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## Young Child Information Sheet

Welcome to **Kindermusik for the Young Child**! Thank you for your commitment to this program. The program is a process that will enrich and stimulate your child's life musically, intellectually, socially, and more! For your budding musician, **Young Child** provides a pressure-free, developmentally appropriate transition where she can musically succeed before taking on more formal instruction. In small, movement-oriented classes, your child develops her greatest instrument - her voice - while she learns the symbols and vocabulary of music-making. Your child will strengthen listening skills, gain important technique, the ability to read music and create musical compositions, and more - tangible accomplishments that instill positive emotions about his or her own musicality.

*The background is rich and the skills so developed, that after graduating from the program, learning to play an instrument is much easier, typically goes much faster; and hence, a lot of fun!*

Kindermusik for the Young Child keeps all the doors open, rather than narrowing to one at this tender age. We will explore several types of instruments, and your child may really shine on one of them. This is especially helpful for parents who are thinking about private lessons, but aren't sure what instrument to choose and invest in. A child under age 7 normally isn't ready to make a long-term commitment to one instrument. They don't have the experience to know what they're good at and what they like, plus parents may neither want to purchase an instrument nor invest time and energy in an instrument that the child may not stick with.

**Kindermusik for the Young Child At Home** materials include a folder full of weekly activities, an illustrated family songbook, a games bag, professionally recorded CD, a purple embroidered carry bag, and a musical instrument (varies by semester).

**Arrival:** We will be moving around to lots of activities! Be sure that your child is dressed comfortably and is prepared to participate barefoot or with socks. Plan to arrive in time to get settled and visit the restroom if necessary. Your teacher may be busy transitioning the room from one class to the next. Please wait for her signal before entering the classroom. Also, notice your child's attention span and don't arrive too early to class.

**As parents, you have a large role in your child's success in Young Child.** Children are encouraged to do the assigned activities at home during the week. The Kindermusik philosophy doesn't support that the student should be forced to practice or do homework--this is still a process, not performance--based, class. The child can still learn from the program even if he/she does not practice every day! Of course, the more you put in, the more you get out of the program. Observe your child and take a balanced approach to practice at home.

**Class Order:** Please follow the teacher's guidelines for classroom discipline. While at appropriate times freedom of movement is encouraged, uncontrolled running, shouting or displaying harmful behavior towards other children is not allowed. If a child is continually disruptive or poses a safety hazard to himself or other children, that child may need to be withdrawn from the program.

**Sharing Time:** Parents and siblings join the last 10 minutes of every class. Typically we will dance, play a musical game, etc., have sticker/reward time, and possibly go over home activity cards.

**Missed Classes:** Because the Young Child class is offered one day per week, there are no opportunities for makeups. There are no refunds for missed classes. Please make every effort to have your child in class each week as the curriculum is sequential. When absences do occur, your teacher can guide you in helping your child catch up at home.

Please direct **Administrative Questions** (payment, re-enrollment, etc.) to Kathy at 761-4290. Ask **Homework or Class Related Questions** to your teacher.

## Curricula Overview

### Year 1, Semester 1 (fall semester)

What could be more natural than the child who explores his world through music? Children love singing favorite songs such as "Come and Follow Me," "Star Light, Star Bright," "Train Is A-Comin" and "Bell Horses," echoing vocal patterns and singing games like "Farmer, Farmer". This semester, Mozart is the featured composer and we listen to many of his compositions, including "A Little Night Music" and selections from "The Magic Flute." Other listening repertoire includes "The Clock" by Haydn, "Cloudburst from "Grand Canyon Suite," by Grofe, "The Aviary" from "Carnival of the Animals" by Saint-Saens and the percussion and brass families and their individual instruments. The children's favorite activity is playing various percussion instruments for ensembles such as "A Weather Story," "The Birds" and a barred instrument called a glockenspiel for playing melodies. Children love to move

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to newly composed music for stories like "Into the Woods" and "Magical Dancing Clocks." Other singing games are "Dr. Foster," "Tideo," "Here Comes a Bluebird" and "Wild Bird." Parents will love the musical concepts that the children learn as we lay the foundation for future instrumental study. Concepts in Semester 1 are quiet/loud, steady beat, fast/slow, long/short, high/low, singing/speaking, melodic direction and actual reading and writing non-traditional and traditional rhythm and staff notation.

