



EARLY CHILDHOOD AND DEVELOPMENT

COURSE CODE: BEC 215

COURSE TITLE: MUSIC AND MOVEMENT

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BEC 215 Music and movement

PURPOSE OF THE COURSE

This course will help the learner to conceptualize the use and importance of Music and Movement in early childhood education. It will give the learner the required knowledge, skills and attitude towards use of music in teaching young children.

COURSE DESCRIPTION

The course entails definition of terms related to Music and Movement, role of music and movement in ECD, Music, dance and drama as a means of expression, costumes and decor, choice and use of Music and Movement with infants and young children. The course will also cover the significance of Music and movement in child development, resources for use in teaching Music and Movement, methods of teaching Music and Movement, methods of assessing children in Music and Movement and the emerging issues in Music.

TEACHING/LEARNING METHODOLOGIES

This course will be offered through group discussions, group and individual assignments, interactive questions and answers and e-learning interactive

forums. The learner will be expected to go through this module, make notes based on the objectives of the course and attempt the questions given at the end of the lesson. Tutorial classes will be organized by the University where the LESSON will take the student through the course. The purpose of the tutorials is to help the learner conceptualize the course. It is, therefore, important to study the module before attending the tutorials. Further reading in this curriculum encouraged. However all of the information gathered should be within the course description and objectives.

COURSE ASSESSMENT AND EVALUATION.

Learning will be assessed through Continuous Assessment Tests (CATs), Take Away Assignments and Main Examination. The CATs will be 30% while the main examination will be 70%

MODULE ORGANIZATION

This module is organized in form of lessons. In every lesson an introduction is given. The introduction shows what the lesson constitutes. This is followed by lesson objectives. Then the learner is taken through the lesson content. The lesson may be sub-divided into sub-topics depending on the nature of the topic in a lesson. A summary of what has been learnt is given. At the end of the lesson the learner is given activities to carry out.

Course content

- ❖ Definition of terms,
- ❖ Importance of music,
- ❖ The role of music, movement and drama in ECDE,
- ❖ Significance of music in ECDE,
- ❖ Objectives of teaching music, movement and drama in pre-school,
- ❖ Folk music and child development,
- ❖ Factors that have led to the decline of folk music,
- ❖ Types of songs relevant to ECDE,
- ❖ Integration of music in other learning areas,
- ❖ Songs and drama as a means of expression,
- ❖ Costumes and decor,
- ❖ Selecting songs for pre-schools,
- ❖ Composing songs relevant to ECDE,
- ❖ Resources for use in teaching music and movement,
- ❖ Methods of assessing music and movement,
- ❖ Assessment tools,
- ❖ Methods of teaching music and movement,
- ❖ Emerging issues in music and movement.

Objectives

- ❖ Define terms: music, dance, drama and other relevant terms used in music and movement.
- ❖ Discuss the role of music, dance and drama in child development.
- ❖ Discuss factors to consider in choosing and using music and movement with infants and young children.
- ❖ Discuss the significance of folk music in child development
- ❖ Identify resources for use in teaching music and movement.
- ❖ Discuss methods of assessing children in music and movement lessons.
- ❖ Name tools used in assessing music and movement.
- ❖ State methods of teaching music and movement.
- ❖ Discuss emerging issues affecting music and movement.

LESSON ONE

Introduction.

Definition of terms:

Objectives

By the end of the lesson you should be to;

- a. Define terms related to music and movement.
- b. Use terms appropriately in teaching music and movement

Music- Can be described as combination of sounds pleasant to the ear.

Music can also be defined as the art of expression in sounds/beats to express feelings/emotions such as joy, happiness, sadness, excitement, anger by children. At preschool level music may involve singing, clapping, tapping and playing simple musical instruments.

Movement- Can be described as the art of changing position /art of moving.It involves the coordination produced by different body parts to elicit a performance /activity, usually a response to a song.

Melody- A tone following a tone which can be played or sung A melody that can be sung is called a tune.

Dance-Defined as a series of movement that match the speed and rhythm of music.It can also be said to be the physical body response to music.Dance helps in setting the pace for the singing motivates singing, keeping the body fit etc.

Drama- Drama is the specific mode of fiction represented in performance. The term comes from a Greek word meaning "action", which is derived from "to do", "to act".

What makes music? Music is created when we combine beats as well as sounds so that they are pleasing, enjoyable or motivating when listened to. Music is a natural way of expressing/ communicating what we like and what we don't. To create music the following elements are important;

1. **Sound**- This is the most important element and all kinds of music involve sound in one way or another. Our vocal chords vibrate to produce sound. Sound can be produced through plucking of strings. The quick fall back of vibrations of the string that is plucked creates sound and the rate at which the string vibrates is frequency.

- **Pitch**-The highness or lowness of musical sound, which is determined by the frequency in vibration. The higher the frequency, the higher the pitch and vice versa.

- Tone- The quality of sound that depends on the type of vibration an object produces. Tone depends on the kind of resonator attached to the sound producing object. A resonator is an object that increases the loudness or softness of the musical sound.
- Intensity- Loudness or softness of musical sound. It depends on how strong or weak we play an instrument.
- Duration – Period which a musical sound is held or sustained. Sound can be short or long.

2. Time-The organization of beats in groups of either two or three or four can be said to be arranged in a set time. This can be described as music. Each song has its own kind of time. The beats in a piece of music can move fast, slowly or just in a moderate pace. The speed at which beats appear to move is called *tempo*. When we vary the beats within a given time, we create *rhythm*.

3. Tune-A tune is formed when musical notes follow one another in a progression manner. In a tune, all notes seem to progress in a systematic way showing that they are related to one another. Notes follow in a sense of direction and balance, thus, the sounds are arranged in such a manner that they are pleasant and interesting to listen to. A song is a combination of tune and sound.

