

# Bradford County Regional Arts Council

## Early Childhood & the Arts

### RESOURCES

- **Bradford County Regional Arts Council** - [www.bcrac.org](http://www.bcrac.org)
- **Pennsylvania Council on the Arts** (AIE partnership map & initiatives) - [www.pacouncilonthearts.org](http://www.pacouncilonthearts.org)
- **Violence** - *Ghosts from the Nursery: Tracing the Roots of Violence*, by Robin Karr-Morse & Meredith S. Wiley, Introduction by Dr. T. Berry Brazelton
- **Eating Habits** - Bernadine Healy, M.D.: "It's important to start early since preferences (food) are pretty much fixed by age 4." *Why our kids are fat* [Http://www.usnews.com/usnews/health/articles/051226/26healy.htm](http://www.usnews.com/usnews/health/articles/051226/26healy.htm)
- **Language** - Patricia K. Kuhl, Ph.D.: Co-Director of the University of Washington Institute for Learning and Brain Science supports the concept of being born with the highest potential for a skill at birth; she studies language in her research. "Infants are born 'citizens of the world,' with regard to language. They can distinguish sounds from languages around the world, even if they've never heard them before. By the end of the first year of life, however, they become 'language specialists,' and the ability to attend to sounds from foreign languages greatly diminishes." <http://ilabs.washington.edu/kuhl/research.html#Native>
- **Mr. Rogers** - "Children are born ready to learn. Right from the start, they begin learning about the world through touch, smell, sounds, sight. All through the early years, that's how they learn best - through their senses. They put things together, move them around, experiment, explore, and discover." Fred Rogers: [www.fci.org](http://www.fci.org)
- **Wolf Trap Institute for Early Learning Through the Arts:** <http://www.wolftrap.org/institute/index.html>

- **Young Children and the Arts** - Making Creative Connections. *A Report on the Task Force on Children's Learning and the Arts: Birth to Age Eight.*  
[http://aep-arts.org/publications/info.htm?publication\\_id=21](http://aep-arts.org/publications/info.htm?publication_id=21)
- **Learning Early Network** - [www.learningearly.com](http://www.learningearly.com)
- **Bradford-Tioga Head Start Program** - <http://www.laurelhs.org/lhs-facilities/bradford-tioga-head-start.asp>
- **Music - Professor Edwin E. Gordon:** One's potential to learn is never greater than at the moment of birth. (MLTNYC, 1:1) The early years of life are crucial for establishing a foundation for lifelong music development. A child's musical experiences from birth to age five have a particularly profound impact on the extent to which she will be able to understand, appreciate, and achieve in music as an adult. Children must be exposed to a rich variety of music during these years in order to develop the necessary readiness for formal music learning when they are older. The Gordon Institute for Music Learning - <http://www.giml.org/frames.html>
- **National Endowment for the Arts & Chairman Dana Gioia** - <http://www.nea.gov/>
- **International Early Arts Conference in Pittsburgh, PA, 2009** - sign up to receive notifications by going to: <http://www.earlyarts.co.uk/> and click on international earlyarts under Home.

### Presenters:

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# Sing IT Clap IT Move IT Tap IT!

Music & Movement Improvisation for Children

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## Basic Tools & Inner Resources

- Heartbeat (if beat competency is learned early it helps to eliminate many processing and organizational problems later on)
- Simple language as a tool (African drum language)
- Building basic rhythmic skills (patterning)
- Crossing the midline activities (excellent for building attention/focus skills)
- Inviting students to offer their ideas
- Providing opportunity for small successes
- Expressive speaking, singing and musical skills (expressive elements of speaking and sound such as loud, soft, high or low, and the tone of voice or tone of the instrument carry as much of the message as the words)
- Transitioning and ritual: "Bye Bye See You Later" (use voice dynamics and motions to illustrate how loud or soft the voice will be)
- Tracking patterns, exploring self space, loud/soft, short and long phrases, self expression of emotions in sound, leadership skills, gross motor skills (providing students with the ability to control the environment and to take risks), fine motor skills (crossing the midline integrates both sides of the brain - these developmental steps that link the right and left hemisphere of the brain are linked to later reading ability)

