

## Stimulating Creativity – Pre-school Music

The idea of using an enjoyable, carefully chosen repertoire of rhymes, songs and musical games to develop musical skills and understanding must be attributed to ZOLTAN KODALY the 20<sup>th</sup> century Hungarian composer and musical educator.

The songs and games play a big part in the development of the whole child. His approach to music is based on unaccompanied singing, the use of a country's own folksongs, high quality art music, relative solfa and rhythm solfa.

Children learn unconsciously at first, all the elements musicians need through the singing and playing of carefully chosen musical games. At an appropriate stage these musical aims are further developed by being made conscious.

The method is highly structured, starts with the simple and progresses to the complex and is one of the finest approaches to music education yet devised.

### Kodaly identified four stages in the learning process

1. Preparing – Repertoire is learnt and assimilated.
2. Making Conscious – vocabulary and symbol introduced.
3. Reinforcing – practice new skills.
4. Using in a new situation – pupils use the skill or concept when improvising and in reading and writing activities.

### Characteristics of the Repertoire

- Authentic children's folksongs and games are used
- Musically & Emotionally Satisfying – The music is of a good quality and includes a start, some tension, leading to a climax then resolution. There should also be some drama or game element.
- Lots of opportunity for solo singing & dialogue with responses being one word or a short phase.
- Movement – this will initially be passive with the adult moving the child.
- Repetition – songs are short but repeated often to make a larger musical unit. This gives the child time to practice the song and consolidate his understanding of it.
- Careful Choice – of songs with the first songs having a range of only 2 notes and including simple rhythm patterns.

I have included a small collection of **mmm** that I find effective. Books I particularly recommend are –

- 'Singing Games & Rhymes for Early Years' by Lucinda Geoghegan ( for National Youth Choir of Scotland)
- 'Music in Pre – School' by Katalin Forrai
- 'Fishy Fishy in the Brook' by Helga Dietrich
- 'Children's Songs' by Helga Dietrich
- 'This little Puffin' by Elizabeth Matterson

## MUSICAL DEVELOPMENT BY AGE GROUP

### 2 – 3 YEARS OLD

The main teacher at this age is the parent/carer of the child. Singing songs together is a fun sharing thing to do.

I work with a maximum of 12 children in a group, with 2-3's we also have a parent in the lesson so I usually have a circle of chairs with the children on the parent's knees. At this age much of the movement felt by the children is done by the parent, ie. Parent will bounce child, rock, tap hands, tickle etc. The child is absorbing the feeling of pulse in an unconscious way.

I would start my session with –

- Naming/Hello's – you will find children may be a bit shy when you say their name, but they still wait to hear it. This also lets them absorb the soh/mi interval which is so important.
- Fingerplay – Teacher must really put over her enjoyment and imagination.

*Ex* 1 – 'Here is the Beehive'  
2 – 'Five little Peas'  
3 – 'Here is the baby'  
4 – 'Peter Pointer'

- Tickling Rhymes – When the children know these rhymes, they cannot wait for the tickle at the end.

*Ex* 1) – 'Criss Cross Apple Sauce'  
2) – 'Round and Round the Haystack'  
3) – 'Slowly Slowly'

Simple Circles – on parent's shoulders

- ❖ 7 'Musicland'
- ❖ 5 'Come Along and March'
- ❖ 8 'Old Brass Wagon'
- ❖ 4 'Clap, clap, clap your hands' (sitting)

Horse Rhymes

1 – 'Mother and Father and Uncle Tom'  
2 – 'This is the way the lady rides'  
3 – 'Ride a little Horsey'



*All like round and round the garden*

2)

Round and round the haystack

Went the little mouse \_\_\_\_\_ run finger round and round the palm of the hand

One step \_\_\_\_\_ finger step up the arm

Two steps \_\_\_\_\_ another finger step up the arm

In his little house \_\_\_\_\_ tickle under arm

3)

Slowly, slowly, very slowly

Creeps the garden snail

Slowly, slowly, very slowly

Up the wooden rail

Quickly, quickly, very quickly

Runs the little mouse

Quickly, quickly, very quickly

Round his little house

## Horsey

1)

Mother and father and Uncle Tom -

bouncing to the beat

Went to the market one by one

Mother fell off -

lean to one side (pause)

Father fell off -

lean to the other side (pause)

But Uncle Tom went on and on and on -

bouncing very fast

2)

This is the way the lady rides -

bouncing to the beat

Trippety tree, trippety tree -

short elegant bounces

This is the way the lady rides

Trippety tree, trippety tree

This is the way the gentleman rides

bouncing to the beat

Gallop gallop, Gallop gallop

faster and smoother

This is the way the gentleman rides

Gallop gallop, Gallop gallop

This is the way the farmer rides -

to the beat

Hobblety hoy, Hobblety hoy -

swinging from one side to the other

This is the way the farmer rides

Hobblety hoy, Hobblety hoy

DOWN INTO THE DITCH -

open legs and drop baby down

3)

Ride a little horsey into town -

bounce to the beat

Better take care that you don't fall down -

drop between legs



\* RHYME -

‘Pulse is a beat’  
‘Buster Buster’  
‘Engine Engine’  
‘Rain is falling Down’ - Drip, patter,  
splash

FOCUS -

‘Corners’  
23 – ‘John Jacob Jingleheimer Smith’  
Movement with scarves to Nutcracker-  
(waltz of the Flowers)  
24 – ‘Button you must wander’  
25 – ‘Hari coo coo’ - with saris  
Precious Box  
26 – ‘Doggy Doggy’ ‘playground’

CIRCLE -

11 – ‘Skip one window’  
13- ‘Ickle Ockle’  
19b- ‘Love somebody’  
‘High Low Chucka Low’  
‘Long Legged Sailor’  
‘Obwisana’

LISTENING - 3 – 4 minutes

TEDDIES

GOODBYES

RHYMES

Pulse is a beat, Feel it in your feet, Keep it steady , Never stop, Pulse is a beat.

Engine Engine painted black -  
Going slowly down the track -  
Engine Engine painted green  
Fastest train I’ve ever seen -

Train formation  
slowly  
faster

Rain is falling down -  
Rain is falling down -  
Pitter patter pitter patter -  
Rain is falling down -

try using instruments  
eg. Pulse on drum  
claves for  
Drip Drop Drip Drop  
| | | |  
Pitter patter pitter patter  
Splish splash – tambourine

