Making Musical Connections

From the Brain to the Classroom to the Community

PATTI CATALANO, MM, MT-BC, Neurologic Music Therapy Fellow, Music Works Northwest

LORRAINE MAIDA, MA, CCC-SLP Speech Language Pathologist Educational Training and Consulting, Greatlearningnow.com
What We Hope You Will Learn

- Understand the developmental process of music making including rhythm and movement and how to apply that information when using music with children.
- Identify multiple ways to incorporate music making into children’s daily lives in the therapy session, classroom, home or community settings.
- Integrate this music information to adapt any children’s story to emphasize a variety of speech and language skills through movement, music, rhythm and/or puppetry.
Why Music?

- “Motherese” – language with babies is engaging and creates important connections between infants & adults – it has “sing-song” qualities
- Decoding speech in noisy settings – ability is improved with musical training. Classrooms ARE often noisy settings. Sensory issues make it difficult to learn in a classroom.
- Music wakes up our brain, leading to attention and readiness to learn.
- Music is a natural way to connect and learn.
- Music can be changed to fit the needs of the children in your classroom, your daycare, your session, or your home.
Why Music and Storytelling?

Phonemic/Phonological Enhancement
- Sound Awareness
- Prosody Patterns
- Sound/Symbol
- Syllabication

Comprehension and Narrative Structure Enhancement
- Setting
- Characters
- Precipitating Event
- Sequence of events
- Resolution

Pragmatic/Social Information
## Hand in Hand Development: 0-12 Months

<table>
<thead>
<tr>
<th>Non-musical Development</th>
<th>Musical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Excitement about preferred toys</td>
<td>• Grasps instruments/ puts them in bins</td>
</tr>
<tr>
<td>• Repeats skills observed</td>
<td>• Repeats sounds</td>
</tr>
<tr>
<td>• Shows understanding of words</td>
<td>• Shows interest in sounds</td>
</tr>
<tr>
<td>• Babbles consonants</td>
<td>• Coos to music</td>
</tr>
<tr>
<td>• Rolls, pushes up, sits independently</td>
<td>• Guides actions on instruments</td>
</tr>
<tr>
<td>• Makes eye contact, cooperates</td>
<td>• Engages in relational play with music</td>
</tr>
</tbody>
</table>

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)
Interactive Storytelling
Level 1: Visual/Auditory Input and Non-verbal Response.

- Imitation
- Vocal Play
- Joint Attending

Example:
Interactive Story Level 1

- Powerpoint
- Plastic Farm Animals
- Picture Match to Book
Music Making

- Songs that stimulate the senses – vestibular, kinesthetic, tactile, auditory
- Songs with nonsense words & pitch exploration – play with language
- Songs that follow development e.g. imitation skills, sense of object permanence, language

- Jumpin’ Up and Down in My Little Red Wagon
- Round About Went the Wee Mouse
- Rocking Songs
- Clap, Clap, Clap Your Hands
- Scarves & Sound
- Jingle Go the Jingle Bells (Car keys, something that makes a sound)
- Itsy Bitsy Spider
Cows in the pasture,
moo,
moo,
moo
Roosters in the barnyard,

cock-a-doodle-doo
Hens in the henhouse,
cluck,
cluck,
cluck
### 12-24 Months

<table>
<thead>
<tr>
<th>Non-musical Development</th>
<th>Musical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps clean up</td>
<td>Returns instruments as prompted</td>
</tr>
<tr>
<td>Identifies body parts</td>
<td>Matches animal to sounds</td>
</tr>
<tr>
<td>20-30 words</td>
<td>Communicates preferred songs</td>
</tr>
<tr>
<td>Crawls/walks, scribbles, both hands cross midline</td>
<td>Can repeat simple actions in a song</td>
</tr>
<tr>
<td>Tantrums</td>
<td>Use music to soothe</td>
</tr>
</tbody>
</table>

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)
Interactive Storytelling
Level 2: Yes/No and simple single word participation