4. Harmony-This is the simultaneous combination of sound and when two or more different notes are sounded together they form harmony. For example, in four part singing, the soprano, tenor, alto and bass sing together in agreement to

form harmony. Harmony can also be in two or more parts. When we don't sing in harmony, we sing in tune which means singing in one voice.

LESSON TWO

Importance of music

Objectives.

By the end of the LESSON you should be able to,

- a. State the importance of music.
- b. Describe the role of music, movement and drama in ECDE

Generally music plays an important role in our lives. Music can be used for the following reasons;

- Entertainment.
- Communication or passing message.
- Group identification.
- For praise and worship.
- For therapy especially in emotional disturbances.
- To accompany dance and movement.
- Accompaniment to activities such as harvesting.
- Propagating one's culture.
- For relaxation.
- To bring people together.

Activity

1. How would the teacher use music to help children who are emotionally disturbed before starting a lesson?
2. Name and explain various ways of producing sound.

The role of music, movement and drama in ECD

Children naturally find music delightful and interesting. An Early Childhood program that includes music and movement for children provides opportunity for children to enjoy. Besides, music has other several definitive roles in ECDE.

1. ***Enhancing other learning areas.*** Music can be used in teaching other activity areas. That is, music can be used to teach Mathematics, Language, Religious, Outdoor/Physical/Psychomotor activities, Creative and Environmental activities to promote the building up of concepts and skills.eg *ten green bottles* is used to teach Mathematics, in Creative Arts children can draw musical instruments, model them and also cut and paste pictures of people dancing etc.

Through music, children are able to go through the paces in each area attentively and in a joyous manner. This helps to avoid monotony in the various tasks. Therefore teachers should ensure that they have a repertoire of songs in different language or diverse cultural backgrounds to enhance acquisition of concepts.

2. Music and social development.

Music not only provides aesthetic opportunities and creative development, but it is also a social art by nature. Music holds a significance place in the society's rites and ritual. Music unites people and helps them to identify as a group. Music requires participation of all which demands respect for one another's idea and responsibility.

Music helps children to develop such skills as turn-taking, co-operation with each other and being empathetic. Self esteem can be fostered through music. All children especially those with special needs find music a non- threatening and pleasurable experience. When planned well to meet the needs of individuals as well as those for the groups, music permits all children to feel important and appreciated. The basic elements of music such as singing songs, playing instruments, listening to music, rhythmic movement can widen the horizons of children living with disabilities.

Music can draw shy and withdrawn children into a group. Encourage the hyper-active and extroverts to control their movement and encourage them to come to closer contact with their peers and enjoy music. Music enables children to feel part of their group and transmit values of the larger society.

2. Music and emotional development

Music is very important in setting the mood for the day in the classroom situation. It sharpens and delights the children at the beginning of the lessons. Teachers value music for creative movement, song and dramatic expression as well as a means through which children release tension and energy. Music can ease tense moments when tempers flare and tension mounts. A song can enlighten the mood of a child enabling him/her to release tension and relax. Music can help children to identify, clarify and structure their own feelings. Music also makes children be in touch with their own and other people's feelings. Children find that music can make them feel happy, sad, angry, serious and thoughtful.

3. Music and physical development.

Music needs to be part of an infant's experience from the very beginning of life. It helps children to develop balance, physical coordination and control over muscles. As children sway, clap, dance and sing, they develop muscular control and physical coordination. The ability to respond vocally to music, to control muscles of the mouth and the ability to listen requires physical coordination. Control over the larger muscles develops through moving to music, playing instruments and observing others dance and move. Participation

in music and movement helps children to develop self awareness of their own bodies and their capabilities.

4. Music and language development.

Children develop their refined listening skills as they notice tempo or pitch of music and adopt their dancing and clapping accordingly. They learn new words and concepts through songs/music and movement. For example, children learn about body parts by singing head shoulder, knees and toes etc. Children practice following instructions, acquire vocabulary and enhance their comprehension skills.

5. Music and intellectual development.

Music requires perceiving, remembering and conceptualizing. Children solve problems as they engage in music and movement activities. Children use logic and reasoning to figure out which instruments can be used to make a sound like thunder. They create patterns with the words they sing and chant with emotion, they make with bodies and musical instruments. They also learn number concepts as they clap their hands and stamp their feet as they sing number songs

Activity

1. Using relevant examples, discuss how music enhances language and cognitive development in young children.

Significance of music in ECDE

- i. Music learned in preschool is important in setting firm foundation for learning music. It helps children to start appreciating music at an early age hence it should be pre-requisite to learn music in primary and higher levels
- ii. Music is important for the promotion of our national heritage through singing of patriotic songs
- iii. Important for self reliance. Music form foundations for possible future careers leading to non-dependency on other people.
- iv. It is important for concentration. Children listen first before repeating the song, if they don't concentrate they won't be able to learn the new song.
- v. Can be used for instructional purposes e.g. in the actual teaching of numbers and the alphabet.e.g, moja, mbili, tatu.....,
- vi. Music is a motivator. When one is discouraged and you sing a motivational song you feel encouraged.

- vii. Music is used for behavior modification and socialization or for instilling discipline in children e.g. children don't lie to your parents, teachers, friends etc.
- viii. Music is used for entertainment and relaxation eg, when one is tired, during prize giving days and other occasions
- ix. Music help to improve physical fitness e.g. holding breath increases lungs capacity and as children dance they improve large muscles. Music enhances development of singing voice.
- x. Music is used to enhance all areas of children development i.e. physical, intellectual, language, emotional and social aspects.
- xi. Music is also used for the purposes of competition as demonstrated during the Kenya music festivals where children compete for top honours in the performance.

