

Music Together.®

Supporting Early Learning
Curricula, Philosophies, and
Standards

Supporting Early Learning Curricula, Philosophies, and Standards

High-quality early care and education programs require and seek alignment among principal educational ideas, standards, philosophies, and curricula. Offered in a variety of early learning settings, including preschool and kindergarten classrooms, Music Together® is an adaptable music and movement curriculum which incorporates and supports various prominent approaches within the early childhood education arena.

Music Together is a music and movement curriculum dedicated to nurturing every child's innate musicality. While making music is a joyful activity valuable for its own sake, it also offers benefits that can be especially welcome in an early learning setting. Children in Music Together have shown gains in cognitive, physical, language, social, and emotional development, reinforcing that Music Learning Supports All Learning.® Music Together also supports family engagement and classroom teacher professional development. Versatile and rooted in developmentally appropriate practice, the Music Together curriculum is particularly well suited to a variety of early childhood programs and curricula.

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Music Together Supports NAEYC Early Childhood Program Standards

Standard 1: Relationships

The program promotes positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.

- Music Together creates group music experiences that solidify bonds among children, and between children and teachers, promoting a sense of community in the classroom.
- With a comprehensive home component, Music Together can also promote positive relationships between children and their parents or other family members.
- School-wide Music Together music-making events unite the entire school community, including family members, through a shared activity and a shared repertoire of songs.
- Music Together's supportive classroom and take-home materials give classroom teachers and family members musical tools, knowledge, and a platform through which to interact with children in sensitive and responsive ways.
- The group music-making experience during Music Together activities supports children's leadership and turn-taking skills, their ability to follow and respect peer leaders, and their capacity to work with others as an ensemble, all in a playful environment.
- Music Together activities extend beyond the music experience and provide a platform for teachers to engage in warm, friendly conversations with children and to recognize their work and accomplishments.

Standard 2: Curriculum

The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

- Music Together programs are comprehensive, research-based, and developmentally appropriate with the goal of consistently providing young children with a rich environment of music learning that sparks their interest to get better at reasoning, solving problems, getting along with others, using language, and developing other skills.
- With the belief that Music Learning Supports All Learning[®], Music Together supports the physical, social, emotional, cognitive, and language development of each child, all while having fun with engaging and playful music activities that foster creative expression. For more information on how Music Together supports Standard 2, see "Music Learning Supports All Learning,[®]" available by contacting in-school@musictogether.com.
- Music Together programs include activities and materials that encourage music participation through exploration and play among young children of all ages and their teachers.
- The use of developmentally appropriate instruments and other materials (that "do something" musical) spark children's interest and encourage them to experiment and learn.

Standard 3: Teaching

The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.

- Understanding that young children learn best in a playful yet responsive learning environment, Music Together class experiences are grounded in a developmental and participatory approach to music education rather than a performance-oriented approach.
- Music Together activities reflect and activate the variety of learning modalities (e.g., visual, auditory, kinesthetic, tactile) and are designed to respect and nurture all children's needs, capacities, interests, and backgrounds.
- Music Together activities can be extended into the daily classroom routine. Music Together programs provide professional development opportunities and digital resources to help classroom professionals incorporate music into daily classroom routines to enhance all learning.
- Music Together includes songs from many cultures as well as original compositions that reflect a multicultural world.

Standard 4: Assessment of Child Progress

The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.

- Music Together includes guidance to help classroom professionals assess young children's music making behaviors and the trajectory of their music development. (*Assessment with developmentally appropriate music measures (i.e., methods for observation, checklists, and rating scales) are available as an additional service through Music Together LLC.*)
- Music Together includes professional development workshops, materials, and mentoring to deepen specialists' and classroom professionals' understanding of children's music development, and how to tailor music and movement activities to respond to children's diverse learning styles and developmental needs.
- Regular communications with families is an integral part of the program, providing parents with guidance on how to recognize their child's musical growth and how to use music in the home to support this growth.
- Music Together programs are consistently assessed and informed by ongoing review of new knowledge in the field of child development and education, as well as feedback from practitioners and families.

Standard 5: Health

The program promotes the nutrition and health of children and protects children and staff from illness and injury.

- All movement activities are designed to be safe and developmentally appropriate for the growing bodies of young children, even infants.
- Ensuring there is enough space for children to move freely and safely is an integral part of Music Together program guidelines.
- Music Together activities can be used to encourage daily movement and exercise, even when indoors. The activities and emphasis on adult modeling of movement also promotes children's disposition to become life-long movers.

Standard 6: Staff Competencies, Preparation, and Support

The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

- Music Together offerings include online teacher orientation, implementation support, and resources to support staff knowledge and skills, regardless of their own music education background. Ongoing professional development opportunities for continuing education are also available.
- For those programs seeking Music Together's fully integrated music curriculum, a comprehensive training designed to give a qualified music specialist the specialized knowing about children's music development and how to support it is included.

Standard 7: Families

The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture. To support children's optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children's educational growth, and encourage families to fully participate in the program.

- Music Together's supportive home materials allow families to participate at home in the same activities children share with their teachers in school, strengthening the home-school connection and helping families to feel involved in their child's learning.
- The rich repertoire of songs in every collection represents the diversity in music and culture that exists across the globe. Translations of supportive materials can be found in multiple languages.
- All illustrated materials are designed to embrace diversity in race, ethnicity, culture, family composition, gender, sexual orientation, ability, and living environment so that all children and families feel included.

Standard 8: Community Relationships

The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

- Music Together has had success in a variety of settings (e.g. school, day care, community center) and with a range of organizations and support services that work with children and families facing a wide array of obstacles and in need of various types of support.
- Music Together has locations in every state. Where available and desired, schools can work with a local Music Together center in their community, providing another way to connect with families and local musicians to meet the needs and interests of their children.

Standard 9: Physical Environment

The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

- Selected Music Together activities include opportunities for children to play with a variety of instruments and props to accompany music and movement which enhances the physical environment of the classroom and facilitates children's learning and development.
- A guide for creating a music-making area is available to classroom professionals who desire to create a station with developmentally appropriate instruments for children to use during free play or center time.

*Note: Standard 10 relates to areas not directly relevant to Music Together in school and childcare settings.

Music Together Aligns with Head Start Program Performance Standards

1302.31 Teaching and the Learning Environment

The Music Together curriculum and enrichment resources:

- Support effective teaching that aligns with the Head Start Early Learning Framework. [1302.31(a)]
- Include all children, both typically abled and those with special needs. [1302.31(a)]
- Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security through the music teaching processes. [1302.31(b)(i)]
- Incorporate language-rich songs and chants. [1302.31(b)(i)]
- Support social, emotional, behavioral, and language development through music. [1302.31(b)(i)(ii)]
- Support all children’s engagement in learning experiences and activities through music. [1302.31(b)(i)]
- Include movement activities that can be integrated into daily routines to foster physical activities.

1302.32 Curricula

The Music Together curriculum and enrichment resources:

- Are based in, and strongly committed to, developmentally appropriate practice. [1302.32(a)]
- Are based on research in music education and child development.
- Include materials such as recordings, an illustrated Family Songbook, and other print materials to support curriculum implementation. [1302.32(a)(i)]
- Are aligned with the Head Start Early Learning Framework and are sufficiently content rich to promote measurable progress toward development and learning therein. [1302.32(a)(iii)]
- Have an organized developmental scope and sequence based on how children learn music. [1302.32(a)(iii)]
- Include ready-made lesson plans for teachers’ use and provide for flexibility for teachers to plan their own integration of music into their curriculum. [1302.32(a)(2)]
- Include professional development opportunities to support teachers in their continuous improvement efforts. [1302.32(a)(2)]

1302.34 Parent and Family Engagement in Education and Child Development Services

The Music Together curriculum and enrichment resources:

- Include recordings and songbooks which are sent home with every child to create an excellent opportunity for fostering parent and family engagement. (1302.34)
- Include parents as an integral part of the program and encourage them to engage in their child’s music education by providing them home recordings and print materials. [1302.34(a)]
- Include print materials for teachers to regularly communicate with parents to ensure they are well-informed about the Music Together music curriculum. [1302.34(b)(2)]

1302.45 Child Mental Health and Social and Emotional Well-being

Research has shown that regular music-making can decrease depression, and that singing can reduce anxiety in children and adults. The mitigating effects of music-making on these major mental health problems make participation in music an excellent supplement to appropriate mental health intervention. Consistent use of Music Together in the classroom can:

