



Kindermusik is the single best choice you can make for your child again and again!

Kindermusik is the single best choice for children newborn to age seven. Researched and designed to create a rich, holistic learning experience for young children, the Kindermusik class environment employs the best of developmentally appropriate practice (D.A.P.) as identified by the National Association for the Education of Young Children (NAEYC). Developmentally appropriate practice means:

- Content is integrated in activities that touch every aspect of children’s development across the learning domains (social, emotional, physical, cognitive, musical, language).
- Content is presented through thematic connections that “speak” to children.
- Content meets each individual child’s unique needs within his own cultural environment.

The following chart shows how the Kindermusik curricula nurture every child’s development. Each developmental outcome is first stated through the child’s voice, followed by sample Kindermusik classroom experiences, and then restated with a “whole child” perspective—again through the child’s voice. Read the chart:

- from left to right to follow the development of one characteristic from birth to age seven.
- from top to bottom to follow the development of all characteristics within one age group.

Kindermusik Curriculum & Developmental Age	Kindermusik Village® Babies newborn to 1½ years old	Kindermusik Our Time™ Toddlers 1½ to 3 years old	Kindermusik Imagine That!™ Preschoolers 3 to 5 years old	Kindermusik for the Young Child® Children 5 to 7 years old
Child's Learning Mode	Primarily Receptive Children this age are primarily in a receptive mode of learning.	Primarily Imitative Children this age learn primarily by observing and imitating others.	Expanding Knowledge Base Children this age are expanding their knowledge base through trial and error, talking, and moving.	Application of Knowledge Children this age are beginning to apply their knowledge in ways that are valued by adults.
Child's Development Through: Rhythmic Activities and Instrument Play	<p><i>"I can make sound with <u>this</u>."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • play with Village Baby Bells, Chime Balls, and Kindermusik Clackers under the close supervision of adults. • experience gentle bouncing. • do vocal play using rhythmic phrases. <p><u>Whole Child Viewpoint</u> <i>"This bouncing and rocking is stimulating my vestibular system so I can feel balanced. And when you hold me close while dancing, I can feel your heartbeat and listen to your breathing. I love you, Mommy."</i></p>	<p><i>"I can control the way I make sound with this instrument. I can do it just like you."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • shake egg shakers. • play one-bell jingles. • explore drums and woodblocks. • experience steady beat through rhythmic play-along selections to singing and recorded music. • do lap bounces. • do copy-me rhythms in vocal context. <p><u>Whole Child Viewpoint</u> <i>"I love to copy you. This feels good. My turn. Mine. Let's do it again. I can do it myself."</i></p>	<p><i>"I can think about the sounds I want to make on this instrument, make the sounds, and discuss them."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • play a variety of percussion instruments. • develop steady beat through dance-along and play-along activities. • compare and contrast sounds. • make instruments. • discover how sound is made. • learn about care and handling of instruments. • see print. • do graphic notation. <p><u>Whole Child Viewpoint</u> <i>"I can predict, organize a sequence, make comparisons, describe, and categorize things. I am beginning to see that I can write things down to remember them. These are lifelong skills."</i></p>	<p><i>"I can select instruments to play and then play something specific alone or in an ensemble. I can write down my song."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • select and play simple percussion instruments to use in original compositions. • compare and contrast sounds. • play simple tunes on the glockenspiel, dulcimer, and recorder. • write simple musical notation. • read simple musical notation. • take simple musical dictation. <p><u>Whole Child Viewpoint</u> <i>"I am in a real ensemble. I can do my own part with self-confidence. I contribute to my community of friends when we make music together. I am not a baby."</i></p>

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Child's Development Through: Singing and Speaking Activities	<p><i>"I can make sound."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • babble and hum through vocal play activities. • are immersed in a bath of musical sound as a precursor to actual singing. <p><u>Whole Child Viewpoint</u> <i>"I am so attached to my Mommy. When she smiles I feel her love and then feel good about myself."</i></p>	<p><i>"I can speak, whisper, shout, and sing."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • imitate animal and other sounds. • play with the sounds voices can make. • sing short songs. • chant simple nursery rhymes. <p><u>Whole Child Viewpoint</u> <i>"Look what I can do all by myself. You let me decide. This makes me feel secure yet independent, too."</i></p>	<p><i>"I can sing, chant, or hum high and low, loudly and quietly. I can speak as if I am happy or angry."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • sing alone and in groups. • "copycat" sing. • participate in call and response. • expand their song repertoire. • experience more difficult texts and rhythms. • sing varied tonal patterns. • use their voices expressively. <p><u>Whole Child Viewpoint</u> <i>"My imagination, combined with movement and language growth, is compelling me to express myself in so many ways all at once. I ask so many questions and tell so many long stories. You listened to me and watched."</i></p>	<p><i>"My voice is higher and I can sing more words and more difficult tunes."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • sing in several languages. • participate in speech ensembles. • expand their vocal range. • develop independent singing. • sing in an ensemble. <p><u>Whole Child Viewpoint</u> <i>"I am learning so fast about how things fit together and how I can make my own combinations. I am getting good at problem solving."</i></p>

