



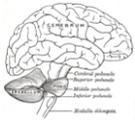
Start the Music

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*During the first year of life, rhythm is the element of music that has the greatest effect.
Dr. John Ortiz*

"Shake it! Shake it!!" Gets children moving. For those too young to do it alone, help them. Moving gets brain ready to learn and releases neurochemicals, endorphins, dopamine, strengthen the frontal lobe. And, it's fun!

"The 8th 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



BRAIN FACT

The need for balance, gravity is more compelling than our need for food, touch or even mother-child bond. (Fjordbo, 1995).

Moving the head activates vestibular system and carries impulses to other parts of the brain. When we don't move, we do not take in information.

Important for baby to lift head. Blow bubbles for tracking, head movement

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.) Peter Alsop "Uh-Oh!" CD

"I Hug You; You Hug Me" encourages interaction with adult and child



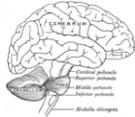
BRAIN FACT

*Touch precedes hearing and vision as our primary channel for learning. (Goddard, 2008)
120 infants (5 - 24 mos) were more engaged in rhythm-play stimuli than with speech-only stimuli. Zentner & Eerola , '10*

"My Hands" Makes them laugh - teaches body parts



"You Gotta Laugh" - Teaches:
 vowel sounds
 endorphins
 encourages laughter
 Our tone of voice and facial expressions teach



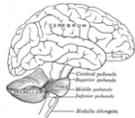
BRAIN FACT

At Tallahassee Memorial Reg Hospital, premature and low birth babies that were exposed to an hour and a half of soothing vocal music each day averaged only 11 days in NICU compared to 16 days for control group

" I L-O-V-E Y-O-U" Tender song conveys love, safety

"I Love You All The Time" Same as above example.

You cannot say "I love you" too much to a baby!



BRAIN FACT

Premature babies gained more weight and needed less oxygen when they listened to soothing music or womb sounds. UCLA School of Nursing

"ABC's" Give each letter its own sound while clapping their hands together

"I Like Apples" Playing with sounds and letters helps for language acquisition.

- *Learn sounds of language in first twelve months
- *Put primary language in different place
- *Babies prefer same language to physical similarities
- *The ability to learn language lasts until the age of 12.



BRAIN FACT

In 1998, Dr. Weikart found that less than 10% of students could keep a steady beat for one minute. This competency should be in place by age 2 or 3 and definitely before K.

"Animal Sounds" Making animal sounds

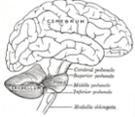
- ~familiarizes them with animals
- ~gets them to use various vocal sounds

"Ra Ra Raccoon"

- ~Practices the beginning letter sounds
- ~involves movement with sound for better retention, easier learning

Clapping along involves the motor cortex which puts learning in another part of the brain.

"Pat-a-cake" - rhythm, language important



BRAIN FACT

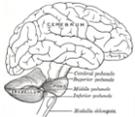
The area of the brain most associated with motor control is the cerebellum. It takes up nearly one half of the brain's neurons. (Ivry & Fiez, 2000). This is the same part of the brain that processes learning.

During this time of life, build vocabulary for everyday experiences

Numbers	<u>"I Can Count to Ten"</u> Count fingers
Colors	<u>"Primary Colors"</u> Music can teach concepts
Five Senses	<u>"Five Senses"</u> Understanding of Body
Wardrobe	<u>"I Like My Clothes That I Am In"</u> Vocab; clothes; emotions
Transportation	<u>"Ways to Move"</u> . Explore ways to move
Body Parts	<u>"Everybody"</u> Touch body parts as they are called out

My Fat Cat

- *First part children repeat what you say - words and motions
- *Second part they mimic your motions and listen
- *Third part they sing and say the words
- *At end, invite them to sit while either barking or meowing



BRAIN FACT

Toddlers and preschoolers are more likely to enact than sing lyrics. Glazer 73

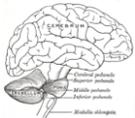
Walking, Walking

- *First do in hands so they have more control
- *Then, do with whole body

Infants can do while you walk with them in your arms. They feel the word

The Grand Ole Duke of York

Great for infants. Lift them up and down to words. Toddlers do with whole bodies

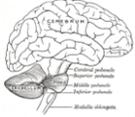


BRAIN FACT

Infants and toddlers have an innate capability to not only see patterns but also hear them in music. Zentner & Eerola, '10

This is why nursery rhymes are so good!

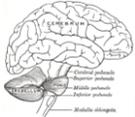
Dr. Becky Bailey's I Love You Rituals wonderful for this age group



BRAIN FACT

By five to six months in utero, the fetus can actually process sound, which stimulates muscle tone, (especially core muscles), equilibrium and flexibility.