Imitation
Simple Verbal Initiation
Simple Listen/Respond

Example: Interactive Story Level 2

Pete The Cat
I Love My White Shoes
Music Making

- Songs with simple sequences
- Songs with Animal sounds
- Songs with simple gross motor actions – circle songs
- Steady beat songs with age appropriate instruments – bilateral hand coordination and crossing midline

- This Old Man
- The Morning Song
- Mulberry Bush, Pop Goes the Weasel
- Large drums and small drums played with hands, egg shakers, chickitas
# 24-36 Months

<table>
<thead>
<tr>
<th>Non-musical Development</th>
<th>Musical Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understands action words and opposites</td>
<td>- Follows simple commands</td>
</tr>
<tr>
<td>- 50-200 words</td>
<td>- Recites nursery rhymes</td>
</tr>
<tr>
<td>- Jumps, hops, etc.</td>
<td>- Participates in circle time</td>
</tr>
<tr>
<td>- Beginning to copy patterns with crayons, makes cuts with scissors</td>
<td>- Grasps mallets</td>
</tr>
</tbody>
</table>

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)
Interactive Storytelling
Level 3
Simple WHO, WHAT, WHERE features.

Narrative Sequence
Impulse control
Comprehension through oral and movement responses

Example: Interactive Story Level 3
The Very Hungry Caterpillar

The Caterpillar – Kids Song    YouTube
Music Making

- Songs with sequential actions
- Nursery rhymes, chants
- Songs using rhythm sticks, eggs, chickitas, drum mallets
- Songs with oral responses, movements, surprises
- The Old Gray Cat
- Hickory Dickory Dock
- Aiken Drum, add children’s names, Tap and Stop for impulse control
- John the Rabbit
- Sally Go Round the Sun
Oh, John the Rabbit (yes ma’am)
Got a mighty habit (yes ma’am)
Jumpin’ in my garden (yes ma’am)
Cuttin’ down my cabbage (yes, ma’am)
My sweet potatoes (yes ma’am)
My fresh tomatoes (yes ma’am)
And if I live (yes ma’am)
To see next fall (yes, ma’am)
I ain’t gonna have (yes ma’am)
No garden at all (noooooooo ma’am)
### 3-4 Years

<table>
<thead>
<tr>
<th>Non-musical Development</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Catches a ball, step hops</td>
<td>Moves body with music</td>
</tr>
<tr>
<td>Recites familiar rhymes</td>
<td>Sings phrases of familiar songs</td>
</tr>
<tr>
<td>Recognizes tactile cues: sticky, rough, etc.</td>
<td>Categorizes sounds: loud, metallic, etc.</td>
</tr>
<tr>
<td>Shares, sits during group activities</td>
<td>Plays rhythm instruments</td>
</tr>
</tbody>
</table>

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)
Interactive Storytelling
Level 4
Tells Parts of Story with prompting

Aware of characters and roles
Aware of “scripts”
Aware of turn taking

Example of Level 4
The Little Old Lady Who Was Not Afraid of Anything
Music Making

- Movement Exploration with scarves, streamers, and different gross motor movements
- Call and response songs, room for creative responses
- Songtales, simple songwriting
- Categorization/differentiation

- Instrumental music – your choice, classical, dances, folk music
- Did You Feed My Cow
- Down by the Bay
- Instrument and Beat Exploration – short sounds, long sounds, and rhythms
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</thead>
<tbody>
<tr>
<td>Identifies rhyming words</td>
<td>Repeats words that rhyme</td>
</tr>
<tr>
<td>Finds differences</td>
<td>Shifts movement with tempo</td>
</tr>
<tr>
<td>Gallops, hops on one foot</td>
<td>Match beat with others</td>
</tr>
<tr>
<td>Obeys rules</td>
<td>Differentiate between simple rhythmic and melodic patterns</td>
</tr>
<tr>
<td>Stays on topic</td>
<td>Sits with limited fidgeting</td>
</tr>
<tr>
<td>Uses words to express feelings</td>
<td>Imaginative songs</td>
</tr>
</tbody>
</table>

Adapted from Christine Barton (2011) and Rebecca Wellman (2011)
Interactive Storytelling
Level 5A
Tells 4-5 part stories with continuous prompts

