

Move and Groove to True Music Literacy in Early Elementary
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Montana Music Educators Association Conference
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“The only kind of learning which significantly influences behavior is self-discovered or self-appropriated learning - truth that has been assimilated in experience.”

- Carl Rogers

What is True Music Literacy?

How we learn music is related to how we learn language.

What are the steps a child takes to become *literate* in language?

Put these steps in order from first to last. (1-9)

- ___ **Child uses words sensibly in complete phrases or sentences in spoken and written form.**
- ___ **Child associates an object or person with its label (spoken); accumulates a bank of words with meaning.**
- ___ **Child visually and aurally recognizes a familiar word when written in a phrase or sentence.**
- ___ **Child hears and absorbs the sounds and rhythms of language; random response.**
- ___ **Child learns the rules of our written language such as grammar, punctuation, sentence structure, etc.**
- ___ **Child accumulates a bank of “sight-words” —isolated, familiar words that the child recognizes in written form.**
- ___ **Child can figure out unfamiliar words by using what has been learned about familiar words in spoken or written form.**
- ___ **Child begins to imitate sounds; no comprehension.**
- ___ **Child aurally recognizes a familiar word when spoken in a phrase or sentence.**

Music Education must start with the connection of the ears to the body.

Focused Listening – Time to develop the ears without visual distraction!

Coordinated Movement – Gross motor and fine motor

Patterns! Tonal and Rhythmic—Aural, sung and chanted, played on bars and drums in order to connect the ears and the body.

1

6

2

8

4

7

4

1

2

3

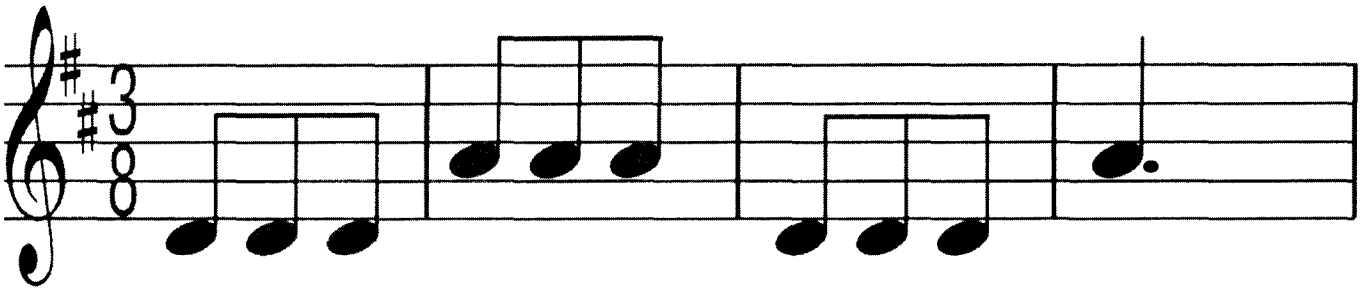
What are the steps a child takes to become *literate* in Music?

Put these steps in order from first to last. (1-9)

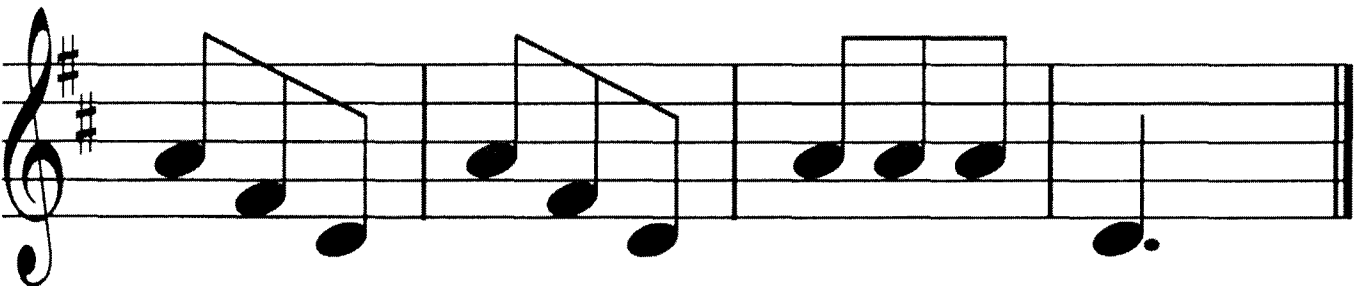
- ___ Child echoes patterns using solfeggio or rhythm language.
- ___ Child sees and comprehends isolated familiar patterns in notation.
- ___ Child hears and absorbs the sounds and rhythms of music; random response.
- ___ Child can aurally recognize a familiar pattern within the context of a song or chant.
- ___ Child learns and can explain the theoretical foundations for musical concepts.
- ___ Child aurally and visually recognizes patterns in unfamiliar settings and can apply what is known to infer the sound of unfamiliar patterns.
- ___ Child improvises and composes with familiar patterns in melody, rhythm, and/or harmony.
- ___ Child begins to echo patterns on a neutral syllable; rote imitation.
- ___ Child aurally and visually recognizes a familiar pattern within the context of a written song or chant.



