

Music and Movement

Family Music for Babies



Teacher's Guide and
Resource Materials
for Group Instruction
Includes 80 Resource Cards
and a Lesson Planning Binder

**MUSIK
GARTEN®**

Music and Movement

Family Music for Babies

Teacher's Guide and Resource Materials

Lorna Lutz Heyge
Audrey Sillick



Produced by Music Matters

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Family Music For Babies consists of the following resources:

Teacher's Guide, with 100 activity cards and a lesson planning binder

Teacher and Family Recordings:

Family Music for Babies 1

Family Music for Babies 2

Parent Guides for each of the above recordings

Baby Instrument Kit: a wooden rattle, a pair of natural wood rhythm sticks, and a transparent scarf in a drawstring bag

The Musikgarten Music and Movement Series

Family Music for Babies

- newborn to 18 months

Family Music for Toddlers

- 15 months to 3½ years

The Cycle of Seasons

- 3 to 5 years

Music Makers: At Home & Around the World

- 4 to 8 years

Music Makers: Around the World at the Keyboard

- from age 5

Piano Partners

- from age 5½

Music Makers: At the Keyboard

- from age 6

Musikgarten Adults: Enjoying the Piano Together

Additional Programs and Publications

Drumming and Dancing

Nature Trail

God's Children Sing

Nimble & Quick

My Musical World

Seashore

My Neighborhood Community

Summer

Nature's Music

Twist & Turn

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A Story about Olivia

Infant Olivia and mother Virginia joined our *Family Music for Babies* class when Olivia was just 4 months old. We sang and danced, rocked and bounced, babbled, cooed, and enjoyed ourselves. One of the class's favorite activities was a bouncing – and hugging – song:

I had a little pony, his name is Macaroni,
He trots and trots and then he stops!
My funny little pony, Ma-ca-roooooo-ni.

About nine months later Virginia told us that she had observed Olivia playing in her room alone one day, silently doing the movements for the song – bouncing her little body from the waist up, rolling her shoulders as if in a hug, timing the phrases just right. Olivia was *living* the song “Macaroni,” as she was able. Olivia, just over a year old, did not yet speak nor sing; she was just learning to walk. What does this mean?

Upon hearing this story, Professor Edwin Gordon concluded that Olivia was audiating, that she was “thinking musically.” Child development specialist Audrey Sillick determined that Olivia had mapped the song on her body, that she has learned it in the deepest and most natural way for a young child – through movement. Neuroscience educator Dr. Dee Coulter inferred that Olivia wanted to recreate for herself the joy of the song, feeling mother’s body and breast and voice enveloping her. Clearly, Olivia had a song in her mind, in her body, and in her heart. Olivia had a good beginning for music in her life.

Olivia was in our first infant music class. Bringing newborns and parents together in an experimental musical environment not only confirmed current research findings, but most significantly reaffirmed our knowledge that babies are innately musical and that the first years of life are the most important time for them to live in a loving, music-making environment. Most gratifying was our realization that important aspects of bonding and attachment can be so simply and delightfully secured through “musical play” between adult and child. Through musical play, the caregiver can stimulate learning and assure safe passage to a healthy, confident, happy childhood.

A musical environment which offers developmentally appropriate activities is a happy time for caregiver and baby. Being part of a small community where parents and caregivers touch their babies with voice, hands, and body to communicate love is inspirational. When music is integrated as part of family life, it becomes part of who we are. When music learning unfolds with the child’s development, its ultimate influence on the people, communities, and culture-at-large becomes exponential.

Throughout our publications, we as authors have attempted to share with you the priceless treasure which resides in every young human. We wish to offer both teachers and parents the gift of music together with the gift of simplicity. As educators we become the ambassadors of a harmonious musical message and endeavor to give the gift of music to the children and adults we encounter.

Lorna Lutz Heyge

Audrey Sillick

Lorna Lutz Heyge, Ph. D., is well-known as the author of the **Musikgarten Music and Movement Series**, a comprehensive music education course for children from birth to age 9. After earning a Bachelor of Music degree in organ performance from the Eastman School of Music, she completed the M.M. in organ at Northwestern University and a Ph.D. in musicology at the University of Cologne in Germany. Dr. Heyge also holds the Artist Diploma in Organ from the Cologne Musikhochschule. Lorna Heyge is the founder and president of the Foundation for Music-Based Learning as well as publisher of the journal *Early Childhood Connections*. She is active in the music education field, presenting sessions at national conferences including NCKP, MENC, MTNA, the Suzuki Association, and Head Start.

