



JCC Music Program

by Lisa Baydush
Early Childhood Music Specialist
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“The most widely accepted learning theories in early childhood education... teach that children learn best when the topic is relevant, motivating, and meaningful to them, when they have opportunities for hands on exploration and play, and when they are actively engaged with others. These are the theories that define our school's curriculum.”
– Sandy Lanes, Ganon Gil newsletter, 9/09

“Young children’s musical growth occurs best in a playful, musically rich, and developmentally appropriate setting, where learning activities are interesting and fun.” – Music Together

“Music-making, like talking and walking, is a life skill that is learned during the early years. Children who have active and interesting music experiences with a wealth of songs and rhythmic movement before the age of five are more likely to achieve basic music skills such as keeping a steady tempo, moving rhythmically, and singing comfortably in tune.” – Music Together

“Research continues to show that music activities play a powerful role in a child’s development, and may actually improve his/her ability to learn and be successful at other disciplines, such as language, math and science.” – www.growing-up.com/music

“The richness, variety, and amount of your child’s early experience in music affect both what she achieves and the delight he derives.” – Music Together

Goals:

1. As a **JEWISH** music educator, my goal is to transmit Judaism (ethics, values, holidays, Hebrew vocabulary, Israel, etc.) through the songs we sing.
 - a. Students learn simple Hebrew vocabulary – greetings, colors, body parts, counting, animals, etc.
 - b. Students learn the stories and customs related to the holidays – from Rosh Hashanah to Yom Ha-atzmaut, as well as the stories of Creation and Noah.
 - c. Students explore some of the basic tenets of Judaism – Tzedakah, Shalom, and Tikkun Olam.
2. As a Jewish **MUSIC** educator, my goal is to engage my students with songs, rhythm activities and percussion instruments.
 - a. Songs that are 'just for fun' engage and delight students, and create an eagerness in them to participate in future music classes.
 - b. Percussion instruments allow students the opportunity to explore different musical sounds and rhythms, as well as to experience traditional holiday songs that may be too difficult to sing.
 - c. Rhythm activities challenge students to imitate patterns, stimulating them to think musically while also helping with cognitive developmental skills.
3. As a Jewish music **EDUCATOR**, my goal is to provide opportunities for my students to develop cognitive and motor skills through musical activities.
 - a. Songs that involve imitating the hand motions of the teacher develop **matching and patterning** abilities which are important pre-reading skills. An example of this when there is one motion associated with one part of the song, such as tapping knees, and another motion associated with another, such as clapping hands. This sort of activity also helps develop **bilateral coordination**, the ability to use both sides of the body at the same time (whether for the same movement, alternating movements or different movements), and **crossing the midline**, the ability to use one side of the body in the space of the other (such as drawing a circle on a piece of paper or making scissor motions with arms). Crossing the midline relies on good bilateral coordination, and is a necessary cognitive and fine motor skill for learning to read and write.
 - b. **Sequencing** is a cognitive skill that places information in a logical order. It is essential for phonics, word fluency, reading and oral comprehension. Songs that build sequentially verse by verse help develop this skill.
 - c. **Sorting**, being able to put things in order, helps to develop children's skills of **differentiation**. When they learn to read, they must be able to see that the letter "b" is different from the letter "d," and that letters must go in a certain order to spell a word. By singing songs that have a quiet/slow verse and a loud/fast chorus, children begin to develop this skill. Similarly, we use rhythm instruments to help differentiate a chorus from a verse, as well as **directionality** (up, down, front, back, etc.), a skill necessary in reading and writing.

Strategies:

1. Make music class lively and interactive!

- a. I believe that having fun is key to the whole process of learning. The experiences that truly engage us are the ones we remember. Therefore, when choosing songs to sing with my students, I consider the 'fun' element first. Which songs are going to delight them?! Which songs are going to make them giggle?! Which songs will they want to sing again and again?!
- b. I believe that just as there are many learning modalities, there are many ways for children to participate in music class, and that singing is only one of them. I consider a variety of ways to involve my students in a song, whether through movement or rhythm, instruments or imagination, signing or singing. Just because a child isn't singing every word of a song doesn't mean they aren't involved and learning from the experience. (Note, this is entirely different from passive listening.)
- c. I utilize props, percussion instruments, sign language and movement whenever possible to provide kinesthetic experiences that are so important in the early childhood years.

2. Promote the development of cognitive, language and motor skills by singing songs with the following types of activities:

1. marching like Maccabees (bilateral coordination);
2. skipping, hopping, galloping, etc. to Grandma's house for Thanksgiving (gross motor skills);
3. hiding Turkey stick puppets behind their backs during one part of a Thanksgiving song, and bringing them out to say 'gobble' during another part (differentiation);
4. shaking the lulav in all directions for Sukkot (directionality and crossing the midline);
5. holding a Torah in one hand and waving a flag with the other for Simchat Torah (bilateral coordination);
6. pretending to roll and braid the challah (bilateral coordination and crossing the midline);
7. doing sign language (matching, patterning and crossing the midline);
8. using glove puppets with frogs, ducks, apples, etc. for counting songs (sequencing).