- Create a joyful, light-hearted atmosphere that supports a program-wide culture that promotes children's mental health, social and emotional well-being, and overall health. [1302.45(a)]
- Provide support for effective classroom management and positive learning environments using music. [1302.45(1)]

1302.50 Family Engagement

The Music Together curriculum and enrichment resources:

- Recognize parents as their children's primary teachers and provides intentional strategies to engage parents in their children's learning and development through family music making. [1302.50(b)(1)]
- Provide opportunities using music to support parent-child relationships. [1302.50(b)(1)]
- Provide family engagement strategies, including two-generation approaches and father engagement, through their recordings and materials that are sent home with every child. [1302.50(b)(1)]
- Provide guidance on hosting family music events that are fun and build a community which welcomes all families with their unique cultural, ethnic, and linguistic backgrounds. [1302.50(b)(2)]
- Provide opportunities for two-way communication between staff and parents regarding children's music interests and development. [1302.50(b)(2)]
- Provide a unique opportunity to leverage community partnerships and other funding sources because Music Learning Supports All Learning™. [1302.509(a)]

1302.53 Community Partnerships and Coordination with Other Early Childhood and Education Programs

- The mission of Music Together is to provide the highest quality music and movement experiences to as many young children as possible, and to involve their parents and other adult caregivers, including early childhood professionals. Music Together is an ideal partner to fulfill Head Start's mandate to connect with organizations or businesses that provide support and resources to families. [1302.53(2)]
- Provided activity adaptations and support for educators working with neurodiverse learners aid the work of music therapists, occupational therapists, and speech and language pathologists in their interventions with children and families. [1302.53(2)(i)]

Music Together Supports the Head Start Early Learning Outcomes Framework *Infants/Toddlers*

Music Together is rooted in Developmentally Appropriate Practice and the importance of the adult as a model for the young child; therefore, the teaching approach and activities provide early childhood educators with teaching processes that support and deepen positive adult-child interactions in the early childhood classroom.

**Music Together is the only music offering that has a mutually agreed upon Crosswalk Alignment to The Classroom Assessment Scoring System developed by Teachstone.*

**The official Music Together/CLASS Crosswalk alignment is available upon request.*

Central Domain 1: Approaches to Learning

Sub-Domain: Emotional and Behavioral Self-Regulation

- Certain Music Together songs, such as lullabies and songs with slow *tempi*, create opportunities for infants and toddlers to manage their feelings and emotions through singing and movement with the help of caring adults.
- The Music Together repertoire provides classroom teachers with proactive and positive ways to help infants and toddlers manage their feelings and emotions in a developmentally appropriate way through music.

Sub-Domain: Cognitive Self-Regulation: (Executive Functioning)

- Music Together activities provide opportunities for infant and toddlers to maintain and sustain attention with support of a caring adult.
- Select Music Together songs support infants' and toddlers' attention-shifting and flexibility in actions by substituting different lyrics to familiar melodies.
- Music Together class time is a fun way to help infants and toddlers demonstrate persistence in their actions and behaviors.

Sub-Domain: Initiative and Curiosity

- Music Together employs materials and processes that maintain and encourage infant and toddler curiosity, such as recordings and songbooks with songs and illustrations that can be used both in the classroom and individually.
- Music Together activities encourage infant and toddler curiosity and initiative through self-expression and creative independence.
- Select Music Together activities include instrument play where children can experiment with them in their own way.

Sub-Domain: Creativity

- Music Together links songs with movement so that infants and toddlers can engage in creative movement as a form of expression to increase understanding and learning.
- The Music Together repertoire and class processes support infants' and toddlers' imagination to create their own movement.

- Music Together includes opportunities for infants and toddlers to improvise body movement and rhythmic accompaniment with instruments to a variety of songs that show imagination in play and interactions with others.
- Some Music Together songs and processes prompt and encourage infant and toddler creativity and imagination by inviting, accepting, and including their suggestions into music and movement class activities.

Central Domain 2: Social and Emotional Development

Sub-Domain: Relationships with Adults

- Music Together creates positive group music experiences that solidify bonds between infants/toddlers and teachers, promoting a sense of community in the classroom.
- With a comprehensive home component, Music Together music activities can also support positive relationships between infants/toddlers and their parents or other family members.
- The Music Together repertoire broadens the classroom professional's opportunities and methods for positive interactions that support secure relationships.
- Music Together's take-home materials (recordings and songbooks) give adults in the infants' and toddlers' lives musical tools, knowledge, and a platform through which to interact in sensitive and responsive ways.

Sub-Domain: Relationships with Other Children

- The Music Together repertoire and class processes create a joyful atmosphere in the classroom, which promotes positive affect and supports infant/toddler relationships with others.
- The group music-making at the core of Music Together enables infants' and toddlers' interactions with others, which supports imitation and play.
- Music Together creates group music experiences that solidify bonds among infants and toddlers promoting a sense of community.

Sub-Domain: Emotional Functioning

- Music Together classes naturally support healthy emotion expression by giving infants and toddlers an alternative avenue through which to express themselves.
- Various Music Together songs and song variations support infant's and toddler's development of emotion knowledge with the support of a familiar adult.
- Music Together activities support the prosocial skills of care and concern among infants and toddlers.

Sub-Domain: Sense of Identity and Belonging

- Music Together uses the developmentally appropriate practice of "accept and include" where music and movement activity variations are developed by following the lead of infants and toddlers, honoring and respecting their creative contributions.
- Music Together activities incorporate group processes using infants' and toddlers' interests and fascinations as a primary vehicle for becoming aware of oneself and showing confidence in their own abilities.
- The Music Together approach is designed to include all children, both typically abled and those with special needs, which can promote an understanding of characteristics of self and others.
- The Music Together repertoire and processes create a joyful atmosphere in the classroom, which promotes positive climate and fosters a sense of belonging.
- Music Together songs are inclusive of the variety of cultures, communities, and families that exist in the world, supporting identity and an overall sense of belonging in the school community.

Central Domain 3: Language and Literacy (Language and Communication)

Sub-Domain: Attending and Understanding

- Music Together employs processes that maintain and encourage infants' and toddlers' interest which fosters an understanding using a musical form of communication.
- Music Together classroom materials support attention and understanding by allowing infants and toddlers to be visually and tactilely involved as they manipulate them as part of the Music Together class or in their free play.
- Music Together songs offer infants and toddlers repetition and intentional opportunities for language communication because the elements of words are more available when sung than spoken.
- Music Together activities can be adapted for general use in the classroom, enabling teachers to communicate and foster language experiences through music.

Sub-Domain: Communicating and Speaking

- The coordination of movement and music in the Music Together repertoire provides infants and toddlers a non-verbal vehicle to communicate interest for engagement in music to gain information from their peers and caring adults.
- By communicating an interest in immediate music making through rudimentary singing and coordinated movement, infants and toddlers foster interaction among peers.
- Music Together's "songs without words" (songs sung on specific vocables, or phonemes) provide opportunities for a teacher to accept and include sounds or words that an infant or toddler initiates, offering novelty for continued repetition that supports infants' and toddlers' communication and language skills.
- Music Together's technique of singing with an infant when they coo and gurgle by imitating and varying the lyrics of the song to include the sounds the baby is making can support an infant's emerging communication skills.

Sub-Domain: Vocabulary

- Music Together songs expose infants and toddlers to words in increasing number in communication using music.
- Music Together's technique of coordinating movement with lyrics, supports infants' and toddlers' understanding of words without yet being able to speak them.
- Music Together's songbook supports infants' and toddlers' vocabulary by connecting pictures with the words in a song's lyrics.

Sub-Domain: Emergent Literacy

- Music Together songs and chants provide opportunities for infants and toddlers to attend, repeat, and use rhymes, phrases, or refrains from them.
- Music Together's songbook provides infants and toddlers an opportunity to appreciate and handle a book.
- The Music Together songbook allows infants and toddlers to relate the music activities to pictures in the book.
- By using the Music Together songbook, an infant or toddler can show their recognition of a particular song by finding and identifying the coordinating picture.

Central Domain 4: Cognition

Sub-Domain: Exploration and Discovery

- Select Music Together songs are accompanied by rhythm instruments, providing infants and toddlers with opportunities for active exploration and understanding through multiple senses.

- Music Together activities incorporate infants' and toddlers' interests and fascinations as a primary vehicle to explore people and objects that support understanding of self, others, and objects.
- The Music Together songbooks and instruments allow infants and toddlers to be visually and tactilely involved as they manipulate them in class or in their free play, enhancing experimentation to discover "what, why, and how."