Activity

1. State and explain the significance of teaching music to infants and young children
2. Discuss how a teacher can use music to discourage negative ethnicity and encourage national cohesion.

Objectives of teaching music, movement and drama in pre-schools.

The objectives of teaching music and movement to preschoolers include;

- i. To allow children to learn all curriculum or activity areas in an enjoyable manner without all the hassle of rote counting and memorization.
- ii. To enable children to development co-ordination of various body parts and muscles. This can be done through moving as they sing and dance.
- iii. To enhance children vocabulary, speaking and other communication skills. Children encounter new words as they learn new songs. Children start in-co-operating the new words into their day to day speech with their peers, parents and teachers.
- iv. To allow children achieve and readily available means of expressing their thought anxiety, ideas, feelings and emotions children are very good in bringing out what they feel through songs.
- v. To allow children relax and enjoy themselves. School time should not be all work and no play. Children should be allowed to engage in music activities that will let come to recognize that school life can be fun.
- vi. To help children appreciate others talents. When children participate in music and work, they come to realize that there are not the only who can do it. But others can do too. This help to build respect for others.

- vii. To develop listening and retention skills. Children have to listen and hear a song 1st repeat after the teacher before they can sing it.

Activity.

1. Using relevant examples state and explain why pre-school children should be taught music and movement.
2. Using the above guidelines, highlight other benefits offered by music and movement to young children.

LESSON THREE

FOLK MUSIC AND CHILD DEVELOPMENT.

Objectives.

By the end of the lesson you should be able to,

- a. Define the term folk music
- b. State the importance of folk music in child development.
- c. State factor leading to the decline of folk music.

According to Wafula Irene (2010), folk music is the the indigenous music which originates from the people and handed down from one generation to the next through a process of oral transmission. Folk songs serve a social and cultural function in the society in that they enable people to identify with each other in the commonly upheld cultural traits of music. Folk music can also be defined as traditional music that has evolved through the process of aural transmission.

Folk music for young children and infants should encourage good behaviour, kindness, morality and brotherhood. Children enjoy and like singing and dancing including those that are shy during other activities. Folk music can be

used to correct such a behaviour. Folk music has lessons to be learned for example encouraging pro-social behaviour

Dances accompanying folk music enhance physical development of the large muscles and body coordination. As children dance and sing they build self confidence, self esteem thus building on their personality

Factors that have led to the decline of folk music.

Urbanization—as people move from the rural to urban setup, they come from different communities. Difference in traditional songs and language makes it difficult to learn and use folk music. That is, diversity in cultural background in the urban set-up is a setback in teaching folk music. Busy schedules of urban setups leave no time for parents to teach native songs to their children.

Replacement of folk music by popular music.

The pattern of urban influence on folk music was intensified to outright destruction as soon as the capitalist economic system had developed to the point that music could be packaged and distributed for the purpose of earning a profit—in other words, when popular music was born.

The introduction of popular music was simultaneous with the latter part of the Industrial Revolution. This was a time of great change in lifestyle for the great body of the people, notably the migration of the old agrarian communities to the

new industrial ones. It is likely that the resulting social disruption helped cut people's emotional bonds to their old folk music, and thereby helped the shift in taste toward popular music.

As technology advanced, succeeding generations became enticed with popular music in ever more accessible and desirable forms. Gramophone records became LPs and then CDs; the Music Hall gave way to radio, followed by television. With the ever-increasing success of popular music, the musical life of many individuals eventually ceased to include any folk music at all. Moreover, since popular music for most people is passive music (that is, listened to, but not created or performed), the overwhelming success of popular music also entailed a sharp decline of music as an active, participatory activity.

Loss of musical ability in the community

The terminal state of the loss of folk music can be seen in the United States and a few similar societies, where except in isolated areas and among hobbyists, traditional folk music no longer survives. In the absence of folk music, many individuals do not sing. It is possible that non-singers feel intimidated by widespread exposure in recordings and broadcasting to the singing of skilled experts. Another possibility is that they simply cannot sing, because they did not sing when they were small children, when learning of skills takes place most

naturally. Certainly it is very common for contemporary Americans to claim that they cannot sing.

Regional variation

The loss of folk music is occurring at different rates in different regions of the world. Naturally, where industrialization and commercialization of culture are most advanced, so tends to be the loss of folk music. Yet in nations or regions where folk music is a badge of cultural or national identity, the loss of folk music can be slowed; this is held to be true, for instance in the case of Hungary, Ireland, Brittany, and Galicia, all of which retain their traditional music to some degree.

The emergence of popular folk artists

During the twentieth century, a crucial change in the history of folk music began. Folk material came to be adopted by talented performers, performed by them in concerts, and disseminated by recordings and broadcasting. In other words, a new genre of popular music had arisen. This genre was linked by nostalgia and imitation to the original traditions of folk music as it was sung by

ordinary people. However, as a popular genre it quickly evolved to be quite different from its original roots.

Having music as a career and source of income

Most singers have taken music as a career from which they earn a living. This has led them to concentrate on songs which attract the audience so as to earn money. Due to this, many musicians have moved from folk music and in this way children are denied an opportunity to listen to and learn folk music.

Christianity

Christianity has made both adults and children to believe that their culture and customs are evil before God. This has made Christians leave their practices that seem to be going against the bible like singing folk songs.

Mass Media

The mass media has greatly contributed to the decline of the folk music since most of the music they show on television and tune on radio is westernized, which most children identify with, discriminating their traditional folk music which they see as primitive and uncivilized.

Activity

1. From your own community, discuss the factors that have led to the decline of folk music.
2. How is folk music used in behaviour modification?

NB read more about folk music and its importance in the development of young children.

LESSON FOUR

Types of songs relevant in ECDE.

Objectives.