Listen For Bells



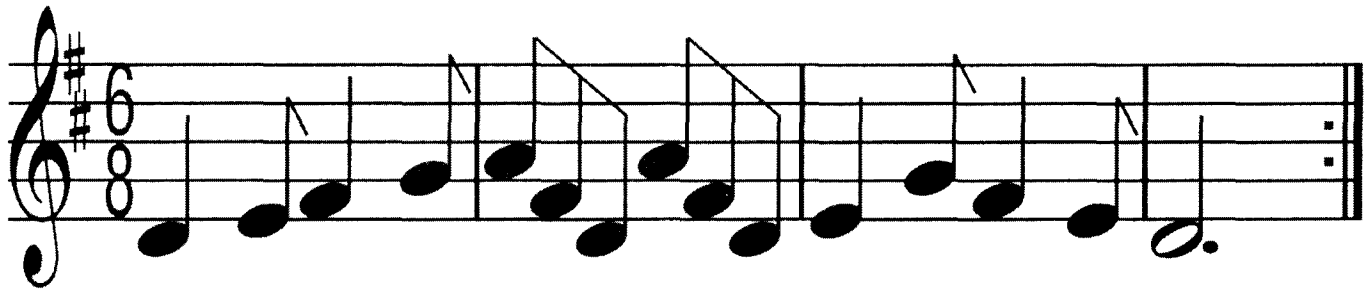
Listen for bells in the steeple to ring:



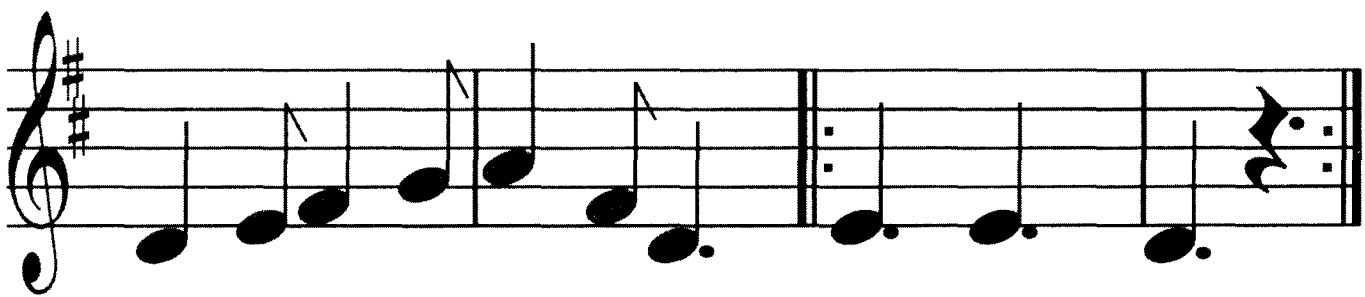
Ding, ding, ding, ding, ding, ding, ding, ding.



