

September 28, 2009

Dear Parents,

Our “Music and Movement Mondays” officially began today. Check the attached calendar for future music class dates. On each M&M Monday, the children and their teachers meet with me for a twenty-minute class downstairs. During each class the children will have the opportunity to sing songs, express themselves through movement to music, and explore simple percussion instruments and accessories. Each class was given a special “Music Box” to begin collecting instruments and props. The children will also have opportunities during center time each day to continue their exploration and use of these materials.

You will receive monthly “M&M” Monday newsletters that will include words to some of our favorite songs, listening suggestions, requests for materials and ways to encourage your child’s exploration of music at home. If you have a question about our music program, please give me a call. From time to time, we invite guest musicians to our music classes. Please let me know if you play an instrument and would be available to visit. You are always welcome to join us on any M&M Monday. Just send in a note so we’ll know to expect you. In **February** you’ll receive an invitation to join your child for a “Parent Participation Music Class”. Be sure to wear comfortable shoes and clothes – we are a very active group!

Here’s just the tip of the iceberg of what skills children can learn from musical experiences: Shaking, tapping, and beating instruments enhance fine motor development. Children listening for a beat, the sounds of different instruments, tones and lyrics, are developing auditory discrimination. Memorizing words to a variety of songs increases a child’s memory bank and helps develop phonemic awareness, which is essential for becoming a good reader. Music taps into several of our neural systems, including those connected to signals in emotional sounds, language, sense of hearing, and rhythmic motor control. The children will begin to explore their “singing voice” as their personal instrument and become aware they can change pitch, dynamics and tempo. Children can experience the emotional effects of music by listening to and creating music that is soothing, exciting, or funny.

Music also promotes creative development as children experiment with new rhythms, sounds and movements. Movement helps children learn many concepts. It teaches them balance and coordination through challenging moves and postures. It teaches rhythm and beat as children choreograph their movement with music. It even promotes children’s ability to predict what comes next by hearing repeated musical phrases. Creative movement is also an important tool for developing children’s self-esteem, body awareness and self-control. We will add to the experience by using movement props such as sheer and silky scarves, soft balls, streamers, hoops and rhythm sticks. You might want to start your own “Music and Movement” prop box at home.

The research is clear. Children will not develop active, healthy habits without our help. So as we teach children to use their minds, we must teach them how to use their bodies. Young children, 3, 4 and 5 years old need a variety of experiences leading to more mature fundamental movement patterns. They need to practice skills of running, galloping, balancing, jumping, throwing, and catching. Development of each of these skills is a lengthy process occurring over time. Skill does not happen in a day, a week, or even months.

Kathy Lundgren

Music Schedule:

9:20 -9:40 Pat Victorson
9:40 – 10:00 Jeralyn Lorenz
10:00 – 10:20 Patti Parente
10:20 – 10:40 Christa Wallace
10:40 – 11:00 Tina Occhiuzzo
11:00 – 11:20 Diane Hughes

1:45 – 2:05 Jeralyn Lorenz
2:05 – 2:25 Tina Wyckoff
2:25 – 2:45 Lisa Dravvorn

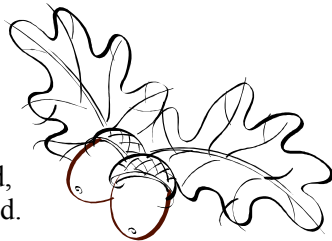
Music and Movement Mondays:

October 5 and 19
November 2 and 30
November 16 and 18::make a shaker days
December 14
Dec. 21 and 22: Christmas sing-along
January 4 and 25
Feb. 1 and 8: Music with parents
Feb. 22
March 8
March 22 and 24: make a drum days
April 26
May 10

Some October Favorites:

I'm An Acorn

I'm an acorn, small and round,
Lying on the cold, cold ground.
People walk all over me.
That's why I'm so cracked you see.
I'm a nut (Click tongue twice)
I'm a nut (Click tongue twice)
I'm nutty!



Diddle Diddle Dumpling

Diddle, diddle, dumpling, my son John went to bed
with his stockings on. One shoe off and one shoe on,
diddle, diddle, dumpling, my son John

A Little Gray Squirrel

A little gray squirrel lives up in my tree.
He chatters and chatters and chatters at me.
He runs and he jumps in a busy way,
gathering nuts for a winter day.
Bushy Tail, Bushy Tail, up in my tree.
I like you, I like you as you can see.
Bushy Tail, Bushy Tail, up in my tree.
Won't you come down and play with me?

Five Little Pumpkins

Five little pumpkins sitting on a wall.
A witch came flying by.
"Oh ho" said she, "I'll take one home
and make a pumpkin pie.



Four little pumpkins . . .
Three little pumpkins . . .
Two little pumpkins . . .
One little pumpkin . . .
No little pumpkins sitting on a wall.
A witch came flying by.
"Boo hoo" said she and took none home
and made no pumpkin pie.

Acka Backa Soda Cracker

Acka Backa Soda Cracker,
Acka Backa Boo.
Acka Backa Soda Cracker,
Pass to you!

Pitter, Patter

Pitter, patter, pitter, pat.
Hear the raindrops come, falling one by one.
How many raindrops make a storm?
One little raindrop? No, no, no.
Two little raindrops? No, no, no.
Three little raindrops? No, no, no.
Four little raindrops? No, no, no.
Five little raindrops? No, no, no.
MILLIONS OF RAINDROPS MAKE A STORM!
BILLIONS OF RAINDROPS MAKE A STORM!
Pitter, patter, pitter, pat.
Hear the raindrops come, falling one by one.

Old MacDonald Had a Farm

Old MacDonald had a farm. E-I-E-I-O.
On his farm he had a duck. E-I-E-I-O.
With a quack quack here and a quack quack there.
Here a quack, there a quack, everywhere a quack
quack.
Old MacDonald had a farm. E-I-E-I-O.

Make up additional verses: cow, lamb, etc.