



LAH-LAH'S MUSIC ROOM TEACHING GUIDE INFORMATION

Welcome to Lah-Lah's Music Room. The information contained herein is a guide designed to give you an outline of the structure and ideas behind what's contained in the Music Room resource and how it can be used at home or in the classroom. We are working in consultation with an Early Childhood Teacher to ensure that for educators particularly, there is an understanding of what can be achieved by engaging with this resource within their service's own educational program and philosophy. For parents, it is an opportunity to understand further the teaching, planning and analysis of learning that goes on when teaching young children music. For all, there is also very importantly, an element of wanting to encourage the joy of sharing the love and fun of music at the heart of the Music Room project.

This guide will outline some theoretical understandings that underpin the importance of teaching music to children in their early years; how this connects with our national learning framework The Early Years Learning Framework for Australia (DEEWR, 2009) and also some sample lesson plans that can be drawn from to be used in your classroom's own context, or at home. Lah-Lah and Buzz appear in the video implementing these lesson plans in their wonderfully dynamic, colourful and engaging way. Firstly, our ECT consultant Mel would like to unpack further the theory and links to the Principles, Practice and learning outcomes of the EYLF for teachers and parents invested in teaching young children music.

Lah-Lah's Music Room within an Early Childhood Educational Program:

Research shows us that humans are innately musical beings (Trehub, 2001) and in knowing this, it is crucial that all children are provided with a musically enriched environment to tap into that musicality with which they were born. (Niland, 2009) Imagine if you will, having a musician in residence within your service or home.....provision of quality music programs for children every day, researched and meaningfully planned ideas that are contextually matched with your service philosophy, or your family values. What a rich and amazing experience for all that would be! Now re-imagine that you do have that available to you every day, and that musician in residence is you! With the support of quality resources, ideas and an understanding of how the characteristics of children's play and the role of play in learning and development, educators and parents can encourage children to play with music by way of a child centred music curricula. (Niland, 2009) As teachers and parents, we can engage with children everyday with music, we may just need a framework of understanding and some practical ideas as to how this can be done to help us along the way. It is also important to remember that when engaging with musical experiences, as suggested by Niland (2009) it is crucial that as teachers and parents of young children we use music to extend interest in many areas of learning and not just base experiences on any assessable musical outcomes. (p 17)

As an Early Childhood Teacher who is highly influenced by the teachings and thinking behind sociocultural theory; I strongly believe that dedicated thinking, planning and intentionally teaching the creative arts is one of our most important roles as adults we have in children's lives. You may not have a professional artist in residence, you may not have a musical education background, however what we do have is an understanding of how children learn, or a knowledge about your

child, we have a voice and we have access to resources such as this to help guide our planning and experiences around the arts for young children.

In the spirit of the principle of sociocultural theories, which is evidenced throughout our national curriculum, the EYLF, this resource will align itself with and honour this thinking and carefully encourage a music program of ideas, suggestions and deeper understanding. The aim of this work is to engage children, parents and educators in music. We understand that some of us aren't confident in singing or discussing instruments and other areas of music education, so we have designed some information that will hopefully spark ideas, creativity, innovation, confidence and experimentation with music. Partnering with this resource will provide an opportunity for holistic, meaningful music education that will provide educators and parents practical skills and also the connection and sense of identity as teachers of music. Your greatest resource is the children in your life. Children are so eager to participate, so naturally connected to music and movement and so willing to spend time with you at home or at school enjoying music together.

The Early Years Learning Framework (EYLF) and Music experiences:

The aim of the EYLF is to extend and enrich children's learning from birth to five years and through the transition to school. It has a particular emphasis on play-based learning and recognises the importance of communication and language and social and emotional development. (DEEWR, 2009, p 5) The EYLF's five learning outcomes are intentionally broad and observable. (DEEWR, 2009, p 19) They are designed to demonstrate that children learn in diverse ways at their own pace and not always in a developmentally linear fashion. When planning to engage in teaching children music concepts and implementing experiences, we firstly need to be aware of the principles and practices of what we are hoping to achieve. What thinking is guiding our planning and teaching? Why do we want to engage children in this experience? The EYLF provides us with information that will help guide this thinking and planning. There are five Principles and eight Practices contained within the EYLF that we need to consider, ensuring that our planning is more than just outcome based for children. How these principles and practices and eventual outcomes can be considered and demonstrated within the Music Room's suggested ideas, will be outlined in the sample lesson plans.

LAH-LAH'S MUSIC ROOM

LESSON PLAN – GOOD MORNING SONG & ACKNOWLEDGEMENT TO COUNTRY

Teaching Objective: To provide an opportunity for children to greet each other through song and understand the positive feelings of belonging and engaging in secure, respectful and reciprocal relationships (EYLF, DEEWR, 2009). To connect with our Nation's first people by acknowledging the land that we sing and dance on being Awabakal land (please research the land that your setting is on) and promote children's cultural competence and positive attitudes through knowledge of different cultural practices (EYLF, DEEWR, 2009).

Intended learning Outcomes: (what are we intending for the children to learn from this experience?)

- For children to learn the words and actions to Lah-Lah and Buzz's Good morning Song and also an Acknowledgement to Country.
- For the children to develop a daily routine that promotes belonging and understanding of the respect and connection we make when we take the time to greet our friends and also pay respect to Australia's Indigenous culture.

