

# MUSIC



# MASTERS

quality early childhood music education

*Every lesson children are given opportunities to experience beat, rhythm and further develop their listening and singing skills.*

Research proves that music education must begin with the introduction of these fundamentals. Many of these experiences will not be conceptualised until they are much older, but musical experiences in early childhood build a solid foundation that the children are able to extend as they develop.



Terms explained next page...



[www.musicmasters.com.au](http://www.musicmasters.com.au) or 3357 9646



# Beat



The constant pulse of a piece of music is referred to as the beat. This is the first fundamental that a child must experience. Some children seem to be able to clap the beat instinctively but for most it is a learned skill.



When I sing hello and other songs,  
I pat my knees and other  
parts of the body on the beat.  
The children imitate this and are  
given an opportunity to experience the beat.



Each child learns at their own rate.  
The process of developing a sense of beat can take some months.  
The more opportunities they are given to experience the beat,  
the further this skill can be developed.

# Listening Skills

Encouraging children to listen to sounds and then recognise high from low sounds can initiate and extend their pitch development.

The slide whistle provides a wonderful visual of the sound. It also encourages the children to experiment with their voices as they imitate the sound of the whistle.

Drawing the sound (singing snakes) not only reinforces the direction of the sound but also begins the process of reading from left to right (the beginnings of reading music). Simple songs like Gerry Giraffe further develop these auditory skills extending the concepts of high and low notes by introducing a descending scale.





# RHYTHM



The beat is the constant pulse of a song where as the rhythm is the pattern of the words.

Rhythm must be experienced before a child will have any understanding of what it is.

To begin the children learn to sing the words of a song. Then the rhythm (taa, taa, ti ti, taa) will replace the words of the song. Eventually the children will recognise a song from the rhythm alone.

Short rhythms are written and clapped often. As they move through the program the children will begin to generate their own rhythmic patterns.



# FORM



Music is made up of many sections.

Once we recognise the different patterns and how they are used, music becomes easier to play and write.

When the children move to music they are learning about form. Each time there is a repeated part of a song the same action or movement takes place. The children become familiar with these movements and begin to anticipate and listen for different sections of the music.

The children are experiencing form before they have any conceptual understanding of it. This solid foundation can then be built upon as they grow through the Music Masters program.



# NOTATION



Recognising musical patterns in a written form.

Musical notation is introduced when the children are already familiar with the rhythms of songs and have an understanding of whether the music is going up or down or staying the same. Children at this stage are already able to listen to the sound, feel the beat and sing the rhythm of a song.

The solfège (singing do, re, me etc) of these songs is now learned. The musical staff and clefs are introduced and the children begin to visualise notes ascending and descending. They recognise line notes and space notes and then specific notes and their names.

# WHERE TO FROM HERE?

Usually when the children get to this stage they are ready to begin tuition on a particular instrument. Their cognitive development and their fine motor skills have reached a point where it is a natural progression for them to move to individual piano or violin lessons.

Each child reaches this point at a different time. There is no reason to begin lessons on an instrument unless the child (and you as a parent), have the time to play the pieces each day. The children have many years ahead of them. I find that if you start them on an instrument before they are ready it is too frustrating for them and for you.

## Learning an instrument

### Piano, Violin, Guitar, Trumpet

At Music Masters the children begin with a 15 minute individual lesson on their chosen instrument so that their technique can be developed correctly. They also attend a 20 minute group lesson so that their aural and written skills can continue to be developed.

The Music Masters program is written and developed by Christine Masters. Christine specialises in teaching developmental music and piano to young children. She has taught at the QLD Conservatorium of Music and has many years experience teaching music in schools.

Christine is currently studying a Master of Learning Innovation at QUT. She has also produced the CD and DVD "Music Makes Me Move" which is designed to teach the fundamentals of music through the medium of television.