Sub-Domain: *Memory*

- Music Together's home component provides opportunities to repeat the diverse music activities in school and at home allowing infants and toddlers an opportunity to recognize similarities and differences among them.
- Music Together's ritual activities and processes help infants and toddlers recognize the stability of music content and process along with the people that engage in them.
- The repetition of Music Together music activities creates memories as a foundation for more complex actions and thoughts.
- The Music Together repertoire and process initiates the circle of learning between school and home to create memories for infants and toddlers of positive nurturance through music making.

Sub-Domain: *Reasoning and Problem-Solving*

- Select Music Together activities involving instrument play support reasoning and problem-solving in infants and toddlers as they explore multiple ways to use them.
- Select Music Together songs prompt and encourage child-directed reasoning and opportunities to plan ahead through inviting, accepting, and including children's suggestions into music and movement activities.

Sub-Domain: *Emergent Mathematical Thinking*

- Some Music Together songs incorporate numbers, counting, and quantity, giving infants and toddlers a fun and different way to explore math concepts.
- Music Together's songs and rhythmic chants in varied meters, tonality, and musical form and style provide infants and toddlers an opportunity to understand similar and different characteristics.
- Music Together movement activities provide opportunities to develop spatial awareness.

Sub-Domain: *Imitation and Symbolic Representation and Play*

- The Music Together songbook includes the written word, images, and musical notation for the songs they are singing which supports understanding that symbols have meaning.
- Many Music Together songs introduce infants and toddlers to characteristics and properties of various things in their environment.
- Music Together songs are inclusive of the variety of cultures, communities, and families that exist in the world.
- Music Together activities provide infants and toddlers opportunities to symbolically represent sounds, gestures, actions, and behaviors through connection with song lyrics.
- Integral to Music Together processes are the participation and modeling of caring adults which fosters opportunities for imitation through positive interaction.

Central Domain 5: Perceptual, Motor, and Physical Development

Sub-Domain: *Perception*

- Music Together rhythm instruments and props provide opportunities for infants and toddlers to understand them through observation, holding, handling, and experimenting to gain understanding of cause and effect relationships.

- Music Together’s non-formal approach allows children to direct their own actions, experiences, and interactions within a music context.

Sub Domain: *Gross Motor*

- Some Music Together songs incorporate large-movement activities that support infants’ and toddlers’ body awareness, effective and efficient use of large muscles, and position in relationship to their environment.

Sub-Domain: *Fine Motor*

- Music Together’s instrument play-alongs foster coordination of hand-eye movement while they explore and play them.
- Music Together’s fingerplays support infants’ and toddlers’ hand and finger dexterity.

Sub-domain: *Health, Safety, and Nutrition*

- Music Together music activities provide group process experiences where infants and toddlers practice safe behaviors with the support of adults.
- Select Music Together songs have lyrics that include health, safety, and nutrition themes which provide infants and toddlers opportunities to increase their interest and understanding of their importance.

Music Together Supports the Head Start Early Learning Outcomes Framework Preschool Children

Music Together is rooted in Developmentally Appropriate Practice and the importance of the adult as a model for the young child; therefore, the teaching approach and activities provide early childhood educators with teaching processes that support and deepen positive adult-child interactions in the early childhood classroom.

**Music Together is the only music offering that has a mutually agreed upon Crosswalk Alignment to The Classroom Assessment Scoring System developed by Teachstone.*

**The official Music Together/CLASS Crosswalk alignment is available upon request.*

Central Domain 1: Approaches to Learning

Sub-Domain: Emotional and Behavioral Self-Regulation

- Some Music Together songs provide strategies for young children to independently manage strong emotions through music.
- The Music Together repertoire provides classroom teachers with proactive and positive ways to help young children manage their feelings and emotions in a developmentally appropriate way through music.
- The processes for the Music Together class include routines that support young children as they learn to follow rules, routines, and manage actions and behaviors in a music-making context.

Sub-Domain: Cognitive Self-Regulation: (Executive Functioning)

- Music Together activities provide opportunities to increase a young child's ability to control impulses and learn how to take turns.
- Music Together activities provide opportunities for young children to maintain and sustain attention.
- Select Music Together songs support young children's attention-shifting and flexibility in actions by substituting different lyrics to familiar melodies.
- Music Together class time is a fun way to help young children demonstrate persistence in their actions and behaviors.
- Many songs from the Music Together repertoire require children to hold information in mind to perform it from beginning to end.
- Using the Music Together songbook provides young children an opportunity to take care of a book.

Sub-Domain: Initiative and Curiosity

- Music Together employs materials and processes, such as recordings and songbooks with illustrations, that encourage and maintain young children's curiosity.
- Music Together activities encourage young children's curiosity and initiative through self-expression and creative independence.
- Select Music Together activities include instrument play, where young children can experiment with them in their own way.

Sub-Domain: *Creativity*

- Music Together links songs with movement so that young children can plan and engage in creative movement as a form of self-expression.
- The Music Together repertoire and class processes support young children’s imagination to create their own songs, movement, and accompaniments with instruments and props.
- Music Together music activities include opportunities for young children to improvise lyrics, melody, body movement, and rhythmic accompaniment that show imagination in both play and interactions with others.
- Some Music Together songs and processes prompt and encourage young children’s creativity and imagination by inviting, accepting, and including their suggestions into music and movement class activities.

Central Domain 2: Social and Emotional Development

Sub-Domain: *Relationships with Adults*

- Music Together creates positive group music experiences with participatory adults that support engagement and maintain positive relationships and interactions with adults in the music context.
- With a comprehensive home component, Music Together activities can support positive relationships between young children and their parents or other family members.
- The Music Together repertoire broadens the classroom professional’s opportunities and methods for positive interactions that support secure relationships.
- Music Together processes support young children’s prosocial and cooperative behaviors with adults both in the classroom and at home.

Sub-Domain: *Relationships with Other Children*

- The Music Together repertoire and processes create a joyful atmosphere in the classroom, which promotes positive affect and allows young children to engage in, and maintain, positive interactions and relationships with other children.
- Music Together activities provide opportunities for young children to engage in cooperative play with other children in the music context.
- Music Together creates group music experiences that solidify bonds among young children promoting a sense of community.

Sub-Domain: *Emotional Functioning*

- Music Together classes naturally support healthy emotion expression by giving young children an alternative avenue through which to express themselves.
- Select songs and song variations found in the Music Together repertoire support young children’s development of emotion knowledge.
- Select Music Together activities support the prosocial skills of care and concern among young children.
- When using Music Together songs, young children acquire musical methods to manage their emotions independently.

Sub-Domain: *Sense of Identity and Belonging*

- Music Together uses the developmentally appropriate practice of “accept and include” where music and movement activity variations are developed by following the lead of young children, fostering a sense of self as a unique individual.

- The Music Together approach is designed to include all young children, both typically abled and those with special needs, which can promote an understanding of characteristics of self and others.
- The Music Together repertoire and processes create a joyful atmosphere in the classroom, which promotes positive climate and fosters a sense of belonging.
- Music Together songs are inclusive of the variety of cultures, communities, and families that exist in the world, supporting identity and an overall sense of belonging in the school community.

Central Domain 3: Language and Literacy (Language and Communication)

Sub-Domain: Attending and Understanding

- Music Together employs processes that allow young children to attend to the communication and language of others in the music context.
- Select Music Together songs offer young children an opportunity to respond to suggestions for movement and lyric improvisation which may include increasingly complex language and communication from others.
- Music Together activities can be adapted for general use in the classroom, enabling teachers to communicate non-verbally and foster language experiences through music.

Sub-Domain: Communicating and Speaking

- A variety of contrasting music activities support young children in using appropriate social rules while engaging in music making.
- Music Together print materials for classroom and home use serve as a platform for extending songs to “story songs” that provide young children an opportunity for increasingly long, detailed, and sophisticated means of communication through music.

Sub-Domain: Vocabulary

- Music Together songs provide opportunities for young children to understand and use a wide variety of words that serve a multitude of purposes.
- Music Together’s word-substitution activities support young children’s understanding of word categories.
- Music Together’s songbook visually supports young children’s growing vocabulary by connecting pictures with the words in a song’s lyrics.

Sub-Domain: Phonological Awareness

- Music Together’s “songs without words” (songs sung on specific vocables, or phonemes) help children to understand that words are composed of smaller segments of sounds.
- Music Together songs offer young children repetition and intentional opportunities for language communication through singing because the elements of words are more available when sung than spoken.

