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## Musical Children



## In The Making

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### Lara's Letter



Sure, winter is here, but things are continuing to “heat up” at Kidstunes! Please take time to visit our website often ([www.Kidstunes.org](http://www.Kidstunes.org)) where you will find a taste of **Kidstunes** at home with information about our Curriculum, Instructor Biographies, Activities for home use, Musical Links, and details about other services we provide such as Birthday parties, Inservice Workshops, and much more! As always, we welcome your comments, suggestions, or references. Our success has been possible only through YOU - our students, parents, and schools. We are committed to providing the **highest quality music education** for your young child!

Did you help your child distinguish between high and low sounds last month? January was filled with lots of fun activities exploring Pitch and Melodic Direction (music moving up, down, or staying the same). Dynamics and Tempo, (please see reverse for details), and the correlating music symbols are just a few of the musical elements that we will discover throughout our lessons in February.

Once again, there are many opportunities to incorporate these themes at home. Who remembers the childhood classic, “John Jacob Jingle-Heimer Schmidt”? Try singing this familiar song softer with each repeat (*diminuendo*), but always loud (*forte*) at the end! Watch and listen to a train as it begins very soft & slow, then gets faster and louder as it roars down the track (better yet, pretend you are a train and act it out together)! Take note of the weekly bulletins at your child’s school and use the same musical terms they’re learning in **Kidstunes!** Your efforts at home WILL make a difference!

We will also have fun with some Valentine’s Day activities as this holiday approaches, so don’t forget your little sweetie and share the love and joy of music with each other!



### 10 Ways to Help Your Child Learn

1. Follow rather than lead, as you learn to support the energies of your child.
2. Awaken your child’s interest in a subject and then step aside. This is the consummate art of the educator!
3. Encourage your child to make choices. Choice makes learning more meaningful and enjoyable.
4. Talk with your child to reinforce language development. This is an essential need of the young child.
5. Make opportunities with your child for quiet and solitude. These needs are not readily satisfied in our busy world.
6. Plan daily activities together and celebrate the day’s triumphs. This provides a special climate of expectation for each new day.
7. Honor your child’s natural and unique abilities.
8. Learn to observe your child. You will see that which you never saw before.
9. Become a learner who accommodates and enhances your child’s development. By observing and learning, you’ll gain new insights which will help you build a caring relationship with your child.
10. Enjoy being with your child. You will never regret the time you invest now with your child!

## February - Musical Expression

### Special Recognition:

♪ Congratulations to Tiffany Coleman (Burlington/Mebane) for being selected as the **2009 Kidstunes Teacher of the Year!**

We are currently looking for enthusiastic teachers in Cary, North Carolina, and central Tennessee. Please call us or visit [www.Kidstunes.org](http://www.Kidstunes.org) if you or someone you know is interested in joining the Kidstunes family!

**Musical Expression** begins emphasizes the differences in and **soft (piano)**, as well as **Tempo:**

mid-January and **Dynamics: loud (forte) fast (allegro) and slow (largo).**

These “musical variables” convey EXPRESSION. We hope students will develop an intuition for the sometimes subtle differences between them and grow to use them when making their own music. TIP: Young children often feel that forte (loud) is always allegro (fast), and piano (soft) is always largo (slow). Although this is often the case, we can help them avoid this assumption by exposing them to slow music that’s loud and fast music that’s soft!

Kidstunes provides numerous examples and various combinations of these expressions. We will move, play, use voices, bodies, and instruments within the wide range of each style. Many will meet new puppet friends—a rabbit named *Allegro* and a turtle named *Largo* - to reinforce tempo. (Remember the story of the Tortoise and the Hare?) They will also be introduced to the dynamic symbols “**p**” (for *piano*/soft) and “**f**” (for *forte*/loud) used in written music. Lastly, lessons will explore **Style of Articulation.**

This refers to the “feel” of the notes in a piece—either **Staccato**, short and detached notes (like popcorn popping!), or **Legato**,

flowing, connected melodies (like slurping up a milkshake!). An excellent series for this topic is *Carnival of the Animals* by Camile Saint-Saens.

The “Aquarium” section is great for “flying” gently around like a bird—legato.

Then, “Fossils” cues our little birds to land on a tree and “peck, peck, peck!” - staccato!

### Reminder!

**Tuition payment is due by the 10th of the month to avoid a late fee!**

### Musical Moments

Talk to your child about how many everyday sounds are fast (*allegro*) or slow (*largo*), as well as soft (*piano*) or loud (*forte*) such as:

Clock ticking  
Faucet dripping  
Cat purring  
Train on tracks  
Alarm clock or buzzer  
Walking or tiptoeing slowly  
Running or stomping quickly

Ask questions like, “Which beat makes you feel sleepy?” or “Which rhythm makes you want to get up and move?!”

Here’s a tempo finger play that you can play with your child:

Slowly, slowly, very slowly, crawls the little snail,

(hand imitates snail crawling)

Slowly, slowly, very slowly up the garden rail.

(hand - snail crawls up arm)

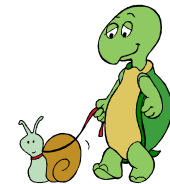
Quickly, quickly, very quickly runs the little mouse,

(hand imitates mouse scampering)

Quickly, quickly, very quickly all around the house.

(hand - mouse runs all around body)

To introduce loud and soft (dynamics), pretend you and your child are in a parade. Play some music (a march if available) & adjust the volume as the child marches through the room. Sing & play gradually louder as you “march INTO town”, then sing & play gradually softer as you “march OUT OF town!”



Largo turtle with his pet, Lento snail

*"Music has a power of forming the character, and should therefore be introduced into the education of the young." -- Aristotle*