



One Page Resources: Creative Expression Through Music

Hit the Right Notes with Music in Your PreK Classroom!

Music educators have identified 4 categories for early music learning: Singing and playing musical instruments, creating music, responding to music, and understanding music.

Playing Instruments / Creating Music

- Have a parade!
- Have instruments available for choice time daily.
- Hang instruments on the fence while on the playground.
- Try using a drum at greeting time to tap out the syllables in children's names.
- Use a goodbye song to end your day with the children.
- Make your own instruments (Fill canisters with rice or beans, for example).
- Connect music and literature. Put rhythmic or rhyming stories to music.
- Listen to instrumental music and play along with classroom instruments.

Responding To Music

- Do the "Freeze Dance."
- Play a drum to match children's movements.
- Sing songs at various volumes and tempos.
- Take apart large boxes to make a dance floor.
- Include a mirror in your music area so children can see themselves moving to music.
- Play music in the background while children paint or work with other materials.
- Use music as a transition signal.
- Include costumes and props in the dramatic play area that correspond to relevant musical cultural traditions (For example, the Ballet Folklorico or Native American dances).
- Describe children's movements as they dance and their voices as they sing. This is a great opportunity for vocabulary development!

Understanding Music

- Expose children to live music. Invite in family members or community musicians to play and sing.
- Attend a local child-friendly concert.
- Display photos of children and adults playing musical instruments.
- Expose children to a wide variety of music.

Music can be the springboard for a multisensory approach in your curriculum. "Since music and movement are vitally linked, motor activities are an essential part of a music environment. For young children, expressing thoughts and feelings through movement may be critical because the child has limited verbal expressive skills"

-Scott-Kassner, 1993

-Elayne Achilles, "Creating Music Environments in EC Programs," Young Children, Jan. 1999, pp.21-26