Sub-Domain: Print and Alphabet Knowledge

- Music Together songbooks help to familiarize children with print materials and provide opportunities for creative storytelling through music. The songbooks can be used independently or for shared literacy activities with other children and with adults.
- Music Together songbooks help children recognize that the musical note represents sung language and that notes grouped together form musical phrasing, or a tune. The songbooks also support children’s understanding that print conveys meaning, that letters are grouped to form words, and that written words represent spoken language.

Sub-Domain: *Comprehension and Text Structure*

- The Music Together print materials serve as a platform for extending songs to “story songs” that provide young children an opportunity for understanding of narrative structure through musical storytelling.
- Teachers can ask questions about a Music Together song to understand their comprehension of the story in the lyrics.

Central Domain 4: Cognition

Sub-Domain: *Counting and Cardinality*

- Some Music Together songs incorporate numbers, counting, and quantity, giving young children a fun and different way to explore number names and the count sequence.
- Select songs in the Music Together songbooks provide an opportunity for young children to compare numbers and recognize the number of objects in a small set.

Sub-Domain: *Operations and Algebraic Thinking*

- Fingerplays and other small movement that accompany select Music Together songs visually facilitate young children’s understanding of addition and subtraction.
- Music Together’s songs and rhythmic chants in varied meters familiarize children with concepts of patterns in an auditory way.

Sub-Domain: *Measurement*

- Music Together songs are composed in varying lengths, providing young children an opportunity to compare the attributes of differences in length through auditory means and make comparisons among them.

Sub-Domain: *Geometry and Spatial Sense*

- Music Together movement activities provide opportunities to develop spatial awareness and understand how to position oneself in relationship to others while moving.
- Music Together instrument play and props provide opportunities to develop spatial awareness in the context of a small circle and understand how to position oneself in relationship to others while using them to accompany a song.

Sub-Domain: *Scientific Inquiry*

- Many Music Together songs introduce young children to characteristics and properties of various things around them, such as animals, vehicles, or seasons. Opportunities for song substitutions and variations also allow young children to give their own descriptions of things in the world around them.

Sub-Domain: *Reasoning and Problem-Solving*

- Instrument play accompanies select Music Together songs and exposes young children to cause-and-effect relationships, as well as provides them with opportunities to gather information about the instrument and experiment with them or make predictions about them.
- Music Together activities, processes, and songbooks provide opportunities for young children to gather information about the theme of the lyrics and sing about them.
- Music Together songs provide opportunities for young children to ask questions about the content of the lyrics to better understand the world around them.

Central Domain 5: Perceptual, Motor, and Physical Development

Sub Domain: *Gross Motor*

- Music Together incorporates large-movement activities that involve coordination and strength of large muscles.
- Selected Music Together movement activities include circle games and rudimentary folkdance steps that support children in guiding their motions as they interact with objects and other people.

Sub-Domain: *Fine Motor*

- Music Together's fingerplays and instrument play-alongs create opportunities for young children to demonstrate—with increasing control—strength and coordination of small muscles.
- When using the Music Together songbook, young children experience opportunities to use their small muscles with increasing control and coordination.

Sub-domain: *Health, Safety, and Nutrition*

- Music Together's engaging movement activities provide exercise opportunities.
- Select Music Together songs have lyrics that include health, safety, and nutrition themes which provide young children with fun opportunities to develop knowledge, skills, and routines for health, safety, and nutrition through singing and moving.

Music Together Supports The Creative Curriculum for Preschool

As a non-performance oriented, playful approach to early childhood music education, the Music Together curriculum aligns with key components of The Creative Curriculum® for Preschool, including the belief that discovery and exploration are integral to learning. Accessible to all learning styles and abilities, the Music Together curriculum also naturally fosters children's critical thinking skills, creativity, and confidence.

Teaching Strategies GOLD™ Objectives for Development and Learning

The Music Together curriculum supports the Teaching Strategies GOLD™ Objectives for Development and Learning. In addition to Objectives 34 (music concepts) and 35 (movement concepts), Music Together can support these other objectives:

Social-Emotional: Objectives 1–3. Regulates own emotions and behavior; Establishes and sustains positive relationships; Participates cooperatively and constructively in group situations

- Music Together activities provide children with opportunities to explore how to manage and express their feelings through music and movement.
- As the participation of adults, regardless of music ability, is an integral component of the Music Together program model, classes and activities naturally foster positive relationships between children and adults.
- The group music-making experience solidifies bonds between children and supports children's prosocial and turn-taking skills.

Physical: Objectives 4–7. Demonstrates traveling skills, balancing skills, gross-motor manipulative skills, fine-motor strength, and coordination

- Music Together's large movement activities support body awareness, coordination, and balance.
- Instrument play and fingerplays help children to develop fine-motor skills and hand and finger strength.

Language: Objectives 8–10. Listens to and understands increasingly complex language; Uses language to express thoughts and needs; Uses appropriate conversational and other communication skills

- Music Together song activities support children's active listening skills, vocabulary development, and ability to recognize and discriminate sounds.
- Songbooks provide opportunities for musical storytelling.

Cognitive: Objectives 11–12, 14. Demonstrates positive approaches to learning; Remembers and connects experiences; Uses symbols and images to represent something not present

- Music Together naturally supports children's approaches to learning through activities that foster curiosity, inventiveness, and a disposition to explore and experiment. Activities also exercise children's attention skills, cognitive flexibility and persistence.
- Since music-making is so much fun, Music Together classes can help children become more engaged in the classroom, and more motivated to learn.

- Suggestions on how to incorporate music-making into daily classroom activities outside of music class and at home are an integral part of the Music Together program model such that music-making in different settings can help children to connect different experiences.
- Symbolic representation in the Music Together songbooks and “SongCards” allow children to form correlations between the written word, images, musical notation, and the songs they are singing.

Literacy: Objectives 15–17. Demonstrates phonological awareness, knowledge of the alphabet, knowledge of print and its uses

- Music Together songs without words (sung on specific vocables or phonemes), songs with rhymes, and repetition of these songs support children’s phonological development.
- Various Music Together songs and rhymes help children practice the manipulation of sounds in language and expose them to alliteration and variation in syllable stress.
- Children’s alphabet knowledge is developed through Music Together songs, rhymes, chants, and SongCard materials that expose children to distinct sounds associated with specific letters.
- Music Together songbooks and song cards help familiarize children with print materials, and activities that specifically support pre-literacy skills are highlighted in the teacher materials.

Mathematics: Objectives 20 and 23. Uses number concepts and operations; Demonstrates knowledge of patterns

- Some Music Together songs can incorporate numbers, counting, and quantity, giving children a fun and different way to explore math concepts. The SongCard Guide includes activity suggestions for teachers that addresses numerical awareness.
- Music Together’s rhythmic chants in varied meters familiarize children with concepts of patterning and proportion.

Science and Technology: Objectives 25 and 27. Demonstrates knowledge of the characteristics of living things; Demonstrates knowledge of Earth’s environment

- Learning about living things and the environment happens in the subject matter of many Music Together songs.

Social Studies: Objectives 29–31. Demonstrates knowledge about self; Shows basic understanding of people and how they live; Explores change related to familiar people or places

- Music Together songs are inclusive of the variety of cultures, communities, and families that exist in the world, and provide children with a fun way to learn to identify, appreciate, and respect differences among people.
- Many Music Together songs explore common elements of children’s surroundings, providing a fun way for children to learn about the environment and people in their lives.
- The family songbook includes “Musical Memories” pages that can assist teachers and caregivers in helping children to connect music to themselves, people in their lives, and to their experiences.

English Language Acquisition: Objectives 37 and 38. Demonstrates progress in listening to and understanding English; Demonstrates progress in speaking English

- Music Together’s supportive materials for teachers provide suggestions on how to use song activities to support learning for the English Language Learner.

Music Together Supports the Montessori Philosophy

A young child absorbs his environment effortlessly and without fatigue and becomes one with the environment in which he finds himself.

- Music Together understands that the most important time for music learning is between the ages of birth and six. This is the period of primary music development, a time when children's growing brains are most open to musical influence and growth. Exposure to a variety of music and movement experiences is crucial during this period, when the child learns so fast and so well.
- All children can achieve basic music competence—that is, learn to sing in tune and move with accurate rhythm—provided they have a sufficiently rich musical environment to stimulate music learning. With exposure and experimentation, the child's natural music aptitude can blossom and flourish.
- In cultures where group singing and dancing is still part of daily life, children typically achieve basic music competence around the same time they become competent in language—by age three or four. In our culture, however, because so many children lack the kind of active family music-making experiences that stimulate music learning, they often don't sing in tune or move with accurate rhythm until age five or six. Many never learn at all.