By the end of the lesson you should be able to;

- a. Identify different types of songs relevant to ECDE music and movement.
- b. Give examples of songs relevant to ECDE music and movement.

Introduction.

We have many different types of song that young children and infants can sing and enjoy. It is important for this reason therefore for the teacher to diversify the songs so as to foster creativity and appreciation among the children. In Kenyan

context, songs can be categorised into songs that children can perform eg singing games; and songs that are performed for them eg lullabies. These songs include;

- i. Chants – these are social songs performed by groups of children at play. They thrive on words and rhythm and a change in text signify a change in rhythm. Most chants involve a lot of movement e.g. swaying and clapping.
- ii. Singing games – a song accompanied by actions and movement. When the song is not there, the game gets lost e.g. *publican x2*. Singing games exist when children sing and play at the same time.
- iii. Activity songs – these songs require some actions to be performed and include songs with dances as well as dramatic style movements
- iv. Religious songs - have the tendency to adore the Supreme Being and pass across messages of tolerance acceptance behavior and morality. Young children in this case need to be taught songs that promote good neighborhood, kindness, and charity and good morals. Songs taught to children should put into consideration their respective religious affiliation and avoid biasness.

- v. Birthday songs – these are the songs that are sung whenever one has attained a new age. Children are usually excited and joyful as they sing birth day songs. They can also be used or incorporated in other curriculum areas e.g. number work; children can count the number of years their friend has attained or the number of candles.
- vi. Welcoming songs – African tradition demands that guests and other visitors be welcomed and entertained properly. Children should be well prepared to make guests feel at home through songs that extend gratitude to the guests for visiting the school. As this culture takes root, hospitality is developed in children heart and mind from very early years.
- vii. Songs for special days – example Jamhuri day, mother's day, mashujaa day, Easter holiday etc.
- viii. Folk songs – the term folk can be defined as a group of people united by shared experience and common attitudes skills, interest and claims. Preschool children should be taught folk music that is indigenous in nature and that which put the children in touch with his cultural heritage. Such songs should be taught from all esthetic background in order to foster appreciation. Folk songs should encourage good behavior, brotherhood morality and kindness. These promote togetherness among children hence serve a social function.

- ix. Lullabies – songs that are used to soothe the baby or make it to sleep. They have repetitive text and their words deliver 3 types of messages;
- a. Carry a threat or disaster to the baby who continues to cry,
 - b. They praise the baby and promise good things upon the mothers return,
 - c. They call on sleep to take the baby.

The pre-school teacher should teach children lullabies from different ethnic communities. This will encourage national cohesion and discourage negative ethnicity among children.

Activity.

1. Using relevant examples discuss how the above named types of songs can be used in teaching other activity area.

Composing songs relevant to ECDE

Currently there are very many issues that are affecting children worldwide. This is especially true of the many things that afflict children and youth today. Sensitization of such matters is vital to children right from pre-school age to adolescence. Teachers can compose songs that carry such messages so as to enlighten children on such issues. The issues in this case should be presented in such a way that children clearly understand what is being passed across.

In composing songs for preschoolers the following types of songs can be composed basing on issues affecting them;

i. Songs on HIV/AIDS

The AIDS pandemic is one of the issues that the world is trying to come term with. Through HIV/AIDS many children have been left orphans, contributing in a big way to children headed- household. Songs sang about this disease tend to lean towards sending to people message of abstinence and warning against promiscuity e.g. UKIMWI ni hatari. The songs taught to children should include what they know about AIDS.

ii. Songs on gender

Gender issues should be made known to children as early as possible for them to start appreciating each other sex. Children should be encouraged to be part of song composition that shuns gender violence. Promote formative action in terms of equal opportunities for boys and girls and enhance education for girl child.

iii. Songs on integrity

ECDE educators being role models to young children should uphold their integrity by doing what is right. It is of little or no significance if songs to be composed in preschool about integrity are not followed by

both the teachers and children. Songs on integrity should promote virtues such as honesty, trustworthiness, kindness, loyalty etc. Children should be made to embrace good virtue that will make them stand out in the society. Moral lessons on the importance of being virtuous should be emphasized as this will go a long way in inculcating the desired values in children.

iii. *Songs on children rights*

Children should be made aware of what they are entitled by the virtue of being children. The right to life, education, health, parental care, freedom of expression, protection should be exposed to children early in preschool so as to enhance their self awareness. Teachers should compose songs on these themes.

iv. *Songs on children abuse and neglect*

Many children are taken advantage of by adult resulting in traumatic experiences like rape, defilement, sodomy, child labor, and children abandonment, physical and emotional abuse. Children grow up in brutal ordeals/difficulties that involve their own relatives. Therefore, composed songs should be based on how to avoid trap places and people who may lead them to violation of their rights.

v. *Songs on drug and substance abuse*

The youth are in danger of turning into drug addicts and user because of easy access to them. Among these drugs are alcohol, bhang, heroin, cocaine and cigarettes. It is therefore important for children to be informed of the effects of such drugs and substance. Composition of these songs should include simple messages on how harmful drugs are and their effects on consumers.

Activity.

Compose a song of own choice using your catchment area language

Factors to consider when selecting songs for preschool children

- They should be short and repetitive for easy memorization,
- Should be relevant to the theme or concepts ,
- Language used should of the level of the children,
- Should be simple in both melody and rhythm,
- Should be enjoyable and entertaining ,
- Should be meaningful and useful to the children,
- Should be meaningful and purposeful based on occasions and situations,
- Should be songs that encourage good behavior and discourage bad behavior,

- Should be songs accompanied by movement and simple music instruments.

Intergration of music in other learning areas

Introduction

Music can be used to make learning more pleasurable for children in school. Integration of music into other learning areas is to eliminate boredom in children, which may result in not acquiring the necessary concepts and skills.