- Basic simple sentence structure
  - Nouns
  - Verbs
  - Prepositions
  - Descriptors
  - Negation

Example Level 5A
Three Billy Goats Gruff
Music Making

- Rhyming Words
- Movement exploration – shifting with tempo
- Group plays together, matching beat
- Differentiating between simple rhythmic and melodic patterns
- Differentiating speaking and singing voices
- Imaginative Songs

- Down by the Bay
- Instrumental or Circle Songs with two or more tempi
- Hop Old Squirrel
- ABC/Twinkle/Baa Baa Black Sheep, ABA forms, Rondo forms
- Fun vocal exercises
- Simple lyric writing, sequencing, The Gingerbread Boy
## 5-6 Years

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<thead>
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<tbody>
<tr>
<td>Skips/obstacle courses</td>
<td>Sings and dances</td>
</tr>
<tr>
<td>Makes visual discriminations</td>
<td>Matches notes/tones</td>
</tr>
<tr>
<td>Control of emotions</td>
<td>Alters movement to match music</td>
</tr>
<tr>
<td>Finishes phrases</td>
<td>Reciprocal patterning on instruments</td>
</tr>
<tr>
<td>Describes part of an event - storytelling</td>
<td>Identifies sound differences/manipulate</td>
</tr>
</tbody>
</table>

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Storytelling

Interactive Storytelling Level 5B
Can do simple narration

Topic Maintenance
Simple sentence competence
Can direct others
Understands cause and effect of character action

• Example Interactive Storytelling Level 5B

The Mitten
Music Making

- Instrument playing, mallet use
- Partner dances, Circle Dances, Altering Movements
- Leader/Follower
- Cueing with different sounds
- Singing, increasing range

- Barred instruments – xylophones, glockenspiels
- Heel & Toe Polka, Rig-a-jig-jig, Fjaskern
- Conductor Game
- Instrument pairing to movements, children take turns choosing
- Mama Paquita
COGNITIVE
- basic concepts (big/little, colors, numbers, shapes etc)
- problem solving
- Imagination
- memory development
- Focus

SOCIAL EMOTIONAL
- turn taking
- the “social story of song”
- how to connect
- impulse control

GROSS/FINE MOTOR
- finger plays
- movement
- dance
- sign language

LANGUAGE/COMMUNICATION
- vocalization
- first sounds
- naming objects, food, actions, animals
- conversational Patterns of Taking Turns

ADAPTIVE
- daily living skills
- connections to children’s lives
  brushing teeth, eating, driving, potty

EXECUTIVE FUNCTIONS
- Working memory, Inhibitory control and Cognitive flexibility
The “How to’s” of experiencing music with young children

- Rule of 3x😊 This is where the magic happens!
- Facial Expressions and Enthusiasm
- Kinesthetic vehicle for the beat
- Acknowledge what the child does
- Echo back to babies
- Look for contrast opportunities
- The Breath
- Power of OOPS - make mistakes and try new things
It’s a Wrap!

Questions?
Resources

- Feierabend, John M. – Excellent resources on all things musical for children
  www.feierabendmusic.org
- Birkenshaw-Fleming, Lois – Music For Fun, Music for Learning; Come On Everybody, Let’s Sing
- Greata, Joanne – An Introduction to Music in Early Childhood Education
References

References, Cont.

- Harris, D.J. 2011. Shake, rattle and roll – can music be used by parents and practitioners to support communication, language and literacy within a pre-school setting? *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, 39(2), 139-151.


References Cont.


Contact Information

- LORRAINE MAIDA, MA, CCC-SLP
- Speech Language Pathologist
- Educational Training and Consulting,
  www.greatlearningnow.com
  lorraine@greatlearningnow.com
  253-224-5126

Music Therapy and Early Childhood Program
- musicworksmeasurebymeasure.wordpress.com
- Music Works Northwest
- Bellevue, Washington
- Patti Catalano, MM, MT-BC, Neurologic Music Therapy Fellow;
  pattic@musicworksnw.org
- 425-644-0988
- www.musicworksnw.org