The power of the adult role model

- Music Together realizes that the participation and modeling of teachers, parents, and caregivers is essential to a child's musical growth. Participating adults are able to present the music and movements with enthusiasm because it is so much fun for them, too. The children absorb the adults' passion and joy.
- The music specialist comes to the classroom once a week to lead music, movement, and instrument activities. The guide and assistant participate fully, becoming musical models for the children during class and throughout the week, as they use Music Together activities in their daily classroom lives.
- Children "bring the music home" to their families with the Music Together CD, songbook, and Parent Guide DVD and booklet. Parents, too, become music-making role models—and knowing the same songs creates a profound sense of community among the children, their families, and their school.
- The Music Together program recommends having two all-school family events each semester. By participating and experiencing the joy of singing, moving, dancing, and playing instruments with their children, parents can be inspired to make music at home, too.

Belief in the child's inner guide

- The Music Together approach is non-performance-oriented, with each child participating at his or her own developmental level. With a sufficiently rich music environment, all children can learn to sing in tune and move with accurate rhythm as naturally and joyfully as they learn to talk and to walk.
- In the Music Together class, children experience an assortment of musical activities designed to stimulate exploration and discovery. Children's natural learning cycle of play, discovery, repetition and mastery is engaged.

Children's sensitive period for movement

- Because movement is an essential developmental tool for children, all levels of movement are found in the Music Together experience. Fingerplays, small movement, large movement, movement in place and through space (locomotor), group dances, movement that crosses the midline of the body, and movement involved in using rhythm instruments such as egg shakers and rhythm sticks are all utilized.
- Maria Montessori realized movement needs purpose. Moving to songs and chants both stimulates physical development and feeds the sensitive period for socialization. Movement enables children to communicate with others through song, have a sense of belonging in the culture, and explore and master physical expression at their own level of interest and ability.

The child's universal desire to belong

- Music Together activities are designed to be accessible and interesting for all styles of learning. The visual learner, the auditory learner, and the kinesthetic learner are all appreciated, respected, and supported, allowing each to feel a sense of belonging.
- Children's ideas and movements are "accepted and included" by the specialist. When a three-year-old sees his movement incorporated into a song activity—or leads the next movement for the whole class!—the feeling that "I belong" is affirmed.

Actions, not instructions

The children learn music through watching, listening, absorbing, and—when they are ready—participating. The Music Together specialist therefore introduces song activities simply by moving and singing, with no spoken instruction or directives.

Experiencing the whole first

A song is introduced by being sung in its entirety, with children free to join in at any time and in any way they wish. This allows children to respond according to their own developmental level. Music Together does not break songs into pieces and teach them a piece at a time.

Children's need for repetition

The music specialist recognizes children's need for repetition, yet will also introduce incremental variation—differences in tempo and dynamics, as well as simple substitutions—to provide experience over time with musical principles and improvisation.

Children's sensitive period for order

The music class provides certain ritual moments: the opening "Hello Song," the lullaby, and the closing song, "Goodbye, So Long, Farewell." These ritual activities provide a comforting predictability within the changing components of the week-to-week lesson plan.

What the young child experiences and takes in remains a part of the child, within his unconscious and conscious mind and memory for life!

- Music Together provides a rich musical experience, with twenty-five songs offered in each song collection. Children gain a repertoire of fifty to seventy-five songs a year—what a wonderful foundation for a life-long love of music and music-making!
- The Music Together curriculum builds a foundation for future music learning.

Musical comparing and contrasting

- Each Music Together collection includes a mix of original songs and traditional tunes from the folk, jazz, and world music traditions. This range of musical styles provides children with a rich music experience that stimulates and supports their growing music skills and understanding.

Music Together Preschool Aligns with Reggio Emilia Principles

The Image of the Child

Music Together views children as highly competent learners, co-creators of their own learning, innovators of new possibilities, naturally joyful and expressive, open to suggestions, emulators of all that surrounds them, and significant influencers of each other and of adults in their lives. Music Together's image of the child forms a basis for all planning; problem-solving; work with children, teachers, and parents; assessment of progress; and continuous improvements.

Partnership with Children

- Music Together gently works with children as caring and skillful partners in musical samplings, explorations, and expressions and allows for and accommodates differences in learning styles, personalities, and individual readiness.
- Music Together includes children's interests, ideas, cultures, and contributions and helps to build self-confidence, self-sufficiency, and high self-esteem.

Joy in Everything

- Music Together offers joyful experiences in music and movement throughout the program. The guidelines, encouragements, and modeling are all designed to be positive in every aspect of the sessions.
- Music Together provides guidance for extending the Music Together elements into the flow of the school day and using them in a variety of ways. Some are for musical transitions between activities and for arriving in class and going home; augmenting dramatic play, group and individual explorations, and projects; and for revisiting the experiences that the children had during the Music Together sessions.

The Image of the Teacher

- Music Together views the music teachers and the classroom teachers as competent and caring professionals who are supportive and significant contributors to children's musical growth when given adequate information and opportunities. They also serve as powerful role models when participating with children in musical learning activities.

The Processes of Exploring and Expressing

- Music Together assists adults and children in collaborating to explore new areas of learning, revisit known areas for reinforcement and new discoveries, and to find new ways for expressing ideas, feelings, and possibilities for enhanced relationships.
- Music Together provides songbooks, song cards, and music CDs for each collection for use in the classroom to support explorations and extending the learning outside of the Music Together sessions.

The Role of Time

Music Together provides music and movement experiences that are compatible with the rhythms of children at different ages and guides teachers in adapting to the receptivity of each learning group and the sustainability of each musical activity.

A Community of Learners

- Music Together builds a compelling learning environment of music, movement, and thematic treatments that are engaging for children.
- Music Together supports each individual child's needs for being accepted, understood, and appreciated; having influence with their peers and adults; and accomplishing wonderful things with their learning group through music and movement.
- Music Together guides and supports productive group processes and assists children in taking leadership and in learning how to become effective group members.

The Role of the Environment

Music Together structures a learning environment that is compelling and reinforces an energetic, joyful, and productive experience for children and adults. It includes musical instruments and, on occasion, supportive materials, such as scarves, kitchen utensils, teddy bears, dramatic play items, and toys of various kinds. It also provides for equitable participation by all children, a communal experience while making music and moving with the songs, and opportunities to play along with instruments.

An Emergent Curriculum

- Music Together incorporates children's interests and fascinations into the Music Together sessions as a primary vehicle for immediate, complex, comprehensive, and sustained learning.
- Music Together invites children to contribute ideas, lyrics, gestures, large movement ideas, and musical instrument play as valued influences for the group.

A Project Approach

Music Together supports a project approach through its structure of musical activities that engage children and their classroom teachers in revisiting songs each session, stimulating further interest and research into elements that relate to the Music Together experiences, inspiring children to add on to the musical experiences during Music Together sessions, encouraging children to expand on their interests and incorporate the Music Together music into their classroom activities, and stimulating children to continue with various in-depth explorations and expressions.

The 100 Languages of Children

- Music Together provides immersion in several of the over 100 languages that children experience and can develop as part of their multiple intelligences. A few that Music Together provides that support holistic and comprehensive learning and development are singing; rhyming; chanting; tones, pitches, and scales; storytelling; various musical instruments; dancing; gestures; facial expressions; emotions; graphic illustration; musical notation; math; speaking; and reading.
- Music Together employs many materials and processes to encourage and support learning, such as CDs with songs, chants, instrumentals, tonal patterns, and poems; songbooks with songs, illustrations, and guidelines for teachers and family members; a wide array of musical instruments; supporting items, such as scarves, toys, and things from home; small, medium, and large gestures; facial expressions; large body movements; moving around and dancing; dramatic play; counting; reading; introduction of new words, animals, and diverse characters; song cards to reinforce and extend the musical experience and bridge to other learning domains; and treatment of diverse cultural elements.

The Image of the Parent and Family

- Music Together views parents, family members, and extended family members as essential partners in comprehensive collaboration to build and sustain a dynamic and rich musical learning and development environment for their children.
- Music Together believes that parents and family members are often a child's first and strongest educational influences and supporters of ongoing learning and development.
- Music Together provides songbooks; music CDs for home and travel; DVDs for orientation on how children develop musical appreciation and competence; newsletters; an online musical instrument store; and opportunities to participate in their child's weekly Music Together sessions and periodic sing-alongs at school.

The Importance of Relationships

- Music Together believes in and establishes relationships with children, staff members, parents, and family members that are friendly, safe, and supportive and are the basis for effective learning and development.
- Music Together develops and nourishes relationships that are respectful, gentle, caring, collaborative, invigorating, diverse, imaginative, and adventurous.
- Music Together conducts its sessions so that there is mutual and equitable support among all participants, and mutual influence is invited and encouraged to flow in all directions, including among children, teachers, parents, and family members.

