



Developing
our children's
musical creativity

CURRICULUM LINKS:

EARLY YEARS LEARNING FRAMEWORK (EYLF) (Australia)

FunMusic for Little Kids supports the basic educational principles contained in the Early Years Learning Framework - especially every child's right to education (including cultural and artistic activity) which lays the foundation for future learning (UN Convention of the Rights of the Child); and the aspiration that all young Australians are successful learners, confident and creative individuals and active and informed citizens (the 2008 Melbourne Declaration).

BELONGING, BEING AND BECOMING

FunMusic for Little Kids supports the EYLF vision for children's learning as characterised by the words **belonging, being** and **becoming**. Underpinning all *FunMusic for Little Kids* activities is an acknowledgement that children **belong** to family, cultural, neighbourhood and wider community groups, and a belief that good relationships are crucial for effective musical learning. *FunMusic for Little Kids* activities are not just preparing children for a creative future, but are also designed to **be** enjoyed in the present - encouraging children to relate to others, engage with the joy of musical learning and meet challenges within a musical context. And all of the *FunMusic for Little Kids* activities are especially designed for our children to **become** the music creators of the future, by developing skills, knowledge and understandings of the musical domain.

ELEMENTS OF THE FRAMEWORK

The *FunMusic for Little Kids* resources have distinct links to the three elements of the EYLF – Principles, Practice and Learning Outcomes. As stated in the EYLF, the emphasis in the Framework is on planned or intentional aspects of the curriculum. *FunMusic for Little Kids* contributes to curriculum by offering activities which are designed to foster children's musical learning and development. Creativity, according to experts such as Mihaly Csikszentmihalyi, is something which requires a long-term immersion in the technical knowledge of a domain, and *FunMusic for Little Kids* supports this theory by providing activities through which children can sequentially increase their knowledge of musical skills and concepts over time.

PRINCIPLES

FunMusic for Little Kids supports the five principles of the EYLF which reflect contemporary theories and research evidence in children's learning:

Principle 1: Secure, respectful and reciprocal relationships

The *FunMusic for Little Kids* resources and materials are designed to be used as part of an explicit group teaching experience. A group setting provides children with the emotional and social support required to positively interact with others, and also allows opportunity to learn about responsibility, connectedness, interdependence, collaboration and teamwork.

Principle 2: Partnerships

Music provides many opportunities for children to work in partnership with families and communities, and to celebrate the many different cultures represented in a particular learning setting.

Principle 3: High Expectations and Equity

FunMusic for Little Kids demonstrates high expectations by producing high quality resources for early childhood educators. All of the activities are designed with an age-appropriate outcome in mind, contributing to every child's musical learning and creativity. *FunMusic for Little Kids* is absolutely committed to equity, believing every child should have the opportunity to learn music from an early age, and produces easy-to-use music teaching resources for educators who do not necessarily have a musical background.

Principle 4: Respect for Diversity

FunMusic for Little Kids respects the diversity found within children's families and communities, and acknowledges and values the cultures, abilities and strengths found within them. Music can be used as a way of unifying a group of children from diverse backgrounds.

Principle 5: Ongoing Learning and Reflective Practice

FunMusic for Little Kids is committed to providing professional development and mentoring for educators of young children to enable them to teach music to children simply and effectively. *FunMusic for Little Kids* is also committed to ongoing reflective practices in its production of music teaching resources, taking into account questions of philosophy, ethics and practice.

PRACTICE

The *FunMusic for Little Kids* activities draw on a range of pedagogical practices which promote children's musical learning:

Holistic Approach: *FunMusic for Little Kids* acknowledges the connectedness of mind, body and spirit in its pedagogical approach. Music teaching and learning in a group setting is a social experience, and a vehicle for collaborative learning and wider community participation.

Responsiveness to Children: *FunMusic for Little Kids* always aims to motivate and engage children, and build on their musical skills, strength and knowledge.

Learning Through Play: The *FunMusic for Little Kids* resources and activities provide opportunities for children to learn through child led, child initiated and educator supported play. Creativity is enhanced through musical knowledge building and improvisation.

Intentional Teaching: *FunMusic for Little Kids* resources are designed primarily for use in planned teaching situations, and aim to foster high level musical thinking skills. Deliberate strategies are used to develop and extend the children's knowledge, such as modelling, demonstrating, explaining, and engaging in shared thinking and problem solving. *FunMusic for Little Kids* provides opportunities and resources to document and monitor the children's learning.

Learning Environments: The *FunMusic for Little Kids* activities are designed to be used in a flexible and open learning environment, allowing space for children to experiment with simple percussion instruments and creative movement.

Cultural Competence: *FunMusic for Little Kids* resources can be used to develop cultural competence by celebrating and honouring diversity and difference in music across cultures, and by developing musical knowledge which can be used to communicate effectively across cultures.

