

EFFECTIVE MUSIC TEACHING FOR PRESCHOOLERS

In collaboration with Segi College, Malaysia

23rd June 2017

8.30am – 11.30am

Musical Development of pre-schoolers at different stages

18 – 36 months old

- ✓ Children at this age start to respond to music in a coordinated way.
- ✓ They learn to start singing songs with words.
- ✓ Moving and responding to music helps in the linguistic, eye and motor skill development.
- ✓ They understand fast and slow, loud and quiet.
- ✓ They react to beats, and different kinds of rhythm.
- ✓ They start to learn simple instruments.
- ✓ They enjoy learning music with their peers.

3 – 5 years old

- ✓ The children's vocal chords develop and become more aware of pitch.
- ✓ They can sing more complex songs and respond to more complex rhythm
- ✓ They can start to play more complicated instruments.
- ✓ They like to explore more new sound and instruments.

5 – 7 years old

- ✓ Their vocal chords develop further. They can sing a wider range of notes.
- ✓ They can recognize and memorize familiar tunes.
- ✓ They start to understand musical concepts and musical patterns.
- ✓ Their motor skills are quite ready to take on more serious instrumental learning.

MIM® Teaching Techniques to enhance learning capacity

Providing the core concepts

The ability to present all teaching matters to children from a very fundamental level is a skill that every pre-school teacher should have. It is especially crucial when teaching pre-schoolers, more so for infants and toddlers. A teacher has to put himself or herself in pre-schoolers' shoes, thinking through the very fundamental learning process to reach the objectives of the teaching goal. John Medina, the renowned molecular biologist says, "the brain processes meaning before detail. Providing the gist, the core concept first is like giving a thirsty person a tall glass of water. And the brain likes hierarchy. Starting with general concepts naturally leads to explaining information in hierarchical fashion."

Engaging all senses

Not only we need to know how to get down to the learning level of pre-school children, we also must know how to approach teaching from different angles. This technique not only stimulates the brain to look at a subject with different perspectives, it can also enhance the memory and give more stimulation to improve cognitive skills too.

Priming effect

Priming effect is an implicit memory effect in which exposure to one stimulus influences the response to another stimulus. We use this technique extensively in the infants and toddlers level especially on stimulating visual recognition of music symbols. We have been pleasantly surprised at how early our children start to embrace music literacy.

Making connections

An intelligent child is able to make connections with what they learn presently and what they learnt in the past. The level of this ability in a child is hereditary. However, we can help our children to build up a habit to constantly connecting facts and linking up subjects and matters in learning.

MIM Component – Singing

London Bridge

Lon don Bridge is fal -ling down fal - ling down fal - ling down

Lon don Bridge is fal ling down My fair la dy

Are You Sleeping

Are you slee - ping? Are you slee - ping? Bro - ther John Bro - ther John

Mor - ning bells are ring - ing Mor - ning bells are ring - ing ding dong bell ding dong bell

Baa Baa Black Sheep

Baa Baa Black sheep have you a - ny wool? Yes Sir Yes Sir three bags full

One for my mas - ter and one for my dame One for the lit - tle boy who lives down the lane

Yankee Doodle

Yan - kee Doo - dle went to town Ri - ding on a po - ny

Stuck a fea ther in his hair and call it ma - ca - ro - ni.

Chan Mali Chan

Chan ma-li chan Chan ma-li chan Chan ma-li chan ke-ti-pung - pa-yung

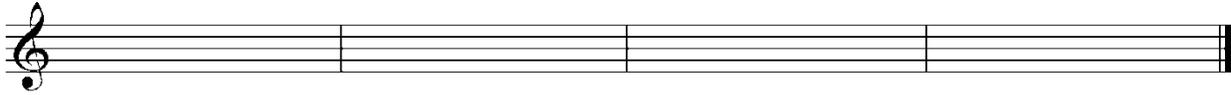
Chan ma-li chan Chan ma-li chan Chan ma-li chan ke-ti-pung pa-yung

MIM Component – Rhythm

Beat

Rhythm

MIM Component – Memory/Speed Reading



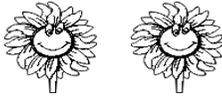
MIM Component – Music Theory Game

Music for the Intelligent Mind



Name: _____

Join the note value with the correct number of flowers.

	1 count •	•	
	2 counts •	•	
	3 counts •	•	
	4 counts •	•	

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MIM Component – Performance

Expectations from parents and childcare/kindergarten providers:

- ✓ Captivating, with or without teachers' involvement
- ✓ Creative, with interesting themes
- ✓ Choreographed movements
- ✓ With colourful costumes
- ✓ Live music or well recorded background music