Sing while pregnant; sing while rubbing a baby's back or rocking



BRAIN FACT

Children who lack play and touch have 20 - 50% smaller brains. (Perry, 1998)

Having a Ball with Music - follow directions, movement words and PLAY!!!!

Shake it! Bounce it! - Play with parachute, control, vocabulary

Peek-a-boo! - Constancy, safety

1200 times for baby to get a concept

Open / Shut Them Playful

*Done first the 'regular' way

*Second time, change up on timing

*Teaches to pay attention / things change

You Have a Boo Boo Reassurance

Children want to know you see it and you will help

Mr. Froggy

Sing to the child with a puppet.

Positive interaction to strengthen frontal lobes



"Mr. Froggy" Builds confidence
Singing to a puppet will help children develop:
a. Confidence; and
b. Ability to speak out
Following a melody leads to phonemic awareness



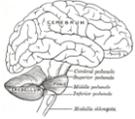
"High / Low" Practice making voice go up and down gets a lot of giggles

*First do it with arms only

*Repeat with whole body moving up and down.

"The Wide-mouthed Bullfrog"

1. Children will love learning when learning is fun and interactive;
2. Fun books make children want to read;
3. When reading with children, stay in relatively one place.



The cerebellum is larger in musicians by up to about 5%. This suggests that finger exercise (as used in fingerplays for younger children / instrument lessons in older children) may prompt additional nerve growth. (Schlaug et al 1998)

Fingerplay Songs

These songs are enjoyable for children because they enjoy the visual of the fingerpuppets. Some songs teach number sequence (1, 2, 3..)

Others teach number words (first, second, third). Some songs go forward, some backward. It is important to use different types for the children.

Sequencing forwards wires for addition; sequencing backwards wires for subtraction

Babies need 1200 repetitions before they learn the concept

"Five Fingers in My Pocket" *Security of the same outcome; numbers concept*

"Three Monkeys Jumping on the Bed" Shorten song to keep their attention

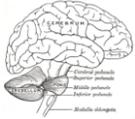
"Who's in the Barnyard?" Language; applies visual with words

"What's up in the Sky" Basic identification of what is in the sky

"Way Up High" Simple counting song

"A Way Up High in an Apple Tree" Each time an apple falls, someone catches it, pretends to eat it, says "Hm. That was good."

"Ladybug Rap" Babies love the beat; starts prediction



BRAIN FACT (or two)

Authentically looking in someone's eyes stimulates oxytocin. (Schwartz & Russek, 1996)

It is important to teach words for conflict resolution early.

This teaches children to look at one another and talk. Thus, producing oxytocin.

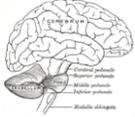
Oxytocin can cause you to want to connect.

"Bunny Foo Foo" Traditional song- 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.)

Allow mouse to decide if she wants to play with the rabbit. This teaches there are consequences to negative behavior; allows mouse to feel safe and in charge.

Do not teach music; use music to teach! Integrate throughout the day.



BRAIN FACT

Having a secure, trusting relationship with their parents will optimize a child's intellectual potential. (Mate, 1999; Kluger & Park, 2001)

"You Are the Best" Gives value to the baby and the relationship

"You Have a Boo Boo" Music can provide comfort

"Peek-a-Boo" - Reassurance you are still there. Builds permanence.

Rituals are Important!!!!

"Pee Pee in the Toilet Bowl" Having a song helps them 'own' it

"Good Night/Time for Bed" Have a song that ends every day

*Makes bedtime easier when you have a ritual

"A Baby in Our House" - Prepare for new baby, what can I do with baby?

"Take Your Little Hand" Use Mr. Froggy to invite children to participate.

"Everybody Has a Song (Goodbye)" fun ritual for singing goodbye

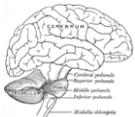
"Simple Simon"

*Follow simple directions

*Say goodbye; Good ending song

*Teaches listening and body parts.

Let children hear words; do not repeat them; will make lazy listeners.



BRAIN FACT

Songs with more verses that may be more complex (have more verses and emotions) become appealing around school age. Hagler '82

Know your audience. Keep it simple.

They will want you to repeat. They won't stay around for longer songs.

Please listen to my Interview with Dr. Alice Honig.

She calls babies "Delicious!"

<http://www.musicwithmar.com/wp-content/MusicLearning/BondingHealingTeachingInfants.mp3>

Please like the FACEBOOK page for daily brain facts

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