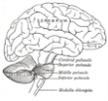


Different Learners Don't Need Different Songs

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Eyes on Me (Songs I Hadn't Sung Yet)

- *The "ZZZZ" sound gets their brain's attention
- *You say chant; they repeat
- *Changes person from "Eyes on me" to "We have our eyes on YOU"



BRAIN FACT Moving activates muscle memory, which is helpful for students who can only learn by moving. (Hannaford, 2005)

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. This song gets children up and moving and then slows them back down and into a sitting position.

Teaches control of energy level and volume of voice.

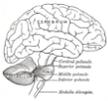
- *Bouncing - reinforces steady beat needed for reading proficiency
- *Spinning - strengthens the vestibular system
- *Swaying - works on balancing

The words are: Energy, Energy. We're balls of energy. (loud and then soft)

I Like to Be With You - Another song to encourage working together, friendship

I Love You Rituals Dr. Becky Bailey

I Love You Rituals musical version Vols 1 & 2 Dr. Becky Bailey/Mar. Harman



BRAIN FACT During the first year of life, rhythm is the element of music that has the greatest effect. (Dr. John Ortiz). The human brain is innately responsive to highly rhythmic music and the only mammal that will tap its toe because of automatic tendency.

I'm a Ragdoll (My Mindful Music)

- *Song done with OT - Tere Bowen-Irish (SDE consultant)
- *Must follow directions - vocabulary building
- *Body control
- *Ends in a Child's Pose (Yoga) to bring children down into calm

Pirate for a Day (Songs I Hadn't Sung Yet)

- *Pretend; Try something on
- *Interaction
- *Learning responses

The following information can be found in Rhythms of Learning (referenced in back)
Rhythms of the Day

When scheduling time, need to be aware of:

1. Children cannot sit for prolonged periods
 - a. After approx 20 mins, the vestibular system starts to shut down
 - b. Must move to reactivate. Moving head activates vestibular system.
2. Provide a movement activity to re-energize the brain
3. Allow for self-expression / student repeating lesson
 - a. Learn best when we teach
 - b. Hearing own voice say something aids in comprehension
4. Depending on age, focus time varies (see chart)
5. Brain 15% more efficient between 9 - 11am for short-term memory processing
 - a. Best time for rote learning, math and spelling
6. Learning based on understanding, is higher in the afternoon.
 - a. Good for literature; and
 - b. Subjects relying on comprehension and content memory

Daily Flow

9 - Noon	Short-term memory processing Rote learning Logical reasoning
Noon - 2	Simple repetitive tasks
2 - 5	Long-term memory processing High manual dexterity (music lessons; sports)

Rhythmic Teaching Plan Chart (Chris Brewer)

AGE	Concrete Informational Focused Time	Contrasting Creative Refocusing Time
4 - 5	5 - 7 min	1 min
6 - 7	7 - 8 min	2 min
8 - 9	7 - 10 min	2 min
10 - 11	13 - 15 min	2 min

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

The Rain Dance (Having a Ball with Music)

- *Weather can make us get the 'blues'; teach positivity
- *Children's bodies act like the rain
- *Introduces vocabulary for a storm
- *The Learning Station has "Singing in the Rain"; It's GREAT!

We Will Have a New Friend (Songs at My Fingertips) Cards at musicwithmar.com

- *Wake up and greet new friends; everyone feel welcome.
- *Retain and retrieve song; bring information forward; scaffolding
- *Children must feel safe to learn;
- *Feeling 'unsafe' triggers stress hormones (cortisol) which inhibit learning
- *7 stressors can reduce IQ by 20points (10%)
- *Make book and let child take home that day
- *Making book together gets children involved with new student early

Because We're Friends - (Mr. Froggy's Family) Cards at musicwithmar.com

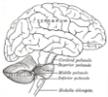
- *Recognition we're the same/different
- * Put into two groups. One group sings "I'm short"; Second group "I'm tall."
- * Can sing chorus part together or assign lines.
- *Make graph - Who has brown eyes? Blue? Who likes baseball? etc

