

What We Give Them Today They Will Keep Forever

(Ready for School; Ready for Life)

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It's Early CHILDhood - FUN is part of the curriculum

Think ~ Not teaching the skill

Putting the tools in place to learn the skill

PROCESS
PRODUCT

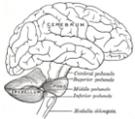


So, if you can't teach that day, don't criticize. You - who you give them - is more important!

Having fun makes it easier to learn!

Helps the brain understand the rhythm of language!

Dance with your children!



BRAIN FACT

People who dance once a week decrease their chance of Alzheimer's and dementia by 79%. (Verghese, 2003). Playing a musical instrument decreases it by 69%. (Churchill, 2002).

I Like to Jump (Music Makes Me Wanna Move)

- *Children need to develop their motor skills.
- *Social Interaction and Proper Touch
- *Patterns



BRAIN FACT The ability to follow a melody is related to phonemic awareness. Anvari, Trainor, Woodside, Levy 2002

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.

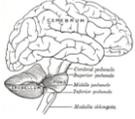
- *Personality is developed by age 8
- *Children need opportunities before 8 to build confidence
- *Letting children be leaders is important
- *Singing out in a safe environment builds confidence
- *Vowel Sounds
- *Release of endorphins - importance of laughter
- *Can use various languages

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

How Can I Move There? (Singing in a Different Key)

- *Explore different ways to move - forward, backward, upwards, around
- *Associate movement with an action or animal for a mental picture
- *Exposure to Latin music



BRAIN FACT

Afro Cuban / Salsa beats can benefit the brain by about 20% more than Mozart! (Parsons, 2006).

I Pledge Allegiance (A Musical MARathon) USE any March song - John Phillip Sousa - Disney

- *Give out musical instruments

I Can! (Keep Safety RooTeen)

- *Teach belief in oneself. That is an important life skill!
- *Point out what they can do. Send to Kindergarten with a list of what they can do
- *March while keeping the steady beat with your instrument



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!

Green, Yellow, Red (Mr. Froggy's Friends' ABCs)

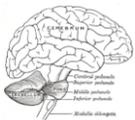
- *Learning about environment and how to follow community rules
- *Identify color with action
- *Use color on word with action - Reading Readiness

DISTURbing FaCts

Problem with childhood obesity and diabetes
30% of US schoolchildren are overweight
Only 6% of High Schools offer daily PE in the US
Many schools have cut recess out of elementary school schedules

In and Out the Window (unFROGettable)

- *Spatial temporal reasoning - the ability to understand your body in space and time
~~ must be in place to understand numbers.
- *Patterns and patterns with variation
- *Following directions; listening
- *Pre-planning; Working together



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).

Basic concept skills put in place through music and use of fingerplays (visual)

Tell Me The Word (Mr. Froggy's Friends' ABCs)

- *Basic things in the sky and their function
- *Engaging music - positive statements

Five Hip-Hoppy Frogs (Mr. Froggy's Friends' ABCs)

- *Croak for each frog. Awareness of number value
- *Croaking for 5 takes longer than croaking for 1. (5 larger than 1)

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!

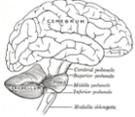
6 - 8 years of age: (keep in mind, some children arrive at 4 and others not until 10)

- 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 emotional brain. 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.

"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 understandingencourages 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."

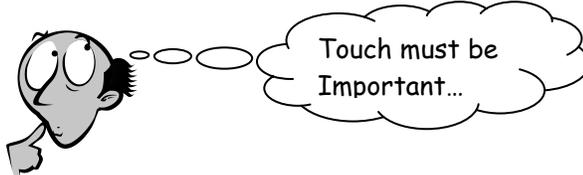
Rhythms of Learning Chris Brewer/Don Campbell



BRAIN FACT

Make that 3 Brain Facts ☺

Touch is 10 times more important than verbal or emotional contact. (Ackerman, 1990).
 Humans can survive without seeing, smelling, tasting or hearing but will die from touch deprivation. (Chapin, 1920). Children who lack play and touch have 20 - 50% smaller brains. (Perry, 1998).



You Gotta Laugh (Start the Music)

- *Vowel Sounds
- *Release of endorphins - importance of laughter

Nothing Else (Start the Music)

- *Scaffolding
- *Sequencing and adding onto the sequence
- *Body control

Connect children to the rituals and holidays around them. Fingerpuppets helpful.

Halloween (Safety Box)

- *Halloween Safety through song

5 Little Pumpkins (Songs at My Fingertips)

- *A little uneasiness to learn you are still 'safe'
- *Reinforcing concept of 5

Dark, Dark / Spider on the Floor

- *Anticipation. Foreboding for storytelling
- *Body Parts

Little Old Lady Who Wasn't Afraid

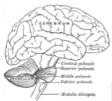
- *Storytelling and sequencing
- *Acting out aids in retention and comprehension

All styles of music are good.

Each affect differently

Too much of anything not good

Lyrics can be harmful



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.

LIST OF RELATED CITATIONS
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