The Image of the School

- Music Together views the school as an essential community institution where diverse influences can support optimal learning and development for children, their families, and the community.
- Music Together augments and supports the curriculum with unique music and movement experiences that contribute to enhancing all learning throughout the school program.

The Image of the Community

- Music Together views the community and context in which the school is situated as an important influence and potential contributor to learning and development in school and in the Music Together sessions and related activities.
- Music Together incorporates community and cultural influences in its lesson plans and in its activities with children and teachers.

Music Together Supports HighScope Preschool Curriculum

Research-based, Developmental Approach

The Music Together curriculum and HighScope derive from the same principles—namely a developmental rather than instructional approach to early education based on active, participatory learning.

The following principles are integral to both program models:

- The modeling of parents, caregivers, and teachers to support children’s active learning experiences.
- Developmentally appropriate content that is presented through engaging materials and activities.
- Children’s participation in shaping the flow of activity that is facilitated by teachers and parents.
- A research-based approach to learning and education that is continually developed and validated.

The harmony of HighScope and Music Together also lies in the people behind the program development. Dr. Lyn Ransom, coauthor of Music Together Preschool with Kenneth K. Guilmartin and Dr. Lili Levinowitz, also created the original music program for David Weikhart and HighScope. She served as a HighScope author and teacher trainer before joining the Music Together staff.

Partners in Learning

Music Together clarifies teachers’ roles as music catalysts (as opposed to music instructors) through the articulation of teaching principles that align with, and support, HighScope’s adult-child interaction approach to education and development. These teaching principles help to guide classroom staff in leading music experiences that engage and delight children, offer ample opportunity for active learning, and help teachers to find a sense of playfulness while they teach. For example:

- “Accept and include,” which refers to incorporating a child’s movement or music suggestion into a song or movement activity. This teaching principle helps all children learn that they have valid music and movement ideas, and encourages children—and teachers—to experiment and play freely with music without concerns about making a “mistake.”
- “Build relationships through music and movement,” which refers to interacting through the arts rather than just learning about them. This teaching principle enhances the relationship between teachers and children by giving the teacher ways to use music and movement as a means of communication that is nonverbal and direct, yet playful.

Curriculum Content Areas

The Music Together curriculum can support many of the Key Developmental Indicators (KDI’s) in HighScope’s curriculum content areas, such as: engagement in learning, problem-solving, social and emotional development, physical development, and language and literacy. Music Together also directly supports the Creative Arts curriculum content area for HighScope’s Movement and Music curriculum, which can be enhanced by Music Together activities and materials.

HighScope Classroom and Daily Routine

The HighScope Classroom and Daily Routine can be enriched through the Music Together curriculum, which includes the following key program model components:

- Each semester, children, teachers, primary caregivers, and parents are exposed to a song collection that is research-based and artistically conceived and produced. Supplemental

materials (classroom teacher guide, family songbook, SongCards) enhance and extend the learning experience for the children by providing teachers and parents with a variety of music and movement activities designed to stimulate and support music learning.

- Led by a trained music specialist and based on an activity template or routine, each session includes a variety of music and movement activities and opportunities for instrument-play. Song materials, movement activities, and instruments are also available for children and teachers to play with throughout the day, at circle time, and during transitions, to enrich learning in other curricular areas, as well as in the classroom's music-making area.
- Music Together provides each family with a CD and songbook that includes the same songs children and teachers are singing and moving to at school, which can help to create a tangible connection between the home and the classroom. Teachers are encouraged to facilitate at-home music-making, which promotes fun and family bonding and also supports music, language, physical, cognitive, social, and emotional development at home. Song activities suggested in the family songbook can be facilitated during family-school events, helping to deepen the parents' connection to the school and to their child's classroom.

Relationships: Central to Learning

Like HighScope, Music Together emphasizes the importance of the adult-child interaction and relationship. Music Together trainings, in-service workshops, and supportive materials provide teachers with guidance on how to interact musically with children, regardless of music training or skill, giving them the tools they need to form a music-learning relationship with each child. Also, through singing, moving, and responding to the rhythm patterns and tonal patterns on the CDs, classroom teachers may find that they, too, are developing musically along with the children and parents.

Monitoring and Maintaining Quality

The music and movement section of High Scope's Child Observation Record can be used in any classroom with Music Together. In addition, the music specialists who teach weekly can assess children's development in tonal and rhythm competency by using the Music Together Observation Record. This record can also be used to document music areas and circle areas, materials, activities, equipment, teacher-child interactions, and support for music at home. This checklist is designed to make roles, teaching principles, and materials specific, so understanding can be shared and improvements made.

Training Model

Music Together supports an active teaching and learning community through:

- Online videos, webinars, and interactive teacher websites.
- In-person workshops held nationwide throughout the year.
- Ongoing teacher development in the classroom during the weekly active music-making visits by the Music Together specialist, along with post-class discussions, regular in-service workshops, and individual mentoring embedded in the program model.
- Nationally, internationally, and locally, teachers share ideas, concerns, breakthroughs, and song-presenting techniques, thus raising the general level of teaching.

Music Together Curriculum Supports the National Association for Music Education (NAfME) Program Standards

PreK-K

Creating

Common Anchor #1: *Imagine*

- Includes a non-formal approach that is developmentally appropriate for young children so that they can participate freely in music and movement activities. (MU:Cr1.1.PKa/ MU:Cr1.1.Ka)
- Supports children’s disposition to create their own songs, movement, and accompaniments. (MU:Cr1.1.Kb)

Common Anchor #2: *Plan and Make*

- Includes opportunities for improvisation of lyrics, melody, body movement and rhythmic accompaniment to a variety of songs and movement activities. (MU:Cr2.1.PKa/ MU:Cr2.1.Ka)
- Includes opportunities for creating and improvising tonal and rhythm patterns. (MU:Cr2.1.PKa/ MU:Cr2.1.Ka)
- Includes recordings that serve as a home support for creating music and improvising. (MU:Cr2.1.PKa/ MU:Cr2.1.Ka)
- Includes an adult education component to support and encourage the adults in children’s lives to extend improvisation and creation to the home or classroom. (MU:Cr2.1.PKa/ MU:Cr2.1.Ka)
- Provides a songbook that includes engaging, child-friendly illustrations, ideas for the adult to use the songs at home, and pages where children can invent and use their own original graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas. (MU:Cr2.1.PKb/ MU:Cr2.1.Kb)

Common Anchor #3: *Evaluate and Refine*

- The Music Together Teacher Training prepares early childhood music specialists to facilitate developmentally appropriate music classes that engage children in active decision-making processes to demonstrate and refine their music ideas and in understanding how to informally evaluate children’s rhythm and tonal development so that they can offer scaffolding opportunities. (MU:Cr3.1.PKa/ MU:Cr3.1.Ka)

Performing

Common Anchor #4: *Select*

- Includes American folk, multicultural, and newly composed songs in various tonalities, meters and musical styles. Early Childhood Music Specialists are trained to honor and include children’s ideas for lesson planning and music activity development. (MU:Pr4.1.PKa/ MU:Pr4.1.Ka)
- Includes activities where children can select and experiment with a variety of instruments and other sound sources such as “kitchen equipment” while accompanying singing and recorded music. (MU:Pr4.1.PKa/ MU:Pr4.1.Ka)

Common Anchor #4: *Interpret*

- Includes song, chants, and speaking activities that encourage children to use their voices expressively. (MU:Pr4.3.PKa/ MU:Pr4.3.Ka)
- Includes opportunities to sing, play instruments, move, or verbalize to demonstrate awareness of the expressive elements of music such as rhythm, dynamics, tempo and mood. (MU:Pr4.3.PKa/ MU:Pr4.3.Ka)

Responding

Common Anchor #7: *Analyze*

- Includes opportunities to identify and create sources of a wide variety of sounds such as a guitar, car horn, etc. while singing, moving, and playing instruments. (MU:Re7.2.PKa)
- Includes opportunities for children to play accompaniments that are based on the “levels of beat” [macro/micro/elongation/diminution]. (MU:Re7.2.Ka)
- Includes a songbook where children can identify the instruments and environmental sounds that they hear on the recording with the illustrations. (MU:Re7.2.PKa/MU:Re7.2.Ka)