Audrey Sillick

Known throughout Canada and the United States as an exceptional educator in the field of early childhood development, Audrey Sillick's particular areas of expertise concern the role of movement in learning, the process of language acquisition, and the understanding of the child in nature. She has been actively involved in Montessori education for over thirty years, is the Founder and Director Emeritus of the Toronto Montessori Teacher Training Institute and is coauthor of the Musikgarten Music and Movement Series. A national speaker and workshop leader for Early childhood Music and Movement Educators, Montessori Educators, and the Earth Education Movement, Mrs. Sillick brings to the publication her great wisdom and understanding of young children.

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It Takes a Universe

Thomas Berry

The child awakens to
a universe. The mind
of the child to
a world of meaning.
Imagination to a world
of beauty. Emotions
to a world of intimacy.

It takes a universe
to make a child both
in outer form and inner
spirit. It takes
a universe to educate
a child. A universe
to fulfill a child.

Each generation presides
over the meaning of these
two in the succeeding
generation. Thus our nursery
rhymes. These early rhymes,
these early stories, are
the most profound, most lovely,
most delightful sources
of guidance and inspiration
the child will ever have.

“Star light, star bright ...”
How memorable, inspiring,
instructive, these verses
of Robert Louis Stevenson
from the later years
of the last century.
So now we write our
own verses bringing
the child and the universe
into their mutual fulfillment.

While the stars ring out
in the heavens.

INFANTS: WHO THEY ARE

The story of the human begins nine months before birth. Recent research tells us that the unborn child is very much part of the mother's life and experience. Heartbeat, respiration and visceral functioning of the mother provide a continuous backdrop of sound. Eventually the mother's melodious voice, speaking and singing, is eagerly absorbed. All the movements the mother makes are recorded by the unborn child and contribute to the future development of motor functions. Mother's singing and moving simultaneously provides a harmonization of the fetus' auditory and vestibular functions.

The life of the newborn begins in the family and in the home. At birth the infant is plunged into a world of sights and sounds, tastes, smells, and touch. Within the environs of a loving, nurturing family, every little person begins the work of self-construction, the formation of a unique human being. This incredibly complex task happens with such ease only once in a lifetime, during the first three years of life.

There is no doubt that nurture and daily care have a decisive and long-lasting impact on how a child develops in the family – physically, socially, emotionally and intellectually. While learning continues throughout life, research indicates that negative environmental conditions such as poverty, child care, health and other social factors impact on how the child develops. Timing, too, plays a significant role in the early formation.

There is much growing to be done during these years – developing consciousness of self as being separate from others and experiencing the world to build competencies. Every waking moment of each day the child is assimilating the world through the senses, “roughing” in the big picture, filling in more and more detail in response to each situation. This process is made easier when it occurs within a loving, protected home environment.

Understanding infant needs and attributes will enable us to create an optimal environment for music class. The greatest help an adult can offer children is to permit them to be active, to discover through spontaneous action, and to provide the security of being there so that the child feels safe to experiment and move out into the world. Responding to baby's actions and the ensuing interaction between mother and infant create the balance to guide the baby's responses in a positive manner. Preverbal and verbal communication later validate baby's existence and importance to the primary caregiver. When babies can then practice what they've learned, it gives permanence to newly acquired knowledge.

A. Needs of the Infant

1. Bonding and Attachment

- Bonding and attachment establish a secure psychological foundation which enables children to grow into healthy, confident young people. In this regard the mother or the primary caregiver is the central figure, since bonding and attachment are a crucial work of the baby during the first year of life. Bonding and attachment then pass on to other family members. All future development depends on this attachment.
- Separation from the primary caregiver causes the baby anxiety. To be within sight or to hear mother's voice gives baby security; to deal with the anxiety of separation is a hurdle each baby must go through. Playing peek-a-boo games or using a transparent scarf for mother to hide and yet be visible allows the baby to deal gently with the stress.
- There is no more critical period in human development than the first two years of life. The supportive, confirming interaction which establishes bonding between parent and infant lays the basis for all learning.
- The primary time for bonding is from birth to three months, a "skin-to-skin" and "heart-to-heart" contact that assures activation of the newborn's senses. Breast-feeding fulfills this need. During this time, the infant only glimpses that the caregiver is separate from him/herself. As infants begin to understand that they are separate from the primary care giver, attachment begins and preferably occurs before 6 months. As children mature, they will need to separate and reunite with the primary caregiver many times so that the permanence of the attachment can be assured.

