

# Development of Musical Activities Through Musikgarten

	<b>Babies</b>	<b>Toddlers</b>	<b>Cycle of Seasons</b>	<b>Music Makers: At Home</b>	<b>Music Makers: Around the World</b>	<b>Music Makers: At the Keyboard</b>	<b>Piano Partners</b>
	Newborn – 18 months Sensory Motor	16 months – 3 years Sensory Motor	3 – 5 year olds Sensory Motor	4 – 6 year olds Conceptual/Sequential	5 – 7 year olds Conceptual/Sequential	From age 6 Conceptual/Sequential	

<b>Singing</b>	Adults singing; no expectations of child	Adults sing; no expectations of child; child may join in with	Children begin to sing very familiar songs; begin to be mindful of singing tunefully; can sing resting tone very familiar material	Singing more tunefully when singing in a limited range	Expanded range and repertoire	Singing to internalize material to be played on the keyboard
<b>Moving</b>	Adult generates full body beat and flow: bounce, rock, body awareness	Locomotion: walk, run, stop/start, jump, march, etc.; flowing motion of a dance; spatial awareness (hoops); circle dance to provide sense of community	Impulse control, spatial awareness, and balance; expect more from the children at this point; simple structured circle dances; recorded music to nurture movement response to music	Explore elements of movement (Laban): weight, time, space, flow; more structured dances; cumulative dances	Explore movements and dances of many cultures	Movements/dances to foster ensemble skills, comprehension of meter, and familiarity of the song repertoire to be played on the keyboard
<b>Listening</b>	“Aural Bath” of songs, chants, & patterns of the culture	Isolated familiar sounds tied thematically to the lesson	Isolated contrasting sounds from nature (blue jay and cardinal)	Nature sounds in the context of their environment; Instrumental sounds solo and in ensemble	Instrumental ensembles and compositions specific to a culture or to a style within that culture	Keyboard Song Process to bridge between the singing circle and the keyboard; Classical piano literature to become familiar with the repertoire of the instrument
<b>Instrument Playing</b>	Sensory exploration; flow and steady beat	Sticks, jingles, shakers, scarves, hoops – explore plus steady beat. Add drums, resonator bars to encourage matching beat	Introduce ostinati; transfer movement ideas to instruments	Ostinato with very familiar song, several parts but probably not at the same time	2 or more ostinati simultaneously; many ensemble opportunities to nurture beat competency and instrumental skill	Keyboard Activities promote instrumental skills necessary to play the song repertoire on the keyboard
<b>Patterns</b>	Hear patterns in major and minor	Echo on a neutral syllable	Echo using a rhythm language or solfège. Isolate familiar patterns in a song.	Recognize familiar patterns in songs. See familiar patterns in notation	Visually recognize familiar patterns in written songs; have the sound of the pattern in their heads	Build a repertoire of visually and aurally familiar patterns. Find those in song repertoire. Apply knowledge to unfamiliar patterns. Compose and improvise using those patterns

<b>Gordon's Skill Sequence</b>	Aural	Aural/Oral	Verbal Association- Partial Synthesis (Aural Recognition)	Verbal Association- Partial Synthesis- Symbolic Association (Notation)	Partial Synthesis- Symbolic Association- Composite Synthesis	Symbolic Association- Composite Synthesis- Generalization- Composition/ Improvisation- Theoretical Understanding
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