A young girl with dark hair, wearing a white tank top, is lying on her back on a grassy field. She is smiling and looking upwards. Several yellow musical notes are scattered around her. The background is a bright green field of grass.

**When
everyone
sings
everyone
learns!**

Welcome to our Music Mini-Series

Part 1: Using Music to Foster Diversity and Inclusion

Part 2: Fingerplays & Movement Throughout Your Day

Part 3: The Joy of Music Outdoors

BECKER'S

Our Presenter:
Lisa Heintz



Little Songbird
songs for learning

“Diversity: the art of thinking independently together.”

— *Malcolm Forbes*

“I can see myself in all things and all people around me.”

~Sanskrit

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community – and this nation.”

~ *Cesar Chavez*



Open the Circle: Using Music to Foster Diversity & Inclusion

Lisa Heintz, M.Ed.

Owner, Little Songbird: Songs for Learning

www.LittleSongbird.com





Open the Circle

By Ted Warmbrand &
Frank Hernandez
Sung by Joanie Calem



Open the circle
The time has come
Open the circle
To everyone
It's our circle
Without a doubt
We'll leave it open
'Til nobody's left out
(bum-bum-bum)

Objectives for this session

In this session you will learn...

- WHY incorporating music into your daily curriculum is more than just a “filler”
- Your ROLE in creating successful music experiences
- How to MANAGE your expectations (and theirs!)
- How to PLAN for music and movement that is culturally relevant, inclusive, educational and FUN for everyone!



**In the circle we are all equal.
When in the circle,
no one is in front of you.
No one is behind you.
No one is above you.
No one is below you.
The sacred circle is designed
to create unity.**

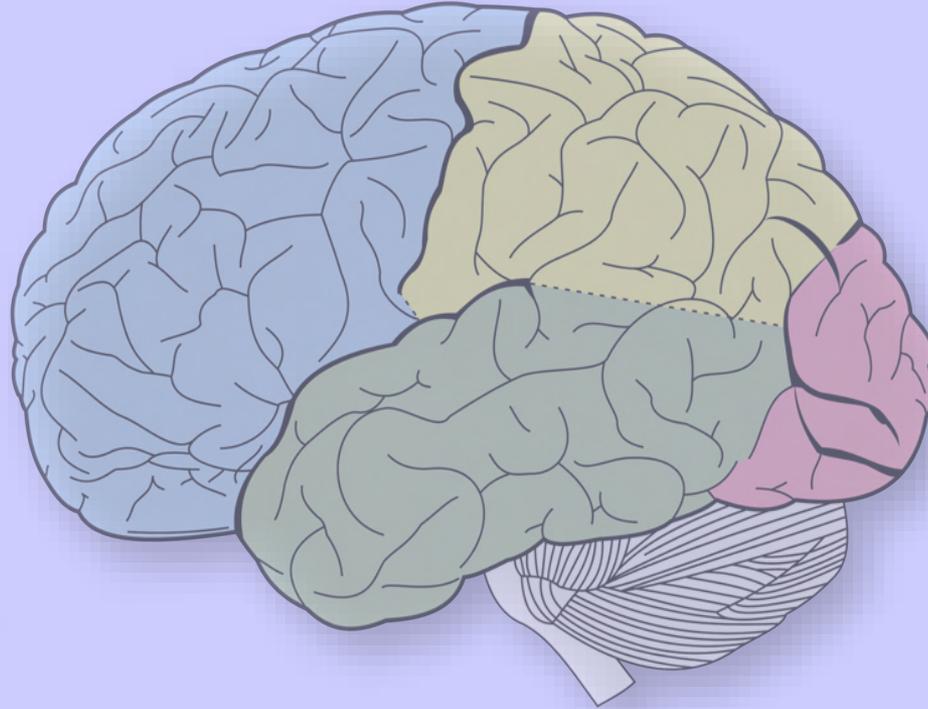
*Dave Yakima Chief,
Oglala Sioux Lakota*



