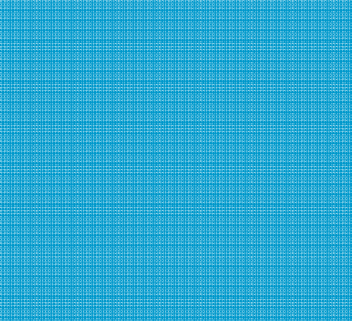




**EXECUTIVE SUMMARY:
MUSIC EDUCATION IN KINDERGARTEN: A REVIEW OF
OUTCOMES, APPROACHES, & IMPLEMENTATION ISSUES**



THERESE RIORDAN, M.B.A.
GUILLERMO MONTES, PH.D.
AUGUST 2000

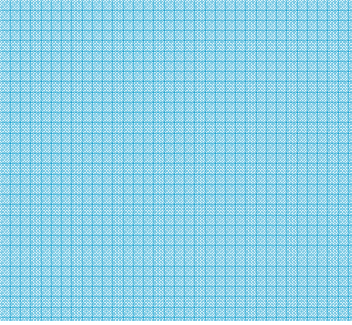


children's institute
Strengthening social and emotional health



EXECUTIVE SUMMARY

Music envelops and touches the lives of people of all ages. As early as the embryonic stage the growing fetus hears and responds to various types of sounds, tones, and rhythms, and not just with an emotional response, but also with brain development. Studies have concluded that music can make the difference between mild retardation and normal learning. It can be used to facilitate a difficult birth and the healing process that follows. Music has been found to be effective in helping high-risk children and others with learning tasks (Gunn, 1997). It has even been designated one of the basic learning styles.

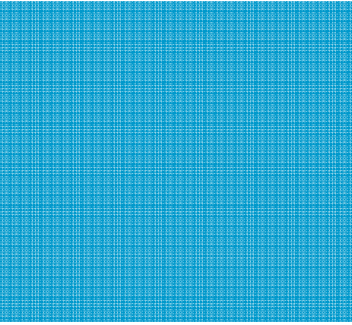


The inclusion of music in the kindergarten program can benefit children 5-6 years old. While not every child will experience progress, as a group music education has an impressive list of documented changes.




This report reviews the literature on the use of music in kindergarten and supports the following:

- Music can have a significant role in children's development during early education.
- Music can successfully be included in the kindergarten curriculum by either the regular kindergarten teacher or a music educator.
- Not all children will respond positively; appropriate method and environment contribute.
- Certain subjects such as language arts and math naturally work well with music, but music can also be used to introduce or reinforce themes being studied, social studies concepts, etc. Integration and collaboration are key elements for success.



Music education in kindergarten is pursued on the basis of two compatible arguments:

- To foster musical appreciation and proficiency at an early age, and
- Because music education can help the child excel in other areas of the curriculum.



In elementary school instruction there are four popular approaches in music education: *Only the Kodaly and Orff-Schulwerk methods have documented benefits.*

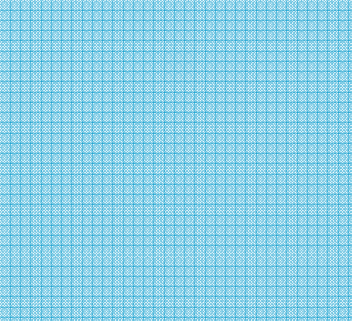
- Comprehensive Musicianship
- The Dalcroze Eurhythmics



The Kodaly Methodology

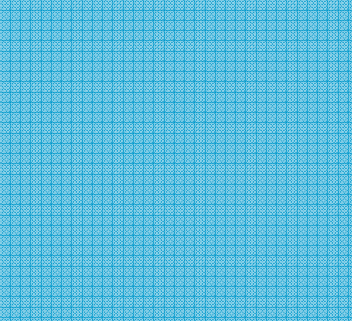
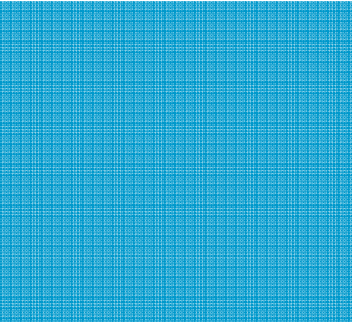
- The Orff-Schulwerk

Musical and non-musical outcomes related to early music instruction include:

- Improved musical skills and attitude towards music
 - Improved motor skills: coordination, endurance, fine motor skills and rhythmic behavior
 - Improved cognitive & academic skills: listening, reading, writing and speaking skills, memory, spatial relations, better problem-solving and math performance
 - Improved socio-skills: general social skills, attention, and better attitude towards school
- 

Results regarding the use of background music in the classroom are mixed and inconclusive.

Prior to implementation, the following should be considered:

- Availability of willing and able personnel
 - Professional training and development
 - Space
 - Materials
 - Adoption of a model
 - Curriculum development
 - Collaboration with community resources
 - Evaluation to assess achievement
- 
- 

Note: Reference T00-606

For full transcript contact customer service: (585) 295-1000 x 256