Teaching Strategies: (how will we implement this learning?)

- Access to Lah-Lah and Buzz's online session on the Morning Song (to be accessed via the internet on a laptop or iPad)
- After watching Lah-Lah and Buzz, the children sit in a circle with their educators.
- The educator says: "Let's sing good morning to our friends" and then begin Lah-Lah and Buzz's music of the good morning song.
- Next ask the children to stand for our Acknowledgement of Country.
- The educators guide the children through the Acknowledgement of Country.
- **Questions for reflection with the children:** Who do you greet each morning when you wake up? Do you say hello to your friends and teachers when you arrive at school? How do you feel when your friends say hello to you? I wonder how the Aboriginal people used to say hello to each other when they lived on this land a long time ago.

LESSON PLAN – MUSICAL INSTRUMENT REVEAL & DISCOVERY

Teaching objective: For the children to be introduced to and learn about different musical instruments and the orchestral family that each instrument belongs to. This objective can be repeated and altered to each different musical instrument that is revealed and discovered over time.

Intended learning outcomes:

- For the children to build an understanding of the names of instruments.
- For the children to build an understanding of what an orchestra is and the instrument families that make up the orchestra.
- For the children to discover what the instrument is made from and how it works.
- For the children to discover the sounds of different instruments and how they are played to produce sound.
- To introduce the concept of music as a language that can be read.

Teaching Strategies:

- Access to Lah-Lah and Buzz's online session on instruments (to be accessed via the internet on a laptop or iPad)
- Have pictures/posters/books available in the classroom about instruments for the children to access during their play.
- Invite a musician to come and play and share their knowledge of their instrument – this could be a parent or family friend who plays an instrument.
- Discuss other instruments that belong to the same family ie, string family etc
- **Questions for reflection with the children** – What does it sound like? What is it called? What is it made of? How do we play it? Where does the sound come from?

LESSON PLAN – MAKE IT – PLAY IT

Teaching Objective: For the children to be involved in their own music making experience.

Intended learning outcomes:

- For the children to engage in a hands-on creative experience by creating their own musical instrument from loose part recycled materials.
- For the children to be guided by the basic mechanics of the instrument they are creating ie, string instrument, wind instrument.
- For the children to access and benefit from the use of loose recycled parts to create with.
- For the children to hypothesise, create, trial and test their work in progress.
- For the children to engage in the concept of sound making process and creation.

Teaching Strategies:

- For educators to pre plan and prepare the learning station for this experience.
- To provide loose recycled materials for the children to use to create their instrument.
- For the teachers to encourage, guide and use sustained shared thinking to assist the children in staying on task with the process of understanding the mechanics of the instrument and what is needed to produce sound.
- To watch further short clips of instruments being played.
- **Questions for reflection with the children** – How does your instrument make its sound? Can you hear if it is a low or high sound? Where is the sound coming from? Do you think your instrument could help you sing songs while you play it?

LESSON PLAN – SINGING SONGS

Lah-Lah's music room includes the singing of many songs at different times throughout the experience. This is because singing and music is part of a holistic approach to educating children in their early years. Children love the engagement and human interaction of singing. This lesson plan gives a general objective and learning outcomes that could apply to the inclusion of all singing within the classroom.

Teaching Objective: For different genres of songs to be included in all musical experiences within the educational program.

Intended learning outcomes:

- For children to join in with learning the words and actions of songs.
- For children to engage in being able to sing softly and loudly.
- For children to combine actions with songs
- For educators to use songs throughout the program's different routine times ie, to relax, to soothe, to calm, in transitions, to celebrate etc.
- To support children's growing language and communication, literacy and numeracy skills through singing
- To build a love and appreciation of our own and other's ability to make music with our voices

Teaching Strategies:

- To build a resource of a wide variety of singing material within the program
- To access different genres of music and songs, especially nursery rhymes
- For teachers to use dramatic play, actions, props when teaching song and singing with the children
- To sing songs Acappella (without instrumental accompaniment)
- To utilise percussion instruments with the children to support singing
- To provide opportunities and invitations for children to sing solo or in small groups in front of their peers
- Sing songs specifically designed to introduce concepts of pitch, tempo, rhyming and echoing.
Pitch – "On my toe there is a flea", **Tempo** – Row, Row, Row your boat, **Rhyming** – Willaby, Wallaby, Woo; Memory – Mr Clickety Cane etc...)

Assessment and analysis of Learning – assessment of learning is an important tool for teachers to be able to measure children's group and individual progress over time and to also reflect on the effectiveness of learning opportunities, environments and pedagogy (EYLF, DEEWR, 2009) Many of the Principles, Practices and Outcomes of the EYLF are covered in these Lesson Plans. How they are assessed for learning will depend on the individual experience that happens in your classroom or home. Children do not need to be assessed for their musical abilities, but reflections can be made on how they engage in the experiences, their ability to bring their own knowledge to the learning and build further knowledge from the experiences. Music like all of the creative arts is a platform for learning through play. It supports all other areas of learning, so as teachers it is highly beneficial to use music as a teaching strategy with a view to assessing their engagement and progress over time of other areas of learning.