

Music and Readiness

*Supporting young children's development and learning
through enjoyable music and movement activities*

18th Annual Birth to Three Institute
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Lili M. Levinowitz, Ph.D.
Professor of Music, Rowan University, Glassboro NJ
Coauthor, Music Together, Princeton NJ

A holistic view of "readiness"

- "School readiness" = being "ready to learn"
- Importance of early experiences and early relationships

How do children learn?

- Multimodal experiences
- Early relationships
- Repetition
- Imitation
- Spiral of exposure and experimentation
- Active rather than passive learning
- Play

Music Learning Supports All Learning[®]

- Making music simultaneously nurtures and develops the child's essence—mind, body, and spirit!
- Children's natural learning cycle of play, discovery, repetition, and mastery is engaged through participation in music.
- Music supports many important areas of development and domains of learning.

Music can support learning and development when it is:

- Developmentally appropriate
- Accessible to all learners
- Incorporates the modeling of adults
- Part of a school's core curriculum
- Participatory
- Musically rich
- Fun and engaging for all ages

Your Musical Tools and Resources:

Songs (with and without words!), chants, small and large movement activities, and instrument play.
Specific examples:

- *Audiation songs* (foster active listening and self-regulation)
- *Songs with rhymes* (support phonemic awareness)
- *Songs/chants with patterns* (support emerging math skills)
- *"Project" songs* (build over weeks, support working memory and creativity)
- *Substitution songs* (support imagination and self-confidence)
- *"Accept and include" songs* (foster self-confidence, leadership skills, and group process)

Lili M. Levinowitz, Ph.D., is Professor of Music Education at Rowan University. She is the coauthor of the early childhood music and movement program Music Together and Director of Research for the Center for Music and Young Children. Lili is considered a national authority on early childhood music and is actively involved in teaching very young children as well as graduate students. Her articles appear frequently in professional journals and popular magazines. She received her M.M. and Ph.D. from Temple University; her B.M. from Westminster Choir college.

Music and Important Domains of Learning:

Approaches to Learning

- A motivation to learn (curiosity, eagerness)
- Openness to trying new tasks and taking on challenges
- Explore and experiment—ask questions!
- Ability to make a plan of action
- Imagination and creativity
- Full engagement in learning

Language Development

- Phonological awareness
- Vocabulary development
- Active listening skills
- Sound-letter associations
- Print motivation and awareness
- Narrative and expressive language
- Articulation of muscles in mouth
- Coordination of breath with speech and song (and movement!)

Socio-emotional Development

- Self-regulation
- Self-confidence
- Self-expression
- Leadership skills
- Emotion knowledge
- Group process
- Social competence

Cognitive Development

- Conceptual knowledge
- Emerging math skills (parts to whole, same and different, sequences, patterns, proportions)
- Cause and effect
- Symbolic representation
- Creative thinking

Executive Functions

- Working memory
- Attention control
- Cognitive flexibility
- Inhibitory control

Physical Development

- Gross and fine motor skills
- Locomotor and non-locomotor skills
- Coordination and balance
- Body awareness and control
- Spatial awareness
- Daily movement activity