Objectives.

By the end of the lesson you should be able to;

a. Discuss integration of music and movement into other learning areas in an ECDE classroom.

- i. Introduce other activity areas*

As children go about performing their tasks and other activities they may need to change from one activity area to another. Music eases transition from one activity area to the next, e.g when changing from language activity area to number work activity area, children can sing a song to relax and prepare for the next activity area.

ii. Transition from one activity to another

Music is an important component in introducing an activity area within an activity. There are many different activities which the children can perform or take part in when children are changing from one activity to the next a song is the best way to move through the motion. This is to avoid vacuums between the activities.

iii. To enhance concept in other areas

As children struggle to adjust to school life and acquisition of knowledge songs can be used to help them grasp the skill without much struggling.

iv. Break monotony and boredom

Music is used to capture the interest of children in all the activity areas. Teachers should be keen to notice when children look bored, distressed or restless. He/she should ensure that there are enough activities and creative songs to accompany them. Sometimes children can be excited in class such that there is no concentration in that class. A song can be used to bring them into normal mood and to restore their concentration.

v. *Class control*

Children can be carried away very easily and get out of control. This makes the work of the teacher difficult especially in large classes. The teacher should do the following to ensure class control;

- a. Have rules and regulations; children should know what is expected of them before the lesson starts. Children can recite the rules in the form of chants or songs that encourage good behavior.
- b. Teacher should be consistent and avoid double standards. If the preschool teacher discourages certain dancing style or song he /she should be firm on this. This will help children to have a clear distinction between what is acceptable and what is not. In addition, the teacher should allow equal opportunities for all pupils to sing or dance.

- c. Good behaviour should be reinforced while bad behaviour should be discouraged among preschoolers. This means that the teacher should direct comments of bad behaviour to the behaviour and not the children.

Activity

1. Using relevant examples, justify why music and movement should be integrated in other activity areas.
2. Indicate how music and movement can be used for class control.

LESSON FIVE.

MUSIC, DANCE AND DRAMA AS A MEANS OF EXPRESSION

Introduction.

Children sing and dance at will. They dramatize songs as they role play, and even during their free choice activities. This helps them to express their feeling and emotions and also help them to use their energy as whole.

Objectives.

By the end of the lesson you should be able to;

- a. state how children use music, dance and drama to express themselves.
- b. Highlight importance of dance and drama in child development.

c. State the role of costumes and decor in music and movement

Songs

They highlight events in the society. During wedding we are made aware of the occasions by the kind of songs in the community.

- Song preserve information which is in turn passed to the growing children
- Songs communicate information e.g. Religions songs
- Songs educate the youth on cultural events
- Songs provide enjoyment, relaxation and entertainment
- Songs provide comfort and console those who are experiencing problems such as bereavement
- Songs give spiritual guidance and encourage unit among people e.g. national anthem
- Songs promote desirable moral and social behaviour in the community.

Dance

Dance is a series of movement that match the speed and rhythm of music. In most traditional communities, songs are performed alongside with traditional dances. Dance has physical body response to music and helps in setting the pace

for the singing, motivating the singing, keeping the body fit, encouraging the bereaved in case of funeral etc.

- Dance is good for entertainment
- Dance help to communicate deep feeling of the dancers: Each community has its own style of performing traditional dances and each dance emphasis different kind of movement.eg the Akamba shake their shoulders more, Nandis and Kipsigis move their neck gracefully as they sing and dance.

Importance of dance to children

1. Children find fulfillment through dance this is because it involves the inner being and the physical body simultaneously. Children concentrate and are fixed to the act of moving.
2. The child is able to discover his/her body, mind, language imagination and ideas through creative dance. He/she learns what his/her body can do and the strength it has. The child discovers rhythm and tempo. He becomes aware of space, direction, size and level.
3. Through the dance the child is able to build self image. He becomes aware of himself as a growing and changing being. Dancing help to build self

image, self awareness and self direction. Awareness of self is important to all children since it help them to deal with self.

4. Dancing sets the brain working since movement is closely connected with mind and spirit. In any kind of growth activity there is movement and children need to move a lot mentally, spiritually and physically. Movement enhances the child's ability in endurance, control, freedom balance and rhythm.
5. Dance provides an opportunity to release the nervous tension or anger. Express feelings of softness and calmness, use imagination and fantasy artistically.

Dramma

Dramatization is acting out a story or recording through movement. Children are very observant and curious to learn about things and events that occur in their environment through exploration and discovery. Children role play and act out what they see happening. In the same way children act out and dramatize story and songs as they sign them in order to release their tension or express their anger, disgrace, disagreement, joy, happiness and appreciation.

Importance of drama

- For enjoyment
- Self confidence and self image

- It enhances language skill
- Learn responsibility through role play

Costumes and Décor

Costumes are used when performing music to identify the performer from the audience and beautify the performer. Different communities had different kind of costumes and décor depicting different cultures. Costumes refer to a particular garment or ornament put on during a performance. They are made up of original materials that were used before or they may be improvised according to the availability of materials.

Roles of costumes and decor;

- i. Identification and distinguishing audience from the performer,
- ii. Provide comfort and relaxation to the performers,
- iii. Creating confidence especially if the dancers are shy,
- iv. Beautifying and making performance colourful,
- v. Portraying the culture of the people ,
- vi. Identifying the gender,
- vii. Distinguishing and motivating characters in a dance,
- viii. Enhancing magnifying and exaggerating body movement,
- ix. Making the performance look real or authentic,
- x. Enhancing, maintaining and promoting cultural heritage,
- xi. Establishing the mood of the occasion,

xii. Creating uniformity.

Activity.

1. Discuss in details the importance of dance and drama to pre-school children.
2. Explain how a pre-school teacher can use dance and drama in teaching other learning areas.

