

# MOVE & GROOVE

TO LITERACY



LITERACY IN BOOKS, MUSIC, & SONG



# MUSIC & LITERACY

Music develops an important Early Literacy skill known as Phonological Awareness, which is an individual's ability to understand the sound structure of words. This ability to “pick apart” word sounds is directly related to a child's reading ability later.

There are many ways that music can support the development of Phonological Awareness.

**Rhyming**—When speaking or singing nursery rhymes, be sure to emphasize the words that rhyme.

**Singing Songs**—Most good music for children breaks apart words into a syllable for each note. This naturally breaks apart the word into smaller sounds. Breaking words apart into sounds aids children with the decoding process when they begin to read and helps them “sound out” words more easily.

**Adding Actions / Movement**—Using actions or sign language while singing or rhyming helps break down language into separate words.

**But wait... there's more!**

Children who receive formal musical instruction also develop language processing skills because “language and music share the same elements of pitch, timing, and timbre—enabling them to distinguish nuances in speech more easily (O’Donnell, 2018).”

Music can also “activate three different centers of the brain simultaneously: language, hearing, and rhythmic motor control (O’Donnell, 2018).”

This all comes together to explain why children develop more sophisticated literacy skills when music, movement, and rhyming are used at the same time. Simple changes like singing a nursery rhyme instead of speaking it, adding a few sign language signs to a song, or utilizing instrument play enhances learning and brain development.



#### References:

O’Donnell, A. (2018). ILA’s Blog. Retrieved July 28, 2020, from <https://www.literacyworldwide.org/blog/literacy-now/2018/01/05/language-and-literacy-learning-through-music>

***Every Child Ready to Read at Your Library: Parent Guide to Early Literacy for Early Talkers: Birth to Two Years.*** The Early Literacy Initiative, 2001.

# MUSIC & THE BRAIN

Developing a child's musical ability may improve his or her abilities to learn and to be successful in other disciplines such as languages, mathematics, and science.

## **BRAIN DEVELOPMENT & MUSIC**

1. A baby's brain is capable of constantly forming new connections, or synapses, in response to external stimuli.
2. The more numerous and varied the connections, the better equipped the brain is to process new information even later in life.
3. A baby's brain is getting ready for lifelong learning.
4. Research suggests that babies are born ready to process musical stimuli.
5. Musical development is similar to language development in that it is progressive through stages rather than ages.

## STUDIES, THEORIES, & NATIONAL MUSIC PROGRAMS

1. **“Mozart Effect”**—highly publicized 1997 study of the effect of music on three- and four-year olds; Psychologist Frances Rauscher compared spatial and temporal reasoning abilities of children taking piano lessons to those abilities of children taking computer lessons. The three- and four- year olds taking piano lessons performed 34% better on spatial and temporal ability tests than those students taking computer lessons. According to Rauscher these results are due to the fact that music is a spatial task existing in time and space. You feel, hear, and see all at once.
2. **Suzuki Method**—teaches young children to play an instrument by teaching the parent first and allowing children to quickly work on an instrument instead of reading music.
3. **Orff Method**—developed by Orff Schulwerk; stresses working with natural musical abilities and working with ensemble and group cooperative projects rather than competitive individual prowess.
4. **Music Together**—developed by Ken Guilmartin; stresses the “restoration” of the natural human ability to speak the language of music, the “restoration” of the natural human disposition towards participating in music, and the use of music for personal development, expression, and transformation; the power of music is in “doing” it.
5. **Kindermusik**—(from the Kindermusik website) begun in Germany in the 1960’s; Kindermusik’s philosophy is founded upon rigorous research and fundamental beliefs:
  - a. Every parent is the child’s most important teacher.

- b. Every child is musical.
- c. The home is the most important learning environment.
- d. Music nurtures a child's cognitive, emotional, social, language, and physical development.
- e. Every child should experience the joy, fun, and learning which music brings.