2. Love, Attention, and Security

- Caregivers need to observe their infants frequently so that they can anticipate and support signs of development in sensory exploration, motor skills, vocalizations, etc.
- As babies learn to love and trust, they grow more secure.
- Meeting the infant's daily needs builds feelings of trust, an indispensable part of the bonding process.
- Responding to an infant's first attempts at communication serves to validate his/her growing feelings of trust and understanding of self.

3. Stimulation

- Infants receive much stimulation from being in the center of family action rather than being isolated in the home.
- Enriching sensory-motor interaction helps develop an infant's full potential, physically and neurologically.
- For language development, infants need reinforcement of their vocalizations. Listen and respond to baby's utterances.
- During the first two months, the baby frequently falls asleep if overstimulated.
- In our technically advanced culture, parents may need to be reminded that children need to be surrounded by multi-sensory humans instead of mono- or duo-sensory machines.

4. Touch

- Touch is the way adults communicate with the infant who does not yet have formal language.
- To activate the body's sensory nerve endings involved in motor movements, spatial orientation, and visual perspective, the baby needs opportunities to touch, handle, and manipulate objects.
- Touch develops awareness of the body and self awareness, as well as a relationship with the parent.
- Because infants are often toted about in infant carriers or moved from car seats to high chairs to baby

swings to strollers, they may not have as many opportunities to touch and to be touched as children from less industrialized countries where the infant is strapped to the mother for the entire day. Parents need to be reminded to hold their children.

5. Sensory-motor Activity

- Active exploration and experimentation/manipulation help infants make and accommodate discoveries.
- Sensory-motor activity leads infants to construct new patterns of movement – eye/hand, eye/arm, reach, grasp and release, sit, creep, crawl, walk.
- To make sense of their world, infants need opportunities to move, to “rough in” the experience, to relate and fill in more detail, and to practice and vary the movement as competency is built. Sensory-motor activity is the basis for development of abstract thought and cognitive functioning.
- Movement in this critical period is important for physical well-being, neural functioning, and coordination of the whole body.

6. Order/Orientation

- Children need points of reference (sign posts, anchors) to understand the structure of their environment, to develop security, and to make sense of the world.
- The critical period for order is from birth to 2 years. It is important to balance repetition with the challenge of newness. We must proceed slowly to avoid frightening the infant.
- Remember that the baby is ALWAYS meeting the unknown!
- As children mature, their need for assimilating the order and structure of their surroundings will lead to their understanding the patterns found in language, numbers, interaction, nature, and music.

7. Time for Maturation

- Maturation is a process of unfolding which spirals in an ever widening context that incorporates and integrates learning every step of the way.
- Give infants time to absorb and accommodate each new experience at a pace appropriate for each individual according to the child’s own schedule.
- Allowing this time permits development to occur according to the child’s own schedule.
- Both parents and teachers need to be reminded to trust the child’s inner clock of development. Given a supportive and stimulating environment, most children will mature according to what their inner drive dictates.

8. Play

- Play allows infants to develop independence and autonomy, self image and self worth.
- Young children who are played with will learn to play.
- The power of imaging is the foundation of true symbolic and metaphoric thought as well as the basis of formal education.
- Play opens new areas of thought, new fields of creative response, repetition, and the use of the imagination.
- Caregivers are invited to join in play, providing a model and becoming a playmate.

Week 1

Materials

Each child has his/her instrument kit

Extras for adults: Rattles, Rhythm Sticks, Scarves

Activity	Function	Page	Card	Recording
Sing Hello	Greeting	25	4	
Pop! Goes the Weasel	Bouncing	39	17	No. 19
Whoops, Johnny!	Finger Play	55	29B	
Michael Finnigin	Bouncing	38	16	
Walk and Stop	Traveling Movement	90	68	
My Bonnie Lies Over the Ocean	Rocking	62	36	No. 22
Triple Rhythm Patterns	Patterns	156	97	
Diddle, Diddle Dumpling	Body Awareness	44	21B	
Round the Garden	Body Awareness	51	26b	
Major Tonal Patterns	Patterns	156	98	
Divertimento (Mozart)	Dance	83	100	No. 17
Hush, Little Baby	Rocking	60	34	No. 8
Clap Your Hands	Beat Motion	93	73	
Tap Your Sticks	Rhythm Sticks	93	73	
Choose 1 or more favorites from the lesson to repeat using instruments: Diddle, Diddle Dumpling, Michael Finnigin Duple Rhythm Patterns				
Muffin Man	Rattles	105	85	No. 19
Add recording: Pop! Goes the Weasel or Allegro (Beethoven)				No. 9
Sing Goodbye	Closing	25	4	

