

Development of Musical Activities Through Musikgarten

	Babies	Toddlers	Cycle of Seasons	Music Makers: At Home	Music Makers: Around the World	Music Makers: At the Keyboard	Piano Partners
	<i>Newborn – 18 months</i> Sensory Motor	<i>16 months – 3 years</i> Sensory Motor	<i>3 – 5 year olds</i> Sensory Motor	<i>4 – 6 year olds</i> Conceptual/Sequential	<i>5 – 7 year olds</i> Conceptual/Sequential	<i>From age 6</i> Conceptual/Sequential	
Singing	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	
Moving	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	
Listening	“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	
Instrument Playing	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	
Patterns	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	
Gordon’s Skill Sequence	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	