Common Anchor #8: *Interpret*

- Includes opportunities to use their own ideas to create a wide variety of sounds such as a guitar, car horn while singing, moving, and playing instruments. (MU:Re8.1.PKa)
- Includes opportunities for children to use their own vocabulary, and standard music vocabulary, to describe voices and instruments from diverse cultures. (MU:Re8.1.Ka)

Connecting

Common Anchor #10: *Synthesize and relate knowledge and personal experiences to make music*

- Includes opportunities to demonstrate a disposition to use music as part of daily life by coordinating and making music and movement relationships. (MU:Cn10.0.PKa/ MU:Cn10.0.Ka)

Common Anchor #11: *Relate musical ideas and works with varied context to deepen understanding*

- Includes a songbook that has engaging illustrations and has ideas for grownups on how to use the music and movement activities in their daily lives. (MU:Cn11.0.PKa/ MU:Cn11.0.Ka)
- Includes opportunities to demonstrate a disposition to use music as part of daily life by coordinating and making music and movement relationships. (MU:Cn11.0.PKa/ MU:Cn11.0.Ka)
- Includes recordings that are artistically conceived and support and encourage children and grownups alike to make music as part of their daily lives. (MU:Cn11.0.PKa/ MU:Cn11.0.Ka)
- Includes an adult education component to support and encourage the adults in children’s lives to extend their growing understanding of music to the home or classroom. (MU:Cn11.0.PKa/ MU:Cn11.0.Ka)
- Includes “Take Home Flyers” for parents of children participating in the Music Together In School curriculum that connect how music supports learning in other domains such as language, cognitive, social-emotional, physical, and approaches to learning. (MU:Cn11.0.PKa/ MU:Cn11.0.Ka)
- Includes an on-line Family Music Zone where parents can find song activities, inspiring videos, informative articles, helpful tips and how-to’s, coloring pages, concert clips with the Music Together “family” heard on the recordings, and more. (MU:Cn11.0.PKa/ MU:Cn11.0.Ka)
- Singalong Storybooks that are beautifully illustrated picture books that bring favorite Music Together songs to life and inspire bonding, pre-literacy skill development, and imaginative play between children and their favorite adults. (MU:Cn11.0.PKa/ MU:Cn11.0.Ka)



Music Together[®] In School

Music Together[®] Supports CLASS[®] (Classroom Assessment Scoring System)

Music Together is a research-based music and movement curriculum dedicated to nurturing every child's innate musicality. The Music Together curriculum is rooted in Developmentally Appropriate Practice and the importance of the adult as a model for the young child, therefore the teaching approach, activities, and curriculum content provide early childhood educators with teaching processes that support and deepen positive adult-child interactions in the early childhood classroom.

The Classroom Assessment Scoring System[®] (Infant, Toddler, and Pre-K) is a research-based measurement system that captures effective teacher-child interactions that support children's social-emotional, behavioral, and cognitive development.

Music Together supports the following domains and dimensions in the CLASS Pre-K (3–5 years) Tool:

Emotional Support Domain

Positive Climate Dimension

Direct Link to Selected Indicators: *Relationships / Positive Affect / Respect*

- Music Together creates group music experiences that solidify bonds among children and between children and teachers, promoting a sense of community.
- The Music Together repertoire and processes create a joyful atmosphere in the classroom, which promotes positive affect in the classroom.

Indirect Link to Selected Indicators: *Positive Communication*

- Music Together repertoire broadens the classroom professional's opportunities and methods for positive communication for Staff-Child Interactions.

Teacher Sensitivity Dimension

Direct Link to Selected Indicators: *Awareness / Responsiveness*

- Music Together includes a non-performance-oriented approach that is responsive to children's needs and interests so that young children can be comfortable to participate freely in music and movement activities without performance pressure.

Indirect Link to Selected Indicators: *Addresses Problems / Student Comfort*

- The Music Together approach is designed to include all children, both typically abled and those with special needs, which can promote student comfort in the classroom and provide teachers with a new method through which to support student comfort.
- Music Together activities provide opportunities for children to express their own musical ideas and have those ideas validated by their class, providing teachers with an opportunity to support each individual child's needs to be accepted, understood, and appreciated, contributing to student comfort in the classroom.

Regard for Student Perspectives Dimension

Direct Link to Selected Indicators: *Flexibility and Student Focus / Support for Autonomy and Leadership / Student Expression / (Non) Restriction of Movement*

- Music Together includes variation and substitution opportunities for student-focused improvisation of lyrics, melody, body movement, and rhythmic accompaniment to a variety of songs and movement activities, supporting children's autonomy, leadership, self-expression, and choice.

- Selected Music Together activities elicit student-focused opportunities for children to select and experiment with a variety of instruments and other sound sources accompanying singing and recorded music, which fosters autonomy and leadership.
- Music Together includes opportunities for children to move freely, and express themselves through instruments and verbalization.
- Music Together repertoire includes activities that support children’s interests, ideas, and contributions, helping to build self-confidence, self-sufficiency, and high self-esteem, all contributing to student comfort in the classroom.
- Some Music Together songs and processes prompt and encourage child-directed thought and learning by inviting, accepting, and including children’s suggestions into music and movement class activities.

Classroom Organization Domain

Behavior Management Dimension

Direct Link to Selected Indicators: *Proactive*

- Certain songs and song variations found in the Music Together repertoire provide classroom teachers with proactive ways to prevent children’s misbehaviors in a developmentally appropriate way through music.

Indirect Link to Selected Indicators: *Student Behavior*

- Certain songs and song variations found in the Music Together repertoire support children’s development of impulse and inhibitory control, emotion knowledge, attention-shifting skills, and the ability to follow simple directions.

Productivity Dimension

Direct Link to Selected Indicators: *Maximizing Learning Time / Routines / Transitions / Preparation*

- Music Together builds routines and smooth transitions into each class lesson plan, and provides classroom teachers with music-based strategies that enhance daily class routines and transitions, as well as providing learning opportunities within them.
- The Music Together curriculum maximizes learning time by having planned activities from the start to the finish of each music session that support children’s early learning and music development.

Instructional Learning Format Dimension

Direct Link to Selected Indicators: *Effective Facilitation / Variety of Modalities and Materials / Student Interest*

- Music Together’s approach to teaching supports effective facilitation through adult modelling.
- Music Together naturally supports children’s approaches to learning through multi-modal activities and hands-on materials such as instruments and props. Because music-making is so much fun, Music Together activities can help children become more engaged in the classroom and more motivated to learn.
- Music Together employs materials and processes that maintain and encourage student interest, such as recordings and songbooks with songs and illustrations that can be used in the classroom to integrate music and movement into daily lives and to support children’s learning.
- Music Together recognizes that the participation and modeling of teachers and caregivers is essential to a child’s musical growth; their participation provides facilitation for a young child as they learn and develop through music activities.
- Music Together provides guidance for extending the Music Together music activities into the flow of the school day. Classroom teachers learn to use the Music Together repertoire in a variety of ways, such as transitions, arriving in class/going home, augmenting dramatic play, group and individual explorations, and projects.

Indirect Link to Selected Indicators: *Clarity of Learning Objectives*

- Music Together’s songbook for teachers includes information on how to develop music activities that support the planning of learning objectives that integrate music and movement to support learning goals.

Instructional Support Domain

Concept Development Dimension

Direct Link to Selected Indicators: *Creating / Integration / Connections to the Real World*

- Select Music Together activities involving instrument play support reasoning and problem-solving, and expose children to cause-and-effect relationships.
- Music Together songs that include real world connections support conceptual knowledge of the natural and physical world.
- Music Together supports children's disposition to create their own songs, movements, and accompaniments.

Language Modeling Dimension

Direct Link to Selected Indicators: *Advanced Language*

- Music Together song activities support children's vocabulary development.

Music Together supports the following domains and dimensions in the CLASS Toddler (15–36 months) Tool:

Emotional and Behavioral Support Domain

Positive Climate Dimension

Direct Link to Selected Indicators: *Relationships / Positive Affect/ Respect*

- Music Together creates group music experiences that solidify peer connections among toddlers, and between toddlers and teachers, promoting a sense of community.
- Music Together repertoire includes songs, chants, and movement activities that represent varying energy levels that allow for rich reciprocal interaction among toddlers and teachers.
- The Music Together repertoire and processes create a joyful atmosphere in the classroom, which promotes positive climate in the classroom.

Teacher Sensitivity Dimension

Indirect Link to Selected Indicators: *Awareness / Responsiveness / Child Comfort*

- The Music Together approach is designed to include all children, both typically abled and those with special needs, which can promote student comfort in the classroom and provide teachers with a new method through which to support student comfort.
- Music Together's supportive classroom materials (recordings and songbooks) give classroom teachers musical tools, knowledge, and a platform through which to interact and communicate with their toddlers in positive, sensitive, and responsive ways.