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Child's Development Through: Creative Music Activities	<p><i>"Daddy smiled. I'll make that sound again."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • babble during quiet time, instrument exploration, or anytime. <p><u>Whole Child Viewpoint</u> <i>"I like it when my daddy smiles at me and plays with me. We are bonding."</i></p>	<p><i>"I like how this sound feels in my voice and sounds in my ears. I'll keep doing it again and again while Mommy is busy."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • explore instruments with their caregiver during exploration time. • play instruments to recorded music. <p><u>Whole Child Viewpoint</u> <i>"I need to do things by myself and I need to have Mommy close by for security. I bound back and forth as I learn about my limitations and capabilities."</i></p>	<p><i>"Listen to my words. I can sing it my way. This is my picture of my own rain sounds. Yours is different."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • create their own lyrics to tunes sung in class. • do some graphic representation (a precursor to reading and writing language and music). <p><u>Whole Child Viewpoint</u> <i>"I have discovered that I am the king of the world. My friends and I pretend to 'run the show,' trying out all kinds of ideas and possibilities. Sometimes our ideas are really silly."</i></p>	<p><i>"Listen. I made up my own song. Here are the notes for my song on this paper. I'll play it for you. Will you play it, too?"</i></p> <p>In class children</p> <ul style="list-style-type: none"> • create songs knowingly. • begin basic traditional notation on the treble staff in 2/4, 4/4, and 3/4 meters. • read, sing, and play back written work. <p><u>Whole Child Viewpoint</u> <i>"I get it. I understand. People can work together to make beautiful things and to enjoy each other. Furthermore, we can share our ideas with others by writing them down. I can even read and sing your idea. Wow!"</i></p>

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Child's Development Through: Musical Skill-Building – • Listening and Identifying • Moving • Expressing	<p><i>"I hear that doggie barking but I can't make that sound."</i></p> <p><i>"My arms and legs are moving while the music is playing. My daddy rocks me."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • hear a wide diversity of sounds that the parent labels. • are encouraged to move their arms and legs freely while music is playing. • are moved around by their parents. <p><u>Whole Child Viewpoint</u> <i>"I am hearing, feeling, and seeing so many different things. My brain is making connections very quickly but I don't even know it yet. All I know is that I love my Mom."</i></p>	<p><i>"I hear the doggie. Woof, woof."</i></p> <p><i>"I can dance. I might even run when I dance because that is what I like to do most!"</i></p> <p>In class children</p> <ul style="list-style-type: none"> • hear a wide diversity of sounds. • label sounds. • imitate sounds. • move freely in response to songs, stories, and chants. • explore movement possibilities as an individual and in a group. <p><u>Whole Child Viewpoint</u> <i>"I can control my voice and my body. I am learning to move my body in new ways by trying out all kinds of things. My dad helps me."</i></p>	<p><i>"That's a dog barking. He sounds big. My dog barks like this. And then he runs like this."</i></p> <p><i>"I can tiptoe and swish my scarf while that rain music is playing. I can also melt like that snowman in the song."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • hear sounds and music selections. • label and imitate sounds when appropriate. • create movements as desired. • begin to label movement as well as sound. <p><u>Whole Child Viewpoint</u> <i>"My friends and I enjoy playing together. We are learning about cooperation, how to see other points of view, and how things work. We are figuring out what is real and what is not real."</i></p>	<p><i>"That composer wrote drum music that sounds like my dog barking. My dog song goes like this. I made a dance to go with my song. Watch me."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • hear, identify, and label sounds. • compare musical elements. • copy songs through vocal imitation, movement exploration, and by writing. • compose their own songs to illustrate movement. <p><u>Whole Child Viewpoint</u> <i>"I am creative. I understand. I can write. I can read. I am special."</i></p>

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Child's Development Through: Everyday Music Enjoyment, Learning, and Awareness	<p><i>"Oh. The music stopped. I stopped moving my legs."</i></p> <p><i>"My daddy sings to me while we rock together and then plays my Kindermusik CD for me while I lie in my crib."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • may demonstrate through body movements their unconscious awareness of musical change. • begin to experience and expect routines. <p><u>Whole Child Viewpoint</u> <i>"My ability to form attachments forms the basis of all future relationships. Kindermusik provides multiple opportunities to support this growth."</i></p>	<p><i>"NO. NO. Not that one. I want the other drum, now!"</i></p> <p><i>"All fall down. Boom! Now we jump up and begin the song again!"</i></p> <p><i>"Please play my Kindermusik CD while we drive to Grandma's house."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • move in response to songs that illustrate musical change. • request songs and CDs to be sung or played. • recognize the Kindermusik studio and teacher. <p><u>Whole Child Viewpoint</u> <i>"Developing a sense of myself as separate from Mommy is my job just now. Kindermusik supports my need to be independent while providing security."</i></p>	<p><i>"I can make a glissando on my Kindermusik Slide Whistle. I can play it from low to high or from high to low. Listen. Now watch me match the glissando sound with my body. Like this... up and down!"</i></p> <p><i>"We play my Kindermusik CD when it's time for me to pick up my toys in the playroom."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • move to demonstrate musical vocabulary: sliding down a sliding board is a glissando. • request songs or CDs. • begin to label and express musical change through language and movement. <p><u>Whole Child Viewpoint</u> <i>"I can never experiment too much. Kindermusik allows me to try out so many possibilities without making me perform or be tested."</i></p>	<p><i>"You play the staccato sounds on a glockenspiel for the rain music and I'll play a 'boom' on my drum for the thunder. Bobby can dance with a scarf for the wind."</i></p> <p><i>"I put my instruments in my bag to take to Sophie's house. We're going to play music."</i></p> <p>In class children</p> <ul style="list-style-type: none"> • select instruments to play that reflect musical changes. • select CDs. • label instruments, music elements, and demonstrate understanding by using language. <p><u>Whole Child Viewpoint</u> <i>"I LOVE music, my friends, and my teacher. Kindermusik encourages me without pushing."</i></p>