Continuity of Learning and Transitions: *FunMusic for Little Kids* is committed to building on children's prior and current learning to help them feel secure, confident and connected, providing them with a solid musical foundation for their transition to school and the learning contained in the Australian Arts Curriculum (music).

Assessment for Learning: *FunMusic for Little Kids* supports the practice of planning, documenting and evaluating children's learning. Resources are available to assist educators in gathering and analysing evidence about what children know, can do and understand in terms of intended musical outcomes.

LEARNING OUTCOMES

FunMusic for Little Kids supports the five learning outcomes in the EYLF in the following ways:

Outcome 1: Children have a strong sense of identity

Children feel safe, secure and supported when they join in with group music activities, confidently engaging in familiar and unfamiliar musical experiences and smoothly transitioning between activities.

Children develop their emerging autonomy, interdependence, resilience and sense of agency by increasingly co-operating and working collaboratively with others in musical activities, and persisting when faced with challenges.

Children develop knowledgeable and confident self-identities by feeling respected for who they are, and celebrating and sharing their musical contributions and achievements with others.

Children learn to interact in relation to others with care, empathy and respect by showing an interest in other children and being part of a group whilst participating in music activities.

Educators promote this learning within a musical context by supporting children in times of change, bridging the gap between the familiar and unfamiliar, spending time interacting with each child, being emotionally available and providing a warm, nurturing learning environment.

Outcome 2: Children are connected with and contribute to their world

Children develop a sense of belonging to groups and communities through participation in group music activities. They also develop an understanding of the reciprocal rights and responsibilities necessary for active community participation by co-operating with others during planned music activity sessions.

Children respond to diversity with respect by listening to and showing concern for others during music activity sessions.

Children become aware of fairness by developing and exploring connections with others, and the capacity to act with kindness and compassion within planned music sessions.

Children become socially responsible and show respect for the environment by investigating and exploring new ideas in music, and participating in group music activities within their environment and community.

Educators promote this learning within a musical context by ensuring that children have the skills to participate in music-making activities, encouraging children to listen to and respect others, drawing attention to issues of fairness and modelling respect for the children's environment and community.

FunMusic for Little Kids®

Part of Pilbrow Global Pty Ltd | ABN: 39 158 001 775

PO Box 71 Yass NSW 2582

E: info@funmusicforlittlekids.com | W: www.funmusicforlittlekids.com

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing by accepting new challenges within a musical context, and working collaboratively with others to make music.

Children take increasing responsibility for their own health and physical wellbeing by participating in music activities and creative movement using gross and fine motor skills, and manipulating equipment such as musical instruments with increasing competence and skill.

Educators promote this learning within a musical context by ensuring that all children experience pride in their musical achievements, planning for gross motor music activities (eg creative movement) and providing a range of simple musical instruments for children to play (within a safe learning environment) to develop their fine motor skills.

Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity by participating in planned music activities or play-based experiences.

Children develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating by participating in music activities which are open-ended and encourage experimentation with musical skills such as singing, playing instruments, moving and listening.

Children transfer and adapt what they have learned from one musical context to another, or between music and other subject areas such as mathematics.

Children resource their own learning through connecting with people, place, technologies and natural/processed materials and engaging in musical activities with others which explore musical tools, technologies and media.

Educators promote this learning within a musical context by providing flexible learning environments, intentionally scaffolding children's musical understandings, supporting children in thinking musically, and providing appropriate tools, technologies and media to enhance their musical learning.

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others by participating in activities which promote musical communication such as singing, playing instruments, moving and creating.

Children engage with a range of texts and gain meaning from these texts by singing and listening to songs and rhymes and responding to the sounds and patterns found within them.

Children express ideas and make meaning using a range of media by participating in music activities which encourage participation and vocal and instrumental improvisation.

FunMusic for Little Kids®

Part of Pilbrow Global Pty Ltd | ABN: 39 158 001 775

PO Box 71 Yass NSW 2582

E: info@funmusicforlittlekids.com | W: www.funmusicforlittlekids.com

Children begin to understand how symbol and pattern systems work, by listening and responding to the patterns found in songs and rhymes, beginning to aurally recognise musical patterns and becoming aware of the relationships between aural and visual representations of musical symbols.

Children use information and communication technologies to access information, investigate ideas and represent their thinking by engaging with simple musical technologies.

Educators promote this learning within a musical context by providing intentional, scaffolded and supported music teaching sessions which incorporate singing, playing instruments, moving, creating, listening, responding, investigating musical symbol systems and exploring appropriate technologies.

REFERENCES

Csikszentmihalyi, M. (2013). *Creativity. The psychology of discovery and invention* (Modern Classics ed.). New York: HarperCollins.

Department of Education, Employment and Work Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia*, Canberra: Commonwealth of Australia.
