

Music and Early Childhood Curriculum

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MadCAP {Madison Creative Arts Program}

❖ Welcome

- I'm Kjerstie. I've been teaching at Madison Children's Museum for over 10 years now, and have been with MadCAP for 10 years, as well. I have degrees in Music Therapy and Music Education from Wartburg College in Waverly, IA and have worked in school (public, private, and pre-), hospital, and clinical settings. I am a part time composer when I need new music for classes or shows and all the time musical theatre enthusiast. Thank you so much for inviting me to share my passion for music with you!

❖ Why integrate music into your daily activities in the classroom?

- Music is a memory tool & helps guide behavior
- Songs will help structure the activities or behavior you wish to see in your students
- Music is unifying
- Music & rhythmic structure organize movement & encourage physical exploration of space in a controlled and natural way

❖ How do these principles work?

- Sample music class from MCM curriculum
 - Gathering Song: "Time to Sing" (Raffi)
 - Hello Song: "Sing Hello"
 - Gross motor movement: "Dancing Bear" (Doug Nichols, Songs for a Nichols' Worth)
 - Fine Motor: "Itsy Bitsy Spider" or "Bee Song" (folk music)
 - First instrument (Palmar Grasp): "Shaker Eggs"
 - Counting Song (fine motor, academic): "Elephant Song"
 - Second Instrument (Palmar/Radial Grasp): "Bell Song" (kj)
 - Third Instrument (Pincer Grasp/Crossing Midline): "Rhythm Stick Band"
 - Full Body/Imaginative Movement Song: "Moving Like Animals" (kj)
 - Movement Song: "Shake Something" (Hap Palmer)
 - Cool Down Song: "Twinkle Twinkle Little Star" (trad.)
 - Goodbye Song: "Sing Goodbye"

❖ Well, that may be a great class structure, but I don't really feel comfortable leading a music class. How else can I use music to get the kids engaged and excited about things?

- Storytelling with instruments ("The Intrepid Traveler")
 - This is a great opportunity for students to use their voices, pots & pans, instruments, clapping, bells, and anything else that makes noise to create a sound track to a story which they will also develop with you!

- Use a storybook which is derived from a song
 - **Little White Duck** by Bernard Zaritzky (Author, Contributor), Joan Paley (Illustrator)
 - **Five Green and Speckled Frogs** by Constanza Basaluzzo (Illustrator)
 - **Over in the Meadow** by Michael Evans (Author, Illustrator)
 - **Down by the Station** by Jess Stockham (Illustrator)
 - **Froggie Went A-Courtin'** by Iza Trapani (Illustrator)
 - **Shoo Fly** by Iza Trapani
 - **Row, Row, Row Your Boat** by Iza Trapani
- Utilize a longer form; story theatre (narration) with songs
 - This will take a little practice and time, but is an excellent capstone to a unit
 - **Stone Soup** by Carol Kaplan and Sandi Becker
- ❖ **Bring your students to see a show!**
 - There are lots of opportunities for students to attend musical theatre at a relatively low cost per child.
 - MadCAP runs a season specifically targeted to Madison, Dane County, and Wisconsin's youngest theatre-goers (ages 2-8)
 - Be sure to check the ages & type of performance before bringing a group of little ones...musicals with short scenes and an overall length of 45-70 minutes work best.
 - Be sure you practice performance etiquette before you go!
 - It's ok to talk before the performance and after, but when there is action on stage, respect your friends around you
 - Clap or laugh when you like something-that's how the actors know you are enjoying the show
 - Review the story before you go; that way the students will know what to expect
- ❖ **Thank you again for inviting me to present for you.**
 - Please do not hesitate to contact me if you have any further questions or would like more information about anything I've talked about today.
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