LIST OF RECORDINGS

FAMILY MUSIC FOR BABIES CD 1		FAMILY MUSIC FOR BABIES CD 2	
Title	Recording	Title	Recording
Aeolian Lullaby	4	All Night, All Day	18
All the Pretty Horses	20	Ally Bally	23
Allegro (Beethoven)	9	Baby-O	22
Badinage (C. Cui)	3	Canoe Song, The	9
Bim Bam	18	Chatter With the Angels	18
Dance A Baby Diddy	1	Comin' Round the Mountain	1
Divertimento (Mozart)	17	Donkey Riding	2
Did You Ever See A Lassie?	2	Drum Song	16
Frog Went A-Courtin', A	6	Go to Sleepy	3
Gaelic Dance	14	Ground Hog Dance	14
Hop Up, My Ladies	15	I Wonder Where	5
Hush, Little Baby	8	Insect Quartet	7
Jig Jog	5	Land of the Silver Birch	9
Jolly Sailors	11	Macaroni	15
Lydian Aire	16	MiReDo Medley	12
My Bonnie Lies	22	Three Blind Mice	
Over the Ocean		Au clair de la lune	
Pop! Goes the Weasel	19	Hot Cross Buns	
Seascape	21	Mister Banjo	6
Skye Boat Song	22	O Little Ones	17
Sleep Now and Rest	13	Oranges and Lemons	13
Twinkle, Twinkle	10	Oro 1 Macedonia	19
Weave	23	Owl Sings, The	10
When Johnny Comes	12	Scarborough Fair	20
Marching Home		Scottish Quadrille	11
Yankee Doodle	12	Simple Gifts	4
Yosi's Rocking Song	7	There's a Hole	8
		Trot, Trot, Trot	15
		Wata Come a Me Y'Eye	21

ALPHABETICAL INDEX

Title	Page	Card	Title	Page	Card
Aeolian Lullaby	74	49	Drum Song	105	83
All Night, All Day	74	50	Ev'rybody Do This	24	2
All the Pretty Little Horses	75	51	Eye Winker	45	23B
All Things Must Perish	57	31	Eyes, Ears, Nose	46	22B
Allee Galloo	110	90	Fais Do-Do	77	55
Ally Bally	76	52	Fee, Fie, Foe, Fum	46	61A
Arabella Miller	42	20A	Frog Went a-Courtin'	96	74
Baa, Baa, Black Sheep	103	81	Gaelic Dance	83	100
Baby High, Baby Low	43	30B	Go to Sleepy	78	56
Baby-O	27	5	Golden Slumbers	79	57
Baby's Almost Sleeping	76	53	Ground Hog Dance	82	100
Allegro (Beethoven)	83	100	Ha, Ha, This-a-Way	88	66
Bim Bam	58	32	Here Sits the Lord Mayor	47	23A
Boom, Bam	93	70	Hey, Lolly	25	3
Boom, Boom, Boom	104	82	Higgledy, Piggledy	32	10
Bounce Along	28	6	Hop Up, My Ladies	97	75
Bouncing Hands	43	20B	Horseback Riding	47	
Bye, Baby Bunting	77	54	Horsey, Horsey	33	11
Canoe Song, The	94	71	Hot Cross Buns	48	24A
Chatter with the Angels	95	72	Hush, Little Baby	60	34
Choo-Choo Train	44	62B	I See You	111	91
Clap Your Hands	93	73	I Wonder Where	113	92
Climb Up the Ladder	45	22A	I'm a-Rolling	89	67
Come, Let's Sing and Play	24	1	Insect Quartet	98	76
Comin' Round the Mountan	29	7	Jig Jog	34	12
Criss-Cross Applesauce	45	21A	Jim Along, Josie	98	77
Badinage (Cui)	83	100	Jolly Sailors	35	13
Dance a Baby Diddy	30	8	Knock at the Door	48	24B
Did You ever See a Lassie?	59	33	La-Cuckoo	112	93
Diddle, Diddle, Dumpling	44	21B	Land of the Silver Birch	61	35
Donkey Riding	31	9	Leg Over Leg	49	25A