Regard for Student Perspectives Dimension

Direct Link to Selected Indicators: *Child Focus / Flexibility / Support for Independence*

- Music Together uses the developmentally appropriate practice of "accept and include" where music and movement activity variations are developed by following the lead of toddlers, honoring and respecting their creative contributions.
- Music Together activities incorporate toddlers' interests and fascinations as a primary vehicle for immediate, complex, comprehensive, and sustained learning.

Behavior Guidance Dimension

Indirect Link to Selected Indicators: *Supporting Positive Behavior / Problem Behavior*

- Various songs and song variations found in the Music Together repertoire support toddlers' development of impulse and inhibitory control, emotion knowledge, attention-shifting skills, and the ability to follow simple directions, while providing classroom teachers with positive ways to redirect behaviors.

Engaged Support for Learning Domain

Facilitation of Learning and Development Dimension

Direct Link to Selected Indicators: *Active Facilitation / Children's Active Engagement*

- Music Together recognizes that Music Learning Supports All Learning®, which provides teachers with unique ways to actively facilitate activities that support toddlers' social-emotional, cognitive, language, and physical development.
- Music Together classroom materials allow toddlers to be visually and tactilely involved as they manipulate them as part of the Music Together class or in their free play.
- Since music-making is so much fun, Music Together activities can help toddlers become more engaged in the classroom.
- Music Together recognizes that the participation and modeling of teachers and caregivers is essential to a child's musical growth. Their participation provides scaffolding, encouragement, and affirmation for a young child as they learn and develop.

Language Modeling Dimension

Direct Link to Selected Indicators: *Advanced Language*

- Music Together activities support labelling of words and concepts through the lyrics of the songs and chants.
- Music Together song activities support children's vocabulary development.

Music Together supports the following domains and dimensions in the CLASS Infant (0–18 months) Tool:

Responsive Caregiving Domain

Relational Climate Dimension

Direct Link to Selected Indicators: *Proximity / Eye contact / Joint attention*

- The Music Together activities and approach to teaching include:
 - Moving with an infant, such as rocking for a lullaby, gently bouncing, or moving across the room.
 - Dyadic focus between a caregiver and an infant with accompanying movement that fosters eye contact and joint attention.
 - Movement and singing for an infant using a calm voice and gentle movement all the while making eye contact.

Teacher Sensitivity Dimension

Selected Indicators: *Responsiveness / Infant Comfort*

- The Music Together approach and design of activities shows classroom teachers how to use music to respond to infants' emotions and needs.

Facilitated Exploration Dimension

Direct Link to Selected Indicators: *Involvement / Infant Focused / Expansion of Infants' Experience*

- Music Together activities enable the teacher to initiate interactions that mirror the infant's behavior all the while joining in the joyful music experience.
- The flexibility in the development of Music Together activities allows the teacher to follow the child's lead by accepting and including infant's choices for rudimentary song development.

Early Language Support

Direct Link to Selected Indicators: *Teacher Talk / Communication Support*

- The Music Together activities can be adapted for general use in the classroom, enabling teachers to describe classroom events through music.
- The lyrics to selected Music Together songs provide opportunities to label objects through singing.

- Music Together songs provide a rich language experience that includes complete and varied sentences while singing.
- Music Together's "songs without words" (songs sung on specific vocables, or phonemes) provide opportunities for a teacher to accept and include sounds or words that an infant initiates, offering novelty for continued repetition that supports infants' natural learning cycle of play, discovery, repetition, and mastery.
- Music Together's technique of singing with an infant when they coo and gurgle by imitating and varying the lyrics of the song to include the sounds the baby is making can support an infant's emerging communication skills.

Music Together Supports the Early Childhood Environment Rating Scale (ECERS-3) and Infant/Toddler Environment Rating Scale (ITERS-3)

Music Together is a music and movement curriculum dedicated to nurturing every child's innate musicality. The Music Together curriculum is rooted in Developmentally Appropriate Practice specific to the music classroom and hence the teaching approach, activities, and curriculum content provide early childhood educators with teaching processes that support and deepen positive adult-child interactions in the early childhood classroom.

The Music Together curriculum supports the following subscales in the ECERS-3 and ITERS-3 Environment Rating Scales:

Space and Furnishings Subscale

Room Arrangement

Music Together professionals can provide guidance for creating a rich music area that encourages both children's group and individual exploration of music to extend the elements of the music activities in the class experience.

Display for Children

Music Together curriculum includes developmentally appropriate materials for use by children that enhance the music making experience and the classroom environment; they can be left for children to play with during free time.

Language and Books (ITERS-3)/Language and Literacy (ECERS-3) Subscales

Encouraging Vocabulary Development

- *English Language Development:* Dual-language learners can benefit from the English language experiences provided through music, since elements of words may be more available to a child when sung than when spoken. This is due to both the repetition and the slightly slower overall tempo of singing compared to speech.
- *Receptive Language:* Music Together song activities support children's listening skills, vocabulary development, and the ability to recognize and discriminate sounds.
- *Expressive Language:* Many Music Together songs allow children to practice the manipulation of sounds in language, and expose them to alliteration and variation in syllable stress. The Music Together songbooks provide opportunities for musical storytelling.
- Symbolic representation in the Music Together songbooks (in terms of words, illustrations, and musical notes) allow children to form correlations between the written word, images, musical notation, and the songs they are singing.

Staff Use of Books with Children

- Each child receives a songbook, and they are encouraged to explore and interact with the songbook independently or as a group.
- There are Music Together Singalong Storybooks available to supplement the music activities. They are beautifully illustrated picture books that bring favorite Music Together Songs to life and inspire bonding, pre-literacy development, and imaginative play between children and their favorite adults.
- Music Together songbooks and Singalong Storybooks help to familiarize children with print materials through music. The songbooks can be used independently or for shared literacy activities between adults and children.

Encouraging Children's Use of Books

- Each child receives a songbook, and they are encouraged to explore and interact with the songbook independently.
- Music Together Singalong Storybooks are available as board books, which young children can use on their own to foster their natural learning cycle of play, discovery, repetition, and mastery.

Activities (ITERS-3)/Learning Activities (ECER-3) Subscales

Fine Motor

- Music Together includes fingerplays and instrument play alongs that foster hand-eye coordination as well as hand and finger dexterity.

Music and Movement

- Classroom teachers are guided in ways to incorporate music into the daily classroom routine and on how music can inform and enhance learning in other disciplines.
- Music Together includes opportunities to sing, play instruments, move, and verbalize to demonstrate awareness of the expressive element of music such as rhythm, dynamics, tempo, and mood.
- Music Together is aligned with principal educational ideas, standards, philosophies, and curricula.

Dramatic Play

- Music Together repertoire includes engaging songs and chants that create opportunities for storytelling and dramatic play.

Math/number

- Some Music Together songs incorporate numbers, counting, and quantity, which give children a fun and different way to explore math concepts.
- Music Together's songs and rhythmic chants familiarize children with concepts of pattern, sequencing, and proportion, all reinforced through repetition.

Appropriate Use of Technology

- Music Together includes award-winning recordings that are artistically conceived and support and encourage children to make music through singing, improvisation, and creative movement as part of their daily lives in the classroom and at home.

Promoting Acceptance of Diversity

- Music Together repertoire includes songs from many different cultures, some in different languages, as well as newly composed songs in various tonalities, meters and musical styles.

Gross Motor

- The Music Together curriculum incorporates large movement activities that support motor coordination, body awareness, body control, and balance.

Interaction Subscale

Peer Interaction

- Music Together includes songs, chants, and movement activities that can be developed as partner activities that adults can model during class and subsequently can be replicated while playing with others.

Staff-Child Interaction

- Music Together repertoire broadens the classroom professional's content for Staff-Child Interactions.

Program Structure Subscale

Schedule and Transitions

- Music Together builds routines and smooth transitions into each class lesson plan, and provides classroom teachers with music-based strategies that enhance daily class routines and transitions.

Free Play

- The participatory Music Together class experience encourages creative expression and improvisation, and the use of music and movement during free play is encouraged and supported.
- Music Together activities include opportunities for children to select and experiment with a variety of instruments and other sound sources while accompanying singing and recorded music, which extends to free play.

Group Play Activities

- By its very nature, music is fun and engaging for young children. Group music-making is the focus of the Music Together class and serves as the foundation for small group and individual creative expression and improvisation during free play opportunities.

Music Together[®] In School

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