LESSON SIX

RESOURCES FOR USE IN TEACING MUSIC AND MVOEMENT

Introduction

Just like any other learning activity area,resources are important in teaching music and movement.Resources assist the teacher to drive the point home rather than just talking to the learners.Resources in ECDE need to have the pontential to be manipulated thus allowing children to discover concepts in abundance.Music and Movement as a curriculum area that involves a lot of ‘hands on experiences’, ensures that different resources play vital role in the

acquisition of music concepts. It is important for the teacher to ensure that for each activity, there is appropriate teaching aids, models and props. This makes music lessons enjoyable and fulfilling to the children.

Objectives

By the end of the lesson, you should be able to,

- a. Develop resources for teaching and learning Music and Movement in ECDE.
- b. Describe the various types of resources used in teaching Music and Movement in ECDE.

Musical instruments

Early in life, infants begin to intentionally make sound by kicking or hitting objects. Initially children do not follow or use rhythm or melody instruments as a way of producing tunes but rather to experience sounds. Uses of instruments provide added motivation in the musical classroom since all are attracted to them and sound produced. Learners want to handle instruments and to experiment with their sounds and always want to be competent in playing them.

Musical instrument enhance music performance i.e. they add energy and life to a song. The teacher should know how to play an instrument before showing it to children. Instruments may range from traditional ones like drum, horns, shakers, flutes etc. to modern ones such as tambourines, keyboard or the piano.

Drum

Very popular among children. It is easy to construct or improvise and play.

Drum can be played by all children including infants.

Factors to consider in drum construction;

- i. Who is going to use it
- ii. How is it going to be used and played i.e. On top or on the side

Role of drum in preschool

- i. Timing (of activity in a class)
- ii. Emphasis and dramatization of songs, giving speed of the notes or the tempo
- iii. Acquainting children with musical instruments
- iv. Helping children in music making and sounds organization.

While playing drums children discover that different shapes of drum produce different sounds. Children will discover that some parts need to be played by hands while others need a stick. Children should be allowed to experiment with rhythm intensity, that is hard or soft hitting.

Examples of activities involving a drum

- i. The teacher beats the drum and the children count whenever the drum is hit while their eyes are closed.
- ii. Blind fold a child, hit the drum and let the child say the direction of the sound source.

- iii. Musical chairs: Chairs can be arranged in one line; one facing in, the other facing out (about five of them).The children should exceed the number of chairs by one.The drum is beaten for a duration of about 15 seconds.As the drum is sounding, the children go round the chairs in a line, dancing. When the drums stops, each child should find a place to sit. The child who misses a seat is out of the game and one chair is removed.The remaining children continue with the game, with a chair being removed every time a child misses a chair, until there is only one winner.

a. Ornaments

They form a key component whenever there is performance in music. They add value to the piece being sung or a dance being performed. In addition they make the music more relevant to the specific culture or location e.g. bukusu of western Kenya community, metallic bangles, jingles, feathers and anklets. They use these ornaments while performing the traditional dance called mutibo dance.

Ornaments accompanying music and dance depend also on occasion such as wedding ceremonies, funeral etc. Cowrie shells and beads can be used to adorn

the bride, to make her look beautiful for her big day. Decoration can be on performance or used as props on the area where the performance is carried out.

Elephant tusks and cow horns usually form a big part of the ornaments in performance. Painting the body using the ochre soil is also an attraction just like the use of powdered chalk, charcoals, leaves and twigs, bracelets skin or leather and wrist braids. Ornaments in traditional society were highly valued in performance.

The teacher can involve children in making ornaments and also the parents. In so doing children will want to try out ornaments, talk about them and even draw them.

Photographed ornaments or downloaded ornaments from the internet can be shown to children to enhance awareness of other people's way of life in terms of music and movement. All ornaments used by children should be safe and comfortable.

a. Costumes.

First, like ornaments costumes enhance performance making it more attractive and appealing to the people watching it. Costumes set the mood of the piece being performed as well as signifying the occasion e.g. bright colours and elaborated costumes signify a happy occasion such as naming and circumcision.

This portrays lengthier warmth, happiness and peace. On the other hand sad

occasions are indicated by cool, dark colors reflecting somber mood such as during illness, death or even calamity.

Costumes for young children make them look beautiful especially when performing singing games and single traditional dances e.g. isukuti dance (Kakamega) tero buru dance (Nyanza) Sengenya (Coast). They should be well fitting and comfortable costumes can also be used when dramatizing a song, a story or a dance. This gives the characters of the story real life resemblance. In short costumes enhance the appearance of the performer, encourage their creativity and make performers more lively and high catching.

b. Artifacts

These are items that were used in the olden days but have great value in the present generation. This in music can be used to stimulate a situation that occurred in the olden days. Some communities have been able to preserve instruments used in the performance from the past. These can be used to add some flavor to present day performance. ECDE teacher can add value to children existing experiences by enabling them to visit museum so that they can see different artifacts.

Activity

1. Explain how a teacher could use a drum to teach Mathematics in class.

2. Name various types of artifacts and describe how they can be used in teaching various activity areas in pre-school.

Types of musical instruments

1. *Skin based instruments/ Membranophones*). They produce sound when a skin stretched over a resonator is hit or rubbed e.g. drum.

Examples of drums;

- *Single headed drum* – only one side is covered with the skin and the other side is left open.
- *Double headed drum* – both ends of the resonator are covered with skin.
- *Cylindrical drum* – are made of cylindrical shaped resonator, hollowed tree trunk or recent metal bar
- *Conical drum* – resonator is hollowed out of the tree trunk and assumes the conical shape.

2. Percussion/Idiophones instruments

They are instruments that produce sound through shaking e.g. are kayamba, marimba, shakers, jingles etc.