**Activities:** The Game of STOP! (or freeze), Body Drumming, Call and Response, Sticking - Sticks together/GOON, sticks in the air/PAH, Say It and Play It!, Hello Hello, Heartbeat/Djembe Drum rhythm, Funga Alafia (African song of Welcome)

## Developing a Sense of Community

- Establishing respect and recognition of all members of the "Village"
- Making space for one another/awareness of interdependence between "villagers"
- Developing listening skills
- Artistic balance
- Flexibility: Knowing when to stop, listen and re-adjust
- Emotion expressed in sound

**Activities:** Rhythm Village - Expanding the use of the basic tools - Play me how you feel/ Play me your name/ Food Grooves/ Middle Eastern Baladi/ Create a sound story!

## Creative Leadership

- Creative conducting tools/ LEADER GAME, dance to the drum (students conduct with the djembes)
- Dance conducting (making the link between movement and music: attention, focus, FUN, leadership)

## Gathering and Using Children's Ideas: Cooperative Creative Process

- Exploring the process of creativity with others
- Learning to use the arts for communication and self expression
- Larger group process (How does the creative process change as the group grows larger?)

**Activities:** Sticking Games - adding movement to the rhythmic patterns, Making the Connection - Language/Movement/Rhythm, VISUAL connections and patterning - fabric sticky board, heartbeat as common underlying rhythm (Rhythmic Layering) "Sunny Day Zoo Song" - Movement to the guitar or mandolin (moving to sound cause is a visual way the check how well your child is listening)

## Bringing What You Already Know to a New Level: Creative Scaffolding

- Take a familiar song and bring it to a new level of creativity with your students

**Activities:** Using classroom songs that you already know, adding movement to the rhythmic patterns

- "Old McDonald" with plenty of new opportunities - give animals a name, add more than one animal to a verse, use finger puppets, invite students to think about movement of animals and play instruments or move in imitation of the animal, (dynamics) provide students with language experiences, steady beat, tracking patterns, loud/soft, short and long phrases.
- Go on an imaginary roller coaster ride with body/voice interaction, teach "Down, Down Baby" song and motions, invite students to track the motion to the floor drum after the last POP! Down Down Baby several times and get faster each time. Talk about both FAST and SLOW, as well as LOUD and SOFT sounds
- "Down By The Bay" - use finger puppets, study of marine life, great group creativity project in creating new verses, developing humor with language

## Making Connections

- Language links: FOOD GROOVES (language to rhythm connection) - Tingalayo with a variety of rhythmic patterns that emerge from the language of the song, play the rhythm of your name on the drum (connection of language and instrument)
- Literature Links: Read "When Sofie Gets Mad" book and invite students to play Sofie's feelings on their drums, go around the room and invite each student to play their feelings

on their drum and have the students guess the feeling (developing listening skills while learning to interpret and relate to the emotions of their peers, self expression on an instrument, finding a safe manner in which to express emotions within a classroom setting

- Self Expressive Music and Movement Experience: Dr. Suess "My Many Colored Days" - play the CD as you read the book. Students each have a colored scarf and when they hear their color in the book they are invited into the middle of the circle to share their improvised dance for the group
- Cultural Links: Song from the African culture (language experience) African drum language, Teach "Funga Alafia" and share the meaning of the song with students (Welcome to our village, may your dreams come true)

### **Creating an Integrated Creative Arts Lesson Plan That Meets Your Needs**

- Teachers will create their own lesson plans designed to meet their individual needs in the classroom. Mary will assist and consult with teachers as they design their own lesson plans. These lesson plans will be explored during the time (6 weeks after training program) that Mary returns to work in the classroom with both students and teachers.

### **Creating a Rhythmic Based Activity Plan: Sample Lesson**

- Mary works with teachers as they explore using simple rhythmic tools and techniques in their classrooms. Teachers create and try rhythm based lesson plans under Mary's mentorship.