See the Pony



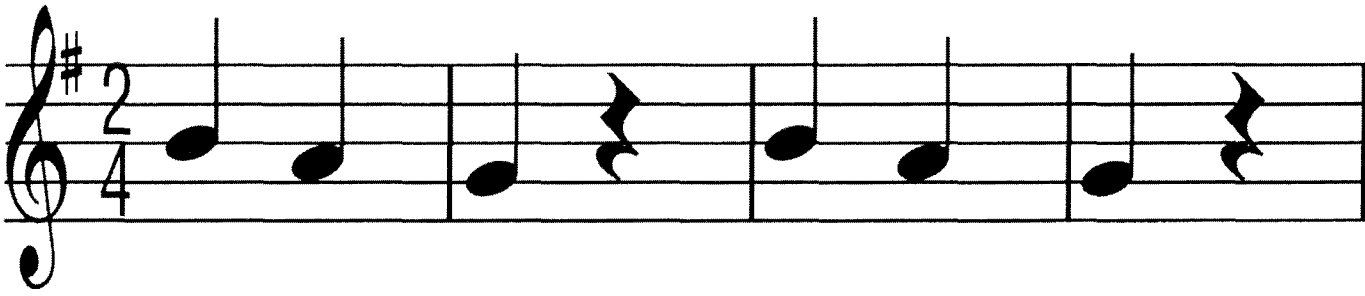
See the pony galloping, galloping down the country lane.



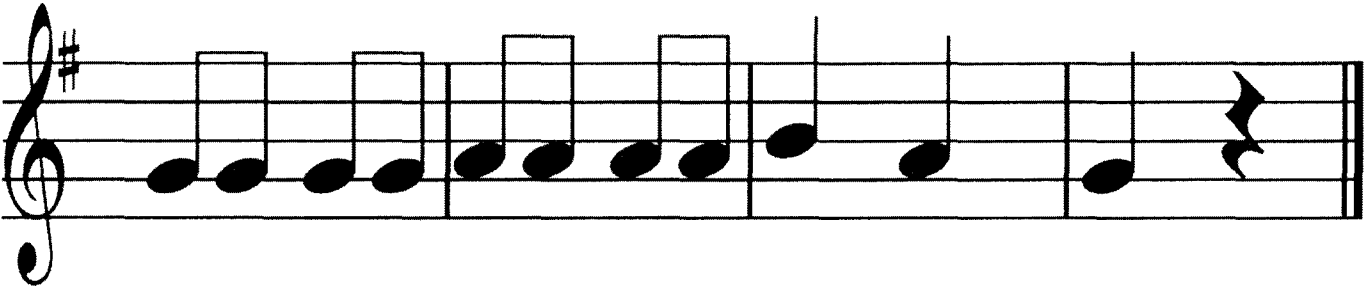
See the pony coming home. All tired out.



Hot Cross Buns



Hot cross buns, hot cross buns.



One a penny, two a penny, hot cross buns.

Materials

Wind Blow East, Dance of the Leaves, Focused Listening: Wind, Leaves, Footsteps, See the Pony from The Cycle of Seasons: Wind Dancers. Authors: Lorna Heyge, Audrey Sillick . Available from Musikgarten. 1-800-216-6864

Major and Triple Patterns Cards reprinted with permission from Musikgarten, Inc. Music Makers at Home in the World. by Lorna Heyge and Audrey Sillick.

Listen for Bells, See the Pony, Hot Cross Buns reprinted with permission from Musikgarten, Inc.

References

Hannaford, C. (1995). *Smart moves: Why learning is not all in your head*. Alexander, NC: Great Ocean Publishers.

Heyge, L., & Sillick, A. (1998). *Music makers around the world*. Greensboro, NC: Musikgarten/Music Matters, Inc.

Heyge, L., & Sillick, A. (1999). *The cycle of seasons*. Greensboro, NC: Musikgarten/Music Matters, Inc.
(Original work published 1994)

Heyge, L., & Sillick, A. (2000). *Music makers at home in the world*. Greensboro, NC: Musikgarten/Music Matters, Inc.

All Things Shall Perish

	I	IV	V7	I
Soprano	sol	la	ti	do
Alto	mi	fa	fa	sol
Tenor	do	do	re	mi
Bass	do	fa	sol	do