I'm short; I'm tall. I dance; I play ball. It doesn't matter because we're friends.
I'm black; I'm white. I like the day. I like the night.
It doesn't matter because we're friends.
I like you because you're fun to be with. I like you because you make me smile.
I like you because you're always there. I hope we're friends for a long, long while!
My eyes are brown; my eyes are blue. I'm a Christian; I'm a Jew.
It doesn't matter because we're friends.
I like the sun; I like the rain. I walk alone; I use a cane.
It doesn't matter because we're friends. I like you because....
I'm a boy; I'm a girl. I like to jump; I like to twirl.
It doesn't matter because we're friends.
I have a dog; I have a cat and there's nothing wrong with that.

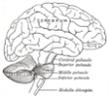
Animal Train (Having a Ball with Music)

- *Learn sounds of different animals
- *Following directions and listening skills
- *Can make the animals, cut out pictures or use paper plates
- *Animals at Hobby Lobby

Animal sounds help for acquisition of language and are useful for DLL.



BRAIN FACT Brains of babies raised in bilingual households show a longer period of being flexible to different languages.



BRAIN FACT
Although test scores of use of music and no music may exhibit equal results, when memory of knowledge is compared later on, the students who learned through music and movement had better retention. (Altenmuller et al 1999).

Machines! (Mr. Froggy's Fitness Fun)

- *Types of machines - how do they move
- *Body works at different levels
- *Learn science - force, resistance, levels

Maerobics (Keep Safety RooTeen/Safety Quad Box)

*Use of cross-lateral movement and brain gym (Dr. Paul Dennison)

*Brain gym - activities using movement to stimulate both sides of brain

Music as assessment?

Music/movement activities are a non-stressful way to evaluate a child's abilities.

A child is ready to read when they can do cross lateral movement:

- Cross-crawls, windmills, elephant walks
- Skip, stand on one foot

*Proficient reading is developed when a person can find and keep a steady beat.

*Only 10 - 15% of children enter Kindergarten with this ability.

*Proficient reading is reading above 6th grade level.

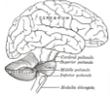
*50% of adults can find steady beat; 50% of adults are proficient readers!!!

*Steady beat activities include marching, tapping sticks, hand-jive, bouncing

*Having good communication skills is the number one correlation to success

*Aggressive behavior is linked to the inability to express oneself, frustration

*ELL learn through TPR and visual of movements as well as repetition in music



BRAIN FACT

Music helps children explore emotions. The more emotions we expose them to (including uncomfortable ones ie fear, sadness), the more capable they are of dealing with them when they happen. Peter Alsup calls this "putting tools in their toolbox".

Bunny Foo Foo (Bk + 4) Traditional song - fun, but nothing valuable taught.

1. Validate that the mouse is hurt;
2. Say "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. Negative behavior has consequences; allows mouse to feel safe and in charge of choices.)

The School Year's Over (Songs I Hadn't Sung Yet)

- *Create a celebration for accomplishment
- *Teaches one to feel proud of making a milestone
- *Comraderie
- *Lists people to say goodbye to

We're Lining Up (Songs I Hadn't Sung Yet)

*Rituals are important; help organize routines

Going Home (Start the Music)

- *We all need rituals
- *Marching for cross lateral movement

I think that children have a power to imagine that is almost magical when compared to the adult imagination, and this is something irrevocable that a child loses when he or she becomes bound by logic. We adults continue to have our children's power of imagination only in our dreams... Of course it's awfully necessary that children not run their entire lives on the basis of such thinking; they do need to learn how to think logically. But the world will soon teach that to them -and in overabundance. I think we should do everything we can to make it possible for children to hang onto the power to imagine in the almost magical sense for as long as possible. Joseph Weizenbaum

LIST OF RELATED CITATIONS
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