## **MORE RESOURCES REGARDING MUSIC**

Bright Horizons—Children and Music: Benefits of Music In Child Development

<https://www.brighthorizons.com/family-resources/music-and-children-rhythm-meets-child-development>

National Association for the Education of Young Children—Playing With Music At Home

<https://www.naeyc.org/our-work/families/playing-music-home>

National Association for the Education of Young Children Week of the Young Child 2020—Music Monday! - <https://www.naeyc.org/events/woyc/plan-your-event>

Novak Djokovic Foundation—The Importance of Music In Early Children Development

<https://novakdjokovicfoundation.org/importance-music-early-childhood-development/>

PBS—The Benefits of Music Education

<https://www.pbs.org/parents/thrive/the-benefits-of-music-education>

Zero to Three—Beyond Twinkle, Twinkle, Little, Star: Using Music With Infants and Toddlers

<https://www.zerotothree.org/resources/1514-beyond-twinkle-twinkle-using-music-with-infants-and-toddlers>

# BASIC MUSIC CONCEPTS

1. Rhythm—all aspects of the flow of music; fast/slow
2. Volume
3. Patterns and connections
4. Appreciation



# MUSIC STRATEGIES

1. For babies—sing (even before birth); play soothing music; encourage babies to coo back; bounce, walk, and dance with babies to the music's beat.
2. For older babies—introduce movement such as clapping and finger movements along with singing and playing music; introduce a variety of music.
3. For crawlers and toddlers—allow them to join in singing with motions, sounds, and repetition. Marching, making animal sounds, and playing with simple instruments are popular. Introduce the concept of the eight-count.
4. For older preschoolers—continue singing, listening to music, and adding movement; allow preschoolers to make their own songs and dances; encourage participation with instruments and other materials; combine music with art projects; introduce “teaching” concepts and curriculum with music.
5. For elementary students—continue to utilize songs, music, instruments, and movement in learning activities and for fun; allow students to design their own songs and dances; use songs and fingerplays to enhance curriculum; encourage musical instrument, dance, and voice instruction.

# MUSIC BOOKS

## ***Chicka Chicka Boom Boom***

by Bill Martin, Jr. and John Archambault

A told B and B told C...all the letters go up the coconut tree!

## ***Crown: An Ode to the Fresh Cut***

by Derrick D. Barnes

The barbershop is where it all happens! This book celebrates the feeling of getting a new haircut!

## ***Hush: A Thai Lullaby***

by Minfong Ho

A Thai mother tries to hush the animals who keep waking the baby

## ***Hush Little Baby: A Folksong With Pictures***

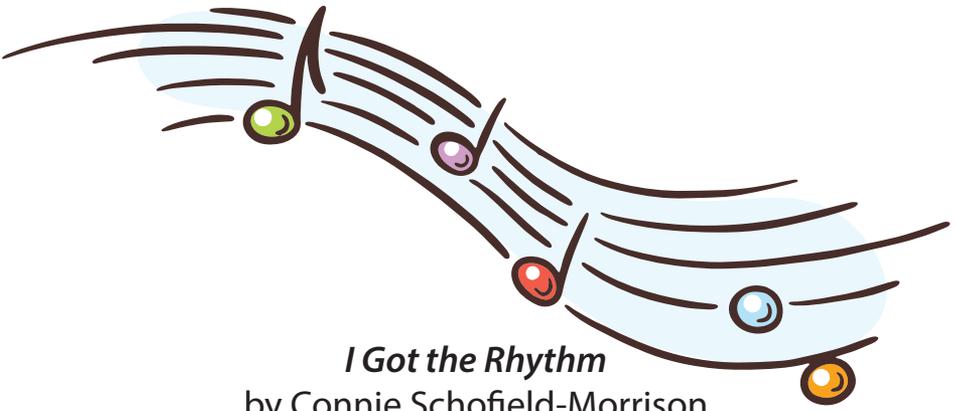
by Marla Frazee

This traditional tale is beautifully illustrated with hilarious pictures.

## ***I Ain't Gonna Paint No More***

by Karen Beaumont

In the rhythm of a familiar folk song, a child cannot resist adding one more dab of paint in surprising places.



***I Got the Rhythm***

by Connie Schofield-Morrison

Move and groove as a girl hears and feels the rhythm in the City and in her heart!

***Jazz Fly***

by Matthew Gottlieb

This CD and book combination tells the tale of the Jazz Fly who needs to find his way to play at the jazz club.

***Listen To the Rain***

by Bill Martin, Jr. and John Archambault

Listen to the changing rhythm of the rain.

***My Many Colored Days***

by Dr. Seuss

Dr. Seuss illustrates feelings with colors.

***Old MacDonald Had a Truck***

by Steve Goetz

Here's a fresh twist on an old favorite using big vehicles!

