

Baby's Musical World

The world of baby is centered on home, the family and the caregiver. At first, the warmth and security of the caregiver's body is the only world baby knows. Feeding, stroking, cuddling, rocking, being soothed by the music of a melodious voice, all of these daily activities establish a psycho-physical bond which is critical to human development. The expression of love through touch and holding and sweet loving words stimulates sensory-motor responses from the baby. Thus s/he is set on the path of learning and structuring his/her own knowledge of the world.

Musical play is a wonderful way for baby and the family to play together. Musical play activities provide caregivers with opportunities to help baby develop physically, emotionally, socially and intellectually. These intimate, interactive activities anticipate and support signs of development as they occur daily, in an environment of trust and security.

Musical play is sheer enjoyment for the baby. Musical play gives adults a wonderful way to interact with baby and builds memorable experiences. What a delight to use appropriate activities that engage the baby and contribute to vital aspects of growth and development at the same time.

Sharing movement and music with baby brings forth sensory-motor interaction with the caregiver, encouraging active exploration and accommodation of new experiences. The aim of the class experience is for the adults to relax, grow and have fun with baby. There are NO behavioral expectations of baby. Encourage each caregiver simply "to be there" for the baby, and to delight in learning activities to share.

Infant Music Classes are a sacred trust for educators. Please consult *Family Music for Babies* (Musikgarten, 1997) for a detailed discussion of the developmental and musical aspects of the infant/parent music class.

Consider the following:

- Repeat each activity several times. Everyone will enjoy the activity more when it becomes comfortably familiar.
- Allow each adult/infant pair to move at their own pace. Drifting in and out of activities is the norm for an infant class.
- It is most important to keep the class centered on interaction between each child/adult pair. If you successfully nurture this musical play, it will more likely continue in the home during the week.
- Encourage caregivers to sing, to touch and smile, and to follow their baby's pace.

How to use the lesson suggestions in this collection:

- All activities and lesson plans are printed on file cards. Lesson Suggestion 1 is on Card 4; the activities for Lesson 1 are on Cards 6 - 17. For all other lessons, put cards in the order suggested; alter the lessons for your personal situation. Use Post-It Notes for reminders to yourself.

Materials for the Teacher: 25 Activity Cards, Compact Disk Recording, and Lesson Planning Binder

Materials for the Family: Baby Instrument Packet, Compact Disk Recording and Parent's Booklet for each child

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	Card Recording No.	
Introduction	1	
Musical Content	3	
Lesson Suggestions 1-8	4-5	
Greeting Song: Welcome and Hello	6	
Bouncing		
The Bear Went Over the Mountain	7	1
Jack Be Nimble	21b	4
Mother and Father	8	12
There Was an Old Lady	20	10
Two Little Horses	21a	
Body Awareness		
Alouette	13	2
Hickory Dickory Dock	16	5
Rocking		
A la rurro niño	19	15
Baloo Loo, Lammy	10	6
Korean Lullaby	23	18

Dances

	Card	Recording No.
Balaio	14	16
Bandltanz	14	3
Kolomeyka	14	14
Mozart: Piano Concerto in G, K453 (excerpt)	14	9
Ping Pong Samba	14	11
Wild Mountain Thyme	24	8

Traveling Movement

	Card	Recording No.
Baby Is My Darling	12	7
Our Gallant Ship	25a	
Sally, Go 'Round the Mountain	15	
Stop!	22	17

Beat Motions, Instruments

	Card	Recording No.
Balaio	14	16
Frère Jacques	18	
Kolomeyka	14	14
Scarf Activity: Peek-a-Boo	17	13
Rhythm Patterns:	9	
Tonal Patterns:	11	

Bouncing Activities allow baby to experience the beat in the whole body. They stimulate the whole body, helping to develop balance and body position. Babies love different moves: from side to side, the stop, and changes of tempo.

Rocking stimulates balance; it connects the feeling body, the listening ear and the thinking mind.

In **Traveling Movement Activities** baby experiences moving through space as well as beat and meter through the adult's movements. Encourage the adults to carry the baby and hold him/her close to the body.

Through gentle manipulation of baby's body in **Body Awareness Activities** you help the infant to discover his/her body parts. Tickles and strokes delight baby as well.

Dancing, the sheer joy of moving to music, promotes close interaction. When baby is held close to the adult's body, s/he experiences the integration of movements with the feeling of dance through the adult. The wide variety of dance music introduces various sounds, rhythms, and cultures. This is a time

for baby to tune his/her ear to another musical language.

Hide-and-find Activities are a top favorite, especially when you use a transparent scarf. In addition to great enjoyment, they bring a significant developmental value: object permanence.

Rhythm and Tonal Patterns lay the foundation for listening and the musical language. Introducing patterns is the prelude to later rhythmic and tonal competency, and, they are fun.

Rhythm and tonal patterns should be part of every lesson. Patterns are compelling for the infant because they are a prelude to language development, a type of sounding game.

Playing **Instruments** gives baby the pleasure of holding an object, exploring and experimenting with it and hearing the sound. Rhythm sticks, rattles and drums all make a lovely simple sound to fix baby's attention, or, to taste.