3. String instruments/ chordophones

Vibration in string causes the sound e.g. wandindi, nyatitit, kimeng'enge, bebe, orutu, obokano.

- Bow – a single string tied to a curved piece of wood. The string is made tighter or looser depending on the pitch the performer wants to use.
- Fiddle – an instrument that comes with one or two strings, played with a bow or a stick. Used primarily to accompany solo singing or youthful performances.
- Lyre – comes with an arrangement of 6-8 strings and shapes that vary from community to community. Strings are plucked or strummed individually or in pairs to create harmonic and melodic accompaniment to solo singing. When used in choral performance, the player is usually the soloist. e.g. obokano among the Kisii
- Harp – five strings are tied to a bowed arm that protrudes from the resonator. Strings are plucked to provide accompaniment to solo or choral singing e.g. litungu from bukusu.

4. Wind instruments/Aerophones

Use a column of vibrating air for sound to be produced e.g.

The flute—mostly made from the bamboo reed, with a mouth hole and fingering holes drilled. Commonly found among the Mijikenda at the coast.

Horns,-They come from domestic and wild animals. They can be used singly or in combination with others to make long instruments. They produce two basic sounds: by blowing normally/softly or by over blowing.

Shells- Put on strategic positions where wind can blow over them to produce sound. They can also be blown to produce different sounds.

5. Piano or the keyboard

It is a musical instrument with keys which when depressed activates it to produce sound.

NB Read more about the piano.

Keyboard

An instruments consisting of a set of keys on a piano or organ just like the typewriter.

Musical key board- a set of adjacent, depressible, levers or keys on a musical instrument, particularly piano. The instrument produces sound when a key is depressed either mechanically by striking a string or connecting a circuit.

Activity.

Discuss the various musical instruments used in teaching Music and Movement.

METHODS OF TEACHING MUSIC IN ECDE.

In music and movement children enjoy so much. Therefore teachers should not use methods that are not tedious or tasking to the child. The child should be taught in such a way that it's allowed to explore in a natural way

Methods are;

i. Individual/peer centered teaching

Individual

Individual teaching focuses all the attention on a child as an individual. Each child will be able to perform a task or an activity as an individual. Teachers should let a child to explore and follow his own interest. In individual teaching teachers act as resource persons who play a crucial role in encouraging the child and giving him/ her morale to proceed. In individual teaching a child may sing alone, then comments, corrections and encouragement are given by the teacher. The child can also be allowed to teach the class a song or a dance that she knows. This will instill self confidence, boost self esteem and enable the child to recognize her talent and ability. Leadership skills are also developed when the child is teaching others.

Peer centered teaching

It involves a situation whereby children teach each other. In this case children exchange ideas, opinions on how to carry out a particular task etc. in peer centered teaching mistakes can be corrected among the children themselves and

children are not intimidated since they act as teachers and they own what they are doing. Peer centered teaching comes about in terms of children teaching one other in form of simple songs and dances from their own community.

2. Group teaching / team teaching

Children take pleasure in working with others though this may not be long lasting due to the following aspects

- Short attention span,
- Cannot sit still for a long time,
- They are egocentric.

Group teaching enhances cooperation, socialization, sharing, leadership, turn taking, team work and self-esteem.

It is important for ECDE teacher to encourage children working in groups because;

- a. Children will be able to see the alternative point of view of others and adjust their thinking,
- b. Children will recognize their peers ideas and see events in a different way,
- c. Children working in groups strengthen their cognitive abilities through learning and problem solving and by listening to each other,

d. Skills of social interaction like listening, turn taking are developed.

Factors to consider when working with children in groups.

- i. Ensure that all children have opportunity to participate. Some children are shy and timid. Teachers should ensure that all of the children take parts equally.
- ii. The group activities should be kept short, flexible and spontaneous. This is because prolonged rigid activities that follow a definite pattern may lose interest and cultivating aspects in children
- iii. The teacher should establish physical closeness with the children. The teacher should try as much as possible to be close to the children during the activity e.g. dancing with them. Children learn through imitation.
- iv. Activities should begin without waiting for the group to be ready. Teachers should begin with something interesting to attract children to settle, instead of waiting for all children to be orderly. Group teaching allows children to develop broad thinking skills and enabling them to see things in different ways. Teachers can use group teaching to teach songs and dances.

Team teaching - allows for a group of teachers to teach class different aspects of an activity area. The teachers collectively or as a team handle children in class with each teacher handling specific aspect of the activity.

3. Imitation/demonstration

This is an important teaching method in music and movement. Teachers can perform a dance for the children to copy the actions. Imitation enables children to know exactly what is needed or required of them. In imitation children can visit the music festivals or cultural dances and then the teacher ask the children to perform the same later.

Demonstration is also applicable in music and movement. Teachers can show children how to play a certain instrument and then the children can try out by themselves.

Participation

It involves children taking part or being involved in an activity. Participatory technique constitutes the primary means that children can learn from. Children should be active participant in every activity. Children may engage in various activities thus building their self-confidence, and skills in problem solving etc.

Participation should not only be in the classroom but can also be extended out of the school. Children should be given proper instructions or directions on what to do in order for them to succeed in the task.

METHODS OF ASSESSING MUSIC AND MOVEMENT

Introduction.

Assessment of music in young children is an important component in curriculum since it enables the teacher adapts it to suit each individual child. (Wafula I, 2010). Assesment helps one to make well-informed decisions when dealing with children.

Objectives

- a. By the end of the lesson you should be able to develop and use assessment tools in Music and Movement.

Factors to consider in the assessment.

1. Assessors subjectivity, objectivity and skill

Assessor is expected to have adequate knowledge in children development and ability to structure and apply appropriate assessment strategies. Biasness should be avoided by the teacher. Issues like gender, race, ethnicity and personality should be avoided during the assessment.