***Sing***

by Joe Raposo

Sing, sing a song! Sing it loud! This picture book illustrates the song popularized by the Carpenters.

## ***Singing In the Rain***

by Arthur Freed

A picture book adaptation of the song “Singing In the Rain” celebrates the glory of clouds and rain.

## ***Sunny Day, A Celebration of Sesame Street***

by Bruce Hart

To celebrate the fiftieth anniversary of Sesame Street, picture-book artists have each created artwork interpreting a different line from “Sunny Day,” the iconic Sesame Street theme song.

## ***This Jazz Man***

by Karen Ehrhardt

This book transforms “This Old Man” into a Jazz extravaganza.

## ***Tuesday***

by David Wiesner

This book shows the strange story of flying frogs. Read with Wagner’s Ride of the Valkyries in mind.

## ***Who Bop***

by Jonathon London

Jazz cats play for the sock hop with rhythm and rhyme.

## ***Wooley Cat’s Musical Theater***

created by Dennis Hysom and Christine Walker

This award-winning picture book and 10 song audio CD presents Mother Goose Rhymes in hilarious song.



## MUSIC PERFORMERS AND COMPOSERS FOR KIDS

**Austin Symphony Children's Day Art Park**

<https://austinsymphony.org/education-community-concerts/austin-symphony-childrens-day-art-park/>

**Joannie Bartels**

<https://www.youtube.com/channel/UC8vtUmH4BINmHnuTjMDdXig>

**Laurie Berkner**

<https://www.youtube.com/user/TheLaurieBerknerBand>

**Laura Freeman**

<http://heylollymusic.com/>

**Ella Jenkins**

<https://folkways.si.edu/ella-jenkins-first-lady-childrens/african-american-folk/music/article/smithsonian;>

<https://www.facebook.com/ella.jenkins.sfw/>

**Greg and Steve**

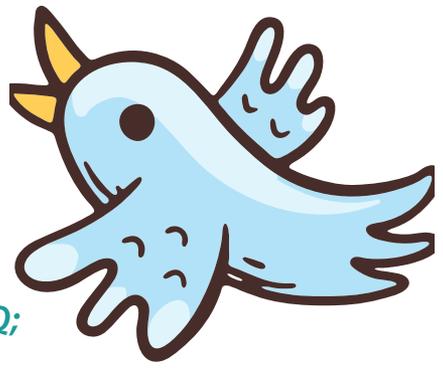
[https://www.gregandsteve.com/About-Us\\_ep\\_7.html;](https://www.gregandsteve.com/About-Us_ep_7.html;)

**Koo Koo Kanga Roo**

<https://www.youtube.com/kookookangaroo>

**The Learning Station**

[https://www.youtube.com/channel/UC4Hdb26\\_xnPQsntwLazMqYw](https://www.youtube.com/channel/UC4Hdb26_xnPQsntwLazMqYw)



**Joe McDermott**

<https://www.youtube.com/channel/UCvL5IMSjMPZk6K9G8ywNcyQ>;

**Lindsay Munroe**

<https://www.youtube.com/channel/UCu8SOIfEoav0aPR1TmTLbra>

**Lucas Miller, The Singing Zoologist**

<https://www.youtube.com/user/biorhythms>;  
<https://singingzoologist.com/>;  
<https://www.facebook.com/LucasRocks>

**Jose-Luiz Orozco**

<https://www.youtube.com/channel/UCg0OymMy-cmkV4jnP8pfkeg>

**Raffi**

<http://www.raffinews.com/>

**Fred Rogers**

<https://www.fredrogers.org/>

**Super Simple Songs**

<https://www.youtube.com/user/SuperSimpleSongs>

**Terrence Taps**

<https://www.youtube.com/user/tapman1000>;  
<https://www.tapdanceman.com/about-terrence/>

# MUSICAL INSTRUMENTS



- Bells
- Rhythm Sticks
- Xylophone
- Tambourine
- Egg Shakers
- Maracas
- Drum
- Triangle
- Milk jug
- Washboard
- Rainstick
- Kalimba
- Boomwhackers





## August 2020 Caregivers Conference

**Booklet created by Harker Heights Library**

<http://www.ci.harker-heights.tx.us/library>

<https://www.facebook.com/harkerheightspubliclibrary/>

**and Altrusa Central Texas**

<https://districtnine.altrusa.org/central-texas/>

**Printed by Spectrum Printing**

<https://spk3.com/>