### Year 1, Semester 2 (spring semester)

At this age, the young child learns music best when he is actively engaged in making music! Songs and activities that encourage solo singing are "We Sing Hello," "Ten in the Bed," "We Are Dancing" and "Good-bye." Songs and activities that reinforce tonal or rhythmic concepts for music reading and writing are "Lucy Locket," "Mouse Mousie," "Ten in the Bed," "Go to Sleep" and "Sing and Celebrate." Songs that encourage echoing or a response are "Che Che Koolay," "I Have a Little Melody" and "We Are Dancing." Songs that are playful or familiar and call the children into joyful participation are "Jingle Bells," "Take Me Out to the Ballgame," "Happy Birthday," "John Jacob Jingleheimer Schmitt," and "If You're Happy and You Know It." Songs used in singing games are "Lucy Locket," "Mouse, Mousie" and "Circle Round the Zero." Beethoven is our featured composer as we

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listen to "Symphony No. 6." Other listening selections include "The William Tell Overture" by Rossini, "The Four Seasons" by Vivaldi, "The Elephant" from "Carnival of the Animals" by Saint-Saens, "Peter and the Wolf" by Prokofiev and "The Young Person's Guide to the Orchestra" by Britten. Other listening repertoire includes listening to the woodwind and string families and their individual instruments. Children delight in moving to original compositions for learning concepts, "Piano and Forte Dance" and "Dancing Staccato and Legato." Two highlights are the instrumental ensembles, "The Elephant and the Waterfall" where children make sounds to express the story and "Sing and Celebrate," an ensemble for singing and playing different parts. Concepts in Semester 2 are piano/forte, crescendo/decrescendo, staccato/legato, graphic notation and reading the traditional rhythms of quarter and eighth notes and quarter rest and staff reading of f, g, a, c and d.

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### Year 2, Semester 3 (fall semester)

Children now receive a two-string dulcimer and learn to play chords and tunes like "Twinkle, Twinkle." Children continue with the glockenspiel, playing melodies and using mallet-crossing technique. Songs and activities which encourage solo singing include "Old Blue," "Who's That?" and "I Got a Letter This Morning." Songs and activities that reinforce tonal or rhythmic concepts for music reading and writing or include a call and response are "Hop Old Squirrel," "King Kong Kitchie," "Land of the Silver Birch" and "Mallet Dance" and "Tahboo." Familiar and joyful songs are "Scat Singing" and "He's Got the Whole World in His Hands." Tchaikovsky is our featured composer this semester as we listen to many selections from the "Nutcracker." Other listening selections include an Appalachian story in song, "Cumberland Mountain Bear Chase," sung by David Holt; "Sea Interludes" by Benjamin Britten; "And God Created Great Whales" by Hovhanness; Spirituals, New Orleans Jazz and Jazz Scat Singing. In Semester 3, children explore the various cultures of Appalachia, sailors, Native Americans, African-Americans, New Orleans jazz and ballet, tap and jazz dancing. Multicultural dances such as "Old Lady No-Nose," "The Long-Legged Sailor," "Tahboo," Trampin," "Little Feather," "Land of the Silver Birch," "Jazzy Dance" and "Music for Tap Dancing." Concepts in Semester 3 are added staff notes b and low d, Half Rest, Whole Note, Half Note, Dotted Half Note; Three- and Four-Beat Meter; improvisation and composition.

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### Year 2, Semester 2 (spring semester)

Children eagerly receive a new instrument for melody playing: the recorder. Many songs that represent diverse cultures from around the world are "Kupulu Kane" from Hawaii, "See the Rabbit Running" from Hungary, "Magic Tom-Tom" from the Congo and "The Chirimbolo" from Ecuador. Songs and activities that reinforce tonal or rhythmic concepts for music reading and writing are "Momotarosan," "Rain, Rain Go Away," "See the Rabbit Running," "Bow, Wow, Wow," and "Up and Down the Scale." Songs that call the children to joyful participation include "The Alpine Song," "My Head and My Shoulder," "Twinkle, Twinkle," and "My Farm." "The Alpine Song" encourages vocal explorations (yodeling) and "Up and Down the Scale" utilizes the major scale. Dances and patterned movement activities include "Kapulu Kane," a Hawaiian game; "Heel and Toe Polka," an Alpine dance; "Bow, Wow, Wow," "My Head and My Shoulders," "Che, Che Koolay," "Mexican Hat Dance," and "The Chirimbolo" from Central and South America. Children will love participating in ensembles such as "Momotarosan," "The Alpine Song," "The Story of Don Gato," "Twinkle, Twinkle" with a wider variety of percussion instruments such as xylophones and metallophones. Children listen to the music and instruments from the Pacific Islands, Europe, Africa, and Central and South America. Our featured composer in Semester 4 is Johann Sebastian Bach, whose music contains pipe organ and harpsichord. New concepts of reading and writing music are introduced as we learn the staff notes of e, low c, b flat and f sharp; drawing the treble clef; and reading syncopated rhythms. *When children complete the two-year curriculum, they are prepared for instrumental study. The background is rich and the skills so developed, that learning to play an instrument is much easier; and hence, a lot of fun!*