**WISE
WHYS**



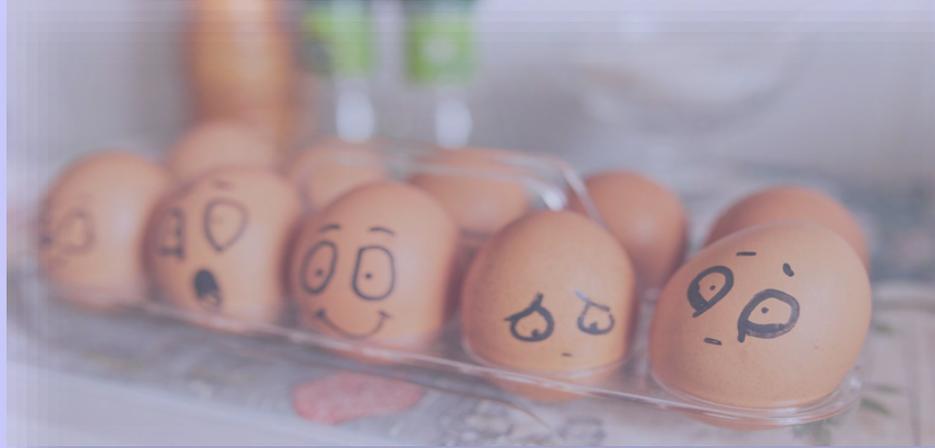
Effects of music on the BRAIN



- **Speeds up sound processing development**
- **Stimulates both hemispheres**
- **Increases neuron development**
- **Improves coordination & speed of movement, language, analysis**



Music evokes EMOTION



- **Boosts self-confidence**
- **Increases energy**
- **Lowers cortisol--our stress hormone - by releasing endorphins and oxytocin which naturally reduce stress.**
- **Reduces anxiety and depression; improves mood**
- **Focuses on mindful activity--blocks out distractions and allows you to be present, calm, relaxed**
- **Provides a safe, productive means of self-expression that helps manage stress beyond the classroom--coping strategy!**

Music develops SOCIAL SKILLS



- **Music synchronizes heartbeats**
- **Increases feelings of connection and well being**
- **Helps develop trust and mutual respect**
- **Increases ability to integrate within community**
- **Music unites us**
- **Social inclusion is critical for treating mental health disorders**

Music builds COMMUNITY



- Promotes and connects us through our cultural and national identity/ies (*many children will have more than one!)
- Helps us maintain our own culture
- Creates new communities across boundaries

Music promotes POSITIVE BEHAVIOR



- Encourages positive growth through constructive and specific feedback on behavior-- volume, participation, expression, cooperation
- Promotes inclusion and acceptance of all students - we all have cultural traditions, needs, interests that can be explored through music
- Creates safe space for creative thinking & expression for individuals/group
- Smooths transitions
- Develops self-control & rule following

Music promotes PHYSICAL well being



- Promotes deeper breathing which helps to calm
- Increases our antibodies which boosts the immune system
- Reduces pain
- Provides aerobic activity which improves overall health

Music directly develops LANGUAGE SKILLS



- Vocabulary
- Expressive language
- Language patterns
- Recall/memory
- Rhyme
- Syntax
- Rhythm/prosody
- Phonemic awareness
- Comprehension
- Tempo
- Phonological awareness
- Syllabification

- Pitch/tone/dynamics
- Increases attention, focus
- Improves listening skills
- Engages visualization, imagination
- English Language learning
- Children who can keep a steady beat are more prepared to read at age 5



WHAT IS YOUR ROLE?



Model!

YOU set the tone for what you expect children to do and how they participate.

If you expect them to sit in a circle, sit with them.

If you expect them to participate, participate.

If you want them to have fun, have fun with them!



*If you are not yet comfortable with singing with children, using Song Picture Books are a great beginning!

Managing your expectations



Preparation is key!

- Model and expect R-E-S-P-E-C-T
- Keep in mind typical attention span for your group (5" for 3s, 10" for 4s, 15" for 5s at the beginning)
- Streamline your plan - avoid wait time, missing materials
- Use PROACTIVE and positive discipline
- Include opportunities for appropriate movement
- Make your expectations clear before each new experience
- Plan with intention!
- Stay flexible within your plan
- Judge your own singing as you do your students': It's ALL GOOD!
- Have FUN!

Addressing the needs of special learners



Watch for signs of stress:

Students who seem uncomfortable with proximity to others

Covering ears

Acting out/“meltdowns”

Limited attention span



Identify the KEYS to success:

What helps the child be independent?

What activities seem most engaging?

What helps to calm the child?

How can the child participate fully?

Our role is to find a way for them to play!