3. Be cognizant of what I'm trying to teach with regard to each song.

- a. My objectives for each song may be very different from one another or for the same song from one week to another. Is it that I want them to learn the lyrics or am I providing an opportunity for differentiation? Am I teaching a holiday story or familiarizing them with a traditional melody? Am I trying to engage them with something silly so that I have their full attention for the next song that might transmit something more educational?
- b. My objective for each class period is to build a unit that teaches to all of my goals. With one song, I may be trying to introduce a new theme, such as an upcoming holiday. With the next, I may be building on that theme with a song that gets them up and moving. The next song may be purely for fun, but still on topic so that there is context for the song. And the last song may tie it all together. Additionally, my stickers are always theme-related. By the end of a successful class, I should have engaged my students and transmitted something educational and/or Jewish, while having fun and providing opportunities for skill development.
- c. It's critical to give context to the songs we sing. Why are we singing this song? How does it relate to what's happening in our lives? I organize my curriculum thematically so that all of the songs in a given class revolve around a specific theme, such as a holiday or topic (such as colors or counting). Teachers are encouraged to keep me informed about topics of interest in their classrooms so that I can incorporate related songs.

Holidays:

- Shabbat
- Havdalah
- Rosh Hashanah
- Yom Kippur
- Sukkot
- Simchat Torah
- Thanksgiving
- Chanukah
- Tu B'shvat
- Purim
- Pesach
- Yom Ha-atzmaut
- Rosh Chodesh

Themes:

- All About Me
- Animals
- Colors
- Community
- Counting
- Creation & Noah
- Hello & Goodbye
- Just for Fun
- Movement
- Percussion
- Plating & Growing
- Seasons
- Songs That Teach
- Tikkun Olam (MLK Day)
- Transportation (Truck Day)

Specifics about Music Class:

1. **Structure of classes:**

- a. Classes are 25 minutes long.
- b. Each class begins with a 'boker tov' and 'friendship' song.
- c. We then sing 3-4 theme-based songs.
- d. Each class concludes by handing out stickers to the students, and then singing a 'shalom' song.

2. **Classroom Songs:**

- a. Early childhood experts stress the importance of continuity and repetition in the early childhood classroom. Therefore, every week I always sing the same hello song at the beginning of class, and always end class with the same goodbye song.
 - Boker Tov (Baydush)
 - Boker Tov, Boker Or (Allard)
 - Hello There, Hello There (Allard)
 - Friends 1-2-3
 - Shalom Yeladim (Allard)
- b. I try to repeat songs from week to week to build repertoire, and look for ways to use songs from one unit to another, such as singing 'Building a Better World' for Yom Kippur, Tikkun Olam and Friendship, and 'I Spy a Butterfly' for Spring, Colors and Movement.
- c. Rhythmic songs can be used as a great transition or class management tool.
 - Rhythmic Hinei Mah Tov
 - Boom, Snap, Clap
 - Boom Chicka Boom
 - Razzama Tazzama (Allard)
- d. It's always important to be prepared to deviate from my planned set list. Here are a few songs I keep in my 'back pocket' just in case I need to change things up.
 - Shake My Sillies Out (Raffi)
 - The Body Rock (Scelsa)
 - Sing a Silly Song (Baydush)
 - The Goldfish (Berkner)
 - Ants in My Pants (Allard)
 - I Went to School One Morning (Buchman)
- e. Please check my website (www.LisaBaydush.com/curriculum.htm) to see updates to the JCC Songbook which is a complete list of all of the songs we sing at the JCC, including links to YouTube videos. In the back, you'll find links to other videos the children enjoy.

3. **Expectations of Teachers:**

- a. Lead by example! Teachers are expected to be engaged participants. The example they set with their involved and attentive behavior sends a powerful message to the children that this is important, this is fun, this is something we enjoy doing together! Conversely, not participating and engaging in conversations with co-teachers or parents sends an equally powerful, but negative, message that what we're doing doesn't matter and that it's okay to be disrespectful.
- b. Provide hands-on help with regard to discipline! When I'm singing, it's impossible for me to lay a gentle hand on a shoulder or give a subtle reminder about inappropriate and distracting behavior. I hate to have to stop a song... it really kills the energy and excitement in the room.

4. **Shabbat Sings:**

- a. Four Shabbat Sings take place every Friday in the atrium from 10-12. Parents and siblings are welcome to join us!
- b. Teachers are expected to:
 - Arrive on time... Please be mindful that I'm trying to create a Shabbat experience with a particular flow which can really be disrupted when a class comes late.
 - Help with crowd-control... I like to sing lots of lively, participatory songs, but it is NOT okay for children to run around and dance in ways that may cause someone to get hurt or takes away from the Shabbat experience.
 - Be engaged participants... Please sit with your students and sing along, as well as help lead clapping, sign language and movements so that the children have someone leading them while I'm playing the guitar.
 - Remember that this is not a break... Please refrain from chatting with fellow staff or parents; not only is it disrespectful to me, but it models inappropriate behavior to our students. Thank you!

