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## Learning Through Music: Creating Successful Music Experiences for Achieving Pre-K Arts Benchmarks

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## Learner Objectives

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- \* Understand how music can be used in ECSE classrooms to foster learning, positive peer interactions, and transitions.
  - \* Take away 2 hello, movement, fingerplay, instrument, and relaxation songs
  - \* Brainstorm 3 ways to bring music into the classroom for 2014-15
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## Early Childhood Special Ed & Music

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- \* Early Childhood/Special Education (ECSE) teachers may face challenges accessing and incorporating effective music experiences for students in the classroom.
  - \* Exposure to these music experiences can help build foundational benchmark skills that promote participation in K-12 inclusion classrooms.
  - \* Music is multi-sensory and multi-modal.
  - \* Students of diverse abilities can participate
  - \* Motivating with immediate feedback
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## Hello

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### **Purpose**

- \* Transition into group time
- \* Name Recognition
- \* Appropriate greetings for peers & teachers

### **Foundational skills:**

Using culturally and linguistically diverse language to sing hello, identify body parts.

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## Movement

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### **Purpose**

- \* Multi-sensory engages students quickly
- \* Help regulate students before learning

### **Artistic Foundations:**

- \* Sing and play a varied repertoire that includes simple rhythms and melodies
  - \* Sing and play with accurate pitch, rhythm and expressive intent.
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## Instrument Play

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### **Purpose**

- \* Increases gross/fine motor movement (pre-reading/writing)
- \* Practice self-regulation with start/stop
- \* Opportunity for solos & to increase self-confidence

### **Artistic Foundations**

- \* Identify the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form
  - \* Improvise or compose to express musical ideas using the voice or an instrument
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## Singing & Fingerplay

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### **Purpose**

- \* Embed academic concepts (colors, matching, counting)
- \* Increase fine motor skills
- \* Practice turn taking, peer modeling

### **Foundational Skills**

- \* Language and academic concepts used in context
  - \* Sitting in circle and participating in an activity with peers
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## Sensory/Relaxation

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### **Purpose**

- \* Calm down students' bodies
- \* Transition out of circle/music time

### **Foundational Skills**

- \* Self-regulation leaving group time
  - \* Following classroom schedule
  - \* Self-help skills to ask for sensory objects and using "I want/need" statements.
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powerpoint and song lyrics  
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