Begin with the least intrusive or restrictive adaptation



Least Restrictive

- Environmental: Cover distractions (shelves, toys); close door for sound
- Add picture cue cards
- Provide individual cues or prompts for expectations
- Increase student choice
- Reduce lighting/cover windows
- Add props for all children to use
- Allow student to bring comfort object

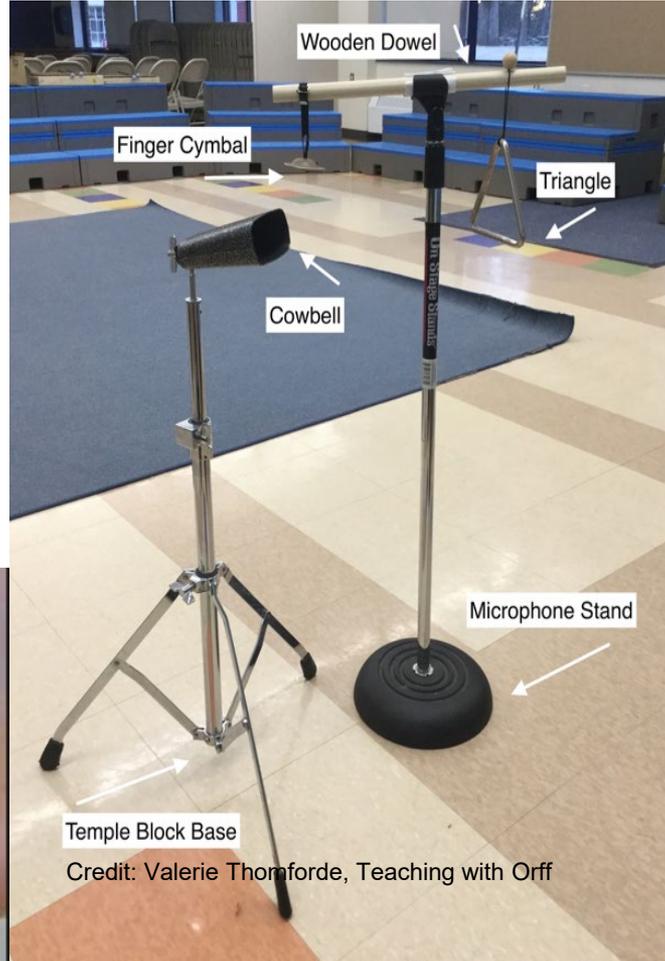
Most Restrictive

- Seat child next to adult
- Adult uses hand-over-hand assistance with verbal prompts (fade over time)
- Recruit peer to model to prompt/assist/encourage student

Create physically adaptive instruments



Credit: eazyhold.com



Temple Block Base

Credit: Valerie Thornforde, Teaching with Orff



Credit:
SpecialNeedsToys.com



Tips for Integrating Diverse Music

- Play songs a child is already familiar with in the primary language of a student/s in your class (e.g. the ABCs, nursery rhymes or counting songs) .
- If possible, share videos of musical performances from the country of origin so that students can see instruments, scenery and the people that create the music.
- Play lullabies from other languages during rest times, calm times
- Play an instrumental song and make up a dance together.
- Develop a playlist of multicultural songs and integrate it into a regular routine (as children gather for an activity, or in the morning, during centers, or outdoors).



- **Focus Line:** Place a long line of painter's tape on the floor. Play calming music while children walk slowly down the line.
- **Balloon or Feather Dancing:** Give each child a feather. Encourage them to blow the feather to keep it afloat during upbeat music, or let it drift slowly down during quiet music.
- **Reverse Freeze:** Children remain "frozen" while music plays, but may dance/move in place when the music stops!
- **Match the Sound:** Play a segment of a song in which a specific instrument is clear.. When you stop the song, present 2-3 instruments, playing each one. Children try to identify which one matches the one they heard in the song.
- **Simon Says:** Hold up a picture cue of a body part, then play music for 30-45 seconds. Children may only "dance" with the selected body part! Stop the music and change the body part. Repeat to the end of the song.



Circle Time/ Music & Movement Planner



Date:

Theme:

Next time...

Gathering song:

Welcome song (child choice):

Hook:

Book or Interactive Chart:

Fingerplay (child choice):

Gross Motor Movement/Dance:

Song/Fingerplay (low & slow activity):

Materials (theme-related items, props, instruments, felt board, interactive chart, book, puppets, markers, etc):



Thank you for joining me today!
Let's connect!

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twitter.com/lss4l

instagram.com/littlesongbirdS4l



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celebrate!

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Next week: Same time, same place!

Fingerplays & Movement Throughout Your Day



When Everyone Sings Everyone Learns!

A Music Webinar Mini Series

Presented by Lisa D Heintz

June 15, 22 & 29 | 1pm ET

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