Materials for all lessons: Baby Instrument Packet for each child, Drums, extra Rhythm Sticks and Rattles for adults, *Baby's Musical World* CD

Activity	Function	Card	
Welcome and Hello	Greeting Song	6	
The Bear Went Over the Mountain	Bouncing Song	7	
Mother and Father	Bouncing Activity	8	
Duple	Rhythm Patterns	9	
Baloo Loo, Lammy	Rocking Song	10	
Major	Tonal Patterns	11	
Baby Is My Darling	Traveling Movement	12	
Alouette	Body Awareness	13	
Mozart: Piano Concerto G	Dance	14	CD No. 9
Sally, Go 'Round the Sun	Traveling Movement	15	
Hickory Dickory Dock	Body Awareness	16	
Peek-a-Boo	Scarves	17	
Kolomeyka	Rhythm Sticks	(see card 14)	CD No. 14
Bye, Bye	Closing Song	(see card 6)	

Lesson 2

Repeat the same activities in the same sequence as Lesson 1. As the children become used to the lesson ritual, they will respond more freely. If time allows, consider adding after the rhythm stick activity:

Frère Jacques Rattles Card 18

Patterns: Triple Rhythm after *Baloo, Loo, Lammy*
Minor Tonal after *Baby Is My Darling*

Lesson 3

Continue with the activities from Lessons 1 and 2. Consider adding or substituting:

Bandltanz Dance CD No. 3

to/for the rocking activity (*Baloo Loo, Lammy*).

Note: Do not hesitate to keep repeating activities.

Present this confidently to the parents and help them to understand that the more often we repeat an activity, the more the infants will enjoy it, and learn from it. Find an opportunity to talk with the adults about some of their favorite

pieces, tunes which elicit a fond remembrance. We all enjoy music more when it is familiar.

Patterns: Triple Rhythm after *The Bear Went Over*
Major Tonal after *Baloo Loo, Lammy*

Lesson 4

Continue with the activities from Lessons 1-3. Consider substituting

Ping Pong Samba Dance CD No. 11
(in place of the Mozart excerpt)

A la ruro niño Rocking Song Card 19
(in place of *Sally, Go 'Round the Sun*)

Patterns: Duple Rhythm after *Welcome and Hello*
Minor Tonal after *Baby Is My Darling*

Welcome and Hello

Wel-come, wel-come, Wel-come and hel-lo! Wel-come, wel-come,

Wel-come and hel-lo! Wel-come, dear chil-dren. Wel-come and hel-lo!

Vs. for each child:

Evan, Evan, Welcome and hello.

Evan, Evan, Welcome and hello.

Mommy and Evan, Welcome and hello.

- Sing the song, tapping the beat. Add a welcome to everyone present in measure 10: for example “Welcome, dear children and mommies and grandfathers.”
- Sing a verse to each child and adult.
- Change the text as follows for a closing song.
 - Bye, bye. Evan. We’re glad that you were here.
 - Bye, bye, Evan. We’re glad that you were here.
 - Mommy and Evan, We’re glad that you were here.

The Bear Went Over the Mountain



The bear went o - ver the moun - tain, The bear went o - ver the moun - tain. The



bear went o - ver the moun-tain, To see what he could see._____ To



see what he could see._____ To see what he could see._____ The



bear went o - ver the moun - tain, the bear went o - ver the moun - tain. The



bear went over the moun - tain, To see what he could see._____

Vs. 2

The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see. Etc.

- Bounce baby rhythmically while singing the song.
- Stop all movement on the fermata on *mountain*.
Hold for a few seconds, then resume singing and bouncing.
- Repeat the stop/hold each time a fermata appears.
- Conclude the activity with a big hug.

Variation: Accompany the song by playing on drums.
Stop all motion and sound on the fermatas.

Recorded by Baritone, Bass Clarinet, Piano (CD No. 1)



Title	Card	Recording No.
A la rorro niño	19	15
Alouette	13	2
Baby Is My Darling	12	7
Balaio	14	16
Baloo Loo, Lammy	10	6
Bandltanz	14	3
Bear Went Over the Mountain, The	7	1
Frère Jacques	18	
Hickory Dickory Dock	16	5
Jack Be Nimble	21b	4
Kolomeyka	14	14
Korean Lullaby	23	18
Mother and Father	8	12
Mozart: Piano Concerto in G, K453	14	9
Our Gallant Ship	25a	
Peek-a-Boo	17	13
Ping Pong Samba	14	11
Rhythm Patterns	9	
Sally, Go 'Round the Mountain	15	
Stop!	22	17
There Was an Old Lady	20	10
Tonal Patterns	11	
Two Little Horses	21a	
Welcome and Hello	6	
Wild Mountain Thyme	24	8

Recording List

1. The Bear Went Over the Mountain
2. Alouette
3. Bandltanz
4. Jack Be Nimble
5. Hickory Dickory Dock
6. Baloo Loo, Lammy
7. Baby Is My Darling
8. Wild Mountain Thyme
9. Mozart: Piano Concerto in G, K 453 (excerpt)
10. There Was an Old Lady
11. Ping Pong Samba
12. Mother and Father
13. Peek-a-Boo
14. Kolomeyka
15. A la rorro niño
16. Balaio
17. Stop!
18. Korean Lullaby

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