \*It's Fun!!!!

***Music can make children feel successful - no right or wrong.***

**PROCESS**  
**PRODUCT**

So, if you can't teach that day, don't criticize.  
You - who you give them - is more important!



Having fun makes it easier to learn!

Helps the brain understand the rhythm of language!

Dance with your children!

**Find the Gift** (Mr. Froggy's Family/Bk + 4) Reflective song about our role as teachers:

1. Help children find their talents and develop them; and
2. Help children feel good about their talents and strengths.



## Basic Facts

1. For a typical brain in relaxed, calm states without undue stress, it takes 21 days to create new neural pathways or habits of thought;
2. Seven stressors can reduce IQ by 20%;
3. Ninety-nine percent of learning is unconscious;
4. Humans learn 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what is discussed, 80% of what is experienced and 95% of what they actively teach;
5. Eighty-five percent of people are kinesthetic learners (Einstein) The vestibular system must be activated for learning to take place;
6. Number one common denominator between success and any other ability is between success and language ability;
7. The more senses involved, the better the learning experience;
8. The ability to perform cross-lateral movement is necessary to be able to read;
9. The brain needs water and oxygen to run effectively;
10. During the first 6 - 8 years learning is centered mostly around emotion and memory. The next phase of learning is collecting data (symbols for reading/math). Through the teen years, the back of the brain myelinates to the front, combining emotion with logical thought processes.
11. In the 1950s, the average fourteen-year-old had a vocabulary of 25,000 words; In 1999, that number was down to 10,000;
12. Inner voice (the process through which we hear ourselves think and listen internally) is necessary for critical, higher-level thinking. Should be in place by age 7 or 8;
13. Classical music played in hallways - aggression reduced by 90%
14. Should not play music more than 22 minutes an hour. It becomes too familiar.
15. Singing activates the semi-circular canals, involved in vestibular sensation.
16. Children who can differentiate between pitch have better phonemic awareness.
17. By adult,  $\frac{1}{2}$  synapses discarded; if used repeatedly, they stay—**Music needs to be constant.**
18. Latin and African music provide the brain with up to 30% more benefits than Mozart's music.

Maryann "Mar." Harman  
Music with Mar.com

## Music Resources

Here is a list of many wonderful children's musicians available for resources.

<u>Name</u>	<u>Website</u>	<u>Titles</u>
Music with Mar.	musicwithmar.com	Various recordings
Dr. Jean	drjean.org	Sing to Learn; Singing & Dancing Is Everybody Happy?
Dr. Maggie		various recordings
Learning Station		Rock & Roll Songs that Teach; Physical Ed
Mr. Al		Bop Til you Drop; Al a carte
Garry Smith	goodchoicemusic.com	All Rapped Up; Take Flight
Tickle Tune Typhoon	tickletunetyphoon.com	Singing Science; Hug the Earth
Anna Moo	annamoo.com	Moochas Gracias; Making Moosic
Sharon, Lois & Bram		Any recording
Raffi		various recordings
Hap Palmer	edact.com	Two Little Sounds; Can a Cherry Pie Wave Goodbye
Miss Jackie	jackiesilberg.com	Check website
Peter Alsop	peteralsop.com	Various recordings
Thomas Moore		I Am Special
Stephen Fite		Having Fun and Feeling Groovy
MFLP	musicforlittlepeople.com	Celebration Series
Red Grammer		Teaching Peace
Becky Bailey	lovingguidance.com	I Love You Rituals Vol 1 & 2

Popular dances - eg Electric Slide, Conga, Macarena, Hand Jive, Cupid Shuffle

Websites:	brainplace.com	childrensgroup.com
	Brainstore.com	advancedbrain.com
	Tuneyourbrain.com	songsforteaching.com
	CDBaby.com	freemusic.com

Visit [childrensmusic.org](http://childrensmusic.org) Resource to ALL children's musicians.

Take part in annual contest to review new children's music; Receive 6 FREE CDs!!!

### Classical Music Suggestions for Children:

Carnival of the Animal	Saint-Saens
Tubby the Tuba	w/Danny Kaye
Children's Guide to the Orchestra	Benjamin Britten
Peter and the Wolf	Prokofiev
Bugs Bunny at the Orchestra	Warner Bros.
Nutcracker	Tchaikovsky

**LIST OF RELATED CITATIONS**  
**Maryann Harman MA < ED**

- Black, S. (1997). "The Musical Mind". The American School Board Journal. January.
- Brewer, Chris (1995) "Music and Learning: Seven Ways to Use Music in the Classroom". Kalispell, MT. LifeSounds.
- Campbell, D & Brewer, C (1991). "Rhythms of Learning." Tuscon, AZ. Zephyr Press.
- Campbell, D. (2000). "The Mozart Effect for Children. Is Music Fundamental?" Audiotape. The Children's Group, William Morrow.
- DePorter, B., Reardon, M., Singer-Nourie, S., (1999) "Quantum Teaching. Orchestrating Student Success". Needham Heights, MA. Allyn & Bacon.
- Hannaford, C. (1995/2005). "Smart Moves: Why Learning is Not All in the Head". Arlington, VA. Great Oceans Publishing.
- Jalongo, M.R. & Collins, M (1985). "Singing with Young Children". Young Children.
- Jensen, E. (2000). "Music with the Brain in Mind". San Diego, CA. The Brain Store, Inc.
- Jan McDonald, D & Ramsey, J.H. (1992) "Awakening the Artists." In Readings in Early Childhood Music Education, MENC Reston, VA.
- Neelly, L.P. (2001). "Developmentally Appropriate Music Practice: Children Learn What They Live.". Young Children. May.
- Pica, Rae. (2003) *Your Active Child*. New York, NY. McGraw-Hill
- Ratey, John J. (2008). "Spark". New York, NY. Hachette Book Groups USA
- Rauscher, Frances and Mary Anne Zupan, Classroom Keyboard Instruction Improves Kindergarten Children's Spatial-temporal Performance: A Field Experiment.
- Schiller, P. (1999). "Start Smart". Beltsville, MD. Gryphon House.