2. State of the child at the time of assessment

Children should have no concepts on the importance attached to assessment. Every effort should be made by the teacher to obtain several samples of the child work performed when they are at easy, health and motivated.

3. The properties of the assessment setting

The following qualities should be considered for an ideal early childhood classroom can take place;

- i. Noise level should be low,
- ii. Minimal disruption/ distraction in and out of the venue,
- iii. Pleasing aesthetic qualities- how beautiful is the room of assessment
- iv. Adequate ventilation light and space
- v. Use familiar setting for the assessment.

4. Timing of the assessment

Assessment of different skills and behaviour should not be attempted until the teacher is familiar with the child and can talk together. It is important also for children to have adequate opportunity to practice the skill being assessed. Assessment should be both summative and formative.

Question: Differentiate between summative and formative assessment

5. Selecting data collection strategies and tools

Teachers should decide on what strategies and tools are needed for assessment. Teachers should determine the purpose of the assessment. The following questions will help the teacher during assessment;

- i. What does the teacher want to know about the child specifically?

- ii. How will the data be used?
- iii. What factors about the child or testing situation should affect teacher's decision?
- iv. How much time can be spent on the assessment?
- v. Who will need to see and use the data?
- vi. Should a direct strategy that involves the child be used or any other?

Answers to the above questions which bring about basic purpose and related details to be considered will go along way into assisting teachers to select a number of goal evaluating methods

Assessment of Music and Movement

1. When assessing music and movement one should focus on listening. It is important for the child to listen to;

a. *Identify timbre* – Are there instruments which are alike e.g. *nyatiti, shiriri, wandindi litung* etc. or *drums* and *marimba*

b. *Be aware of dynamics* – these are changes in the song as the children listen. Can the child be able to distinguish between *crescendo* and *diminuendo*? (Gradually getting louder or gradually

getting softer). *Accelerando* (going very fast); or *ritardando* (going slowly). The child should also be able to distinguish *piano-forte* i.e. (soft but loud).

c. Identify rhythm- what is the general pattern of the song or dance?

2 *Melody* – Is the melody slow or fast?, smooth or jerky? etc.

3 *Form* – design of the piece of music; either joyous or sad

4. *Singing* – the assessor can check for:

- rhythm and pitch; that, is the rise and fall of voices
- *Phrasing of the song* – is the phrasing accurate
- *Breathing intervals* – is the child breathing at the right time
- *The tone quality* -was it musically satisfying?
- *Singing in a group* – when children are singing in a group check for harmony. Harmony is simultaneous combination of sound that forms agreement.

Assessing movement.

The teacher will check on the following;

- i. *Rhythm* – is the child movement responsive to the tempo and pitch?
- ii. *Intensity* – does the child movement correspond with loudness or softness of the song?

Assessment tools

1. Observation schedule

Observations of children, unlike other standardized testing, have the following characteristics:

- Unnoticed or inconspicuous,
- They neither interrupt the child nor the activities of the day,
- Do not consist of artificial tasks; instead they use the child's natural habitat and ongoing activities,
- Observations yield a lot of information about the child when collected and analyzed over time.

The following guidelines are key when observing children:

- a. Describing the behavior, not giving the interpretation
- b. Focusing observation in all aspects of development
- c. Recording instances of behaviour that describe the child physical, intellectual, social and emotional development
- d. Describing the surrounding environment and what happens just prior to the observation and what follows it.

- e. Providing description of the child behaviour throughout the day both indoor and outdoor, during routines, work, and playtime, when the child was alone, when the child was in small group and the whole group.

2. Checklist –

It is a list of aspects, components, criteria or dimensions that are used to reduce failure by compensating for potential limits of human memory and attention. It helps to ensure completeness in carrying out a task. A simple example of a checklist is the 'to do list'. A more advanced one would be a schedule which lays out tasks to be done according to time of day or other factors.

Importance of checklist

- i. It reduces chances of forgetting to check something important; i.e. Reduces errors of omission. The assessor ensures that each activity to be tested is written down.
- ii. They are easier to use when people who are not ECDE expert are to do the assessment. Using the checklist anyone can tell whether the child has accomplished the task or not.

- iii. Check list in general eliminate the tendency to allow the presence of some highly valued features to prejudice ones judgment e.g. a child who achieves highly in dance should not influence the assessor’s decision in case the same child performs badly in singing.
- iv. Checklist incorporates specific knowledge about the particular activities for which they have been developed e.g. the activity of taking breath at the correct intervals cannot be confused with identification of sad and joyous songs.
- v. They reduce Rorschach effect –(the attendance to see what one wants in a mass data.) They do this by forcing a separate judgment on a separate dimension and conclusion based on this judgment. Activities are clearly separated with one activity occupying a single role.

Checklist

Activity	Kipsang	Nekesa	Noor
Can identify instruments that alike	X		
Can the child distinguish between joyous and sound songs			

Can child accurately breath out the right interval	X		X
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Key: --achieved

X --8 not achieved

EMERGING ISSUES IN MUSIC AND MOVEMENT

- i. *HIV/AIDS* - because of their life style
- ii. *Piracy* – dubbing of music
- iii. *Copyright* – give the owner the right to use the song so it hinder even the teacher to use the song in the class.

- iv. *Poverty*
- v. *Technology* – modern equipment instead of teacher, lack of background to teachers
- vi. *Urbanization* – especial folk music
- vii. *Gender* – girls teacher may prefer them than boys
- viii. *Drug and substance abuse*
- ix. Most of our musicians
- x. Religion – folk, catholic, Muslim
- xi. *Political instability* – war, ethnicity
- xii. Poor attitude from parents due to religious affiliation.

Activity

Discuss the above issues in details giving examples form each.

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