



www.musikgartenoflexington.com

WHAT CAN MUSIKGARTEN OF LEXINGTON DO FOR MY CHILD?

- ♪ The ultimate goal of Jennifer Tutt, the award-winning staff of *Musikgarten of Lexington*, and the founders of *Musikgarten* is to build love for music, confidence, and to aid the overall whole-body development of the child.
- ♪ Research shows that no other type of learning affects the brain as much as music education during the 0 – 9 year early childhood period.
- ♪ Music-making is wonderful for the child's mind, body, and soul.
- ♪ The activities experienced in the 0 – 10 year *Musikgarten of Lexington* program foster creativity in children and a love of learning.
- ♪ Serotonin released in the brain as you sing helps promote feelings of well-being.
- ♪ Children need to move as they grow; they learn through their exploration with movement.
- ♪ Sensory-motor stimulation is an aspect of neurological development that must be present for the child to effectively master simple and complex tasks.
- ♪ The more complete the sensory-motor integration, the easier academic learning becomes later.
- ♪ The better listening skills, greater attention span, and increased memory capacity gained through *Musikgarten* activities will be beneficial for a lifetime.

FAMILY MUSIC FOR BABIES (0 – 18 MO.)

(Children actually begin to hear and respond to music by 4 ½ months in utero)

- ♪ Current studies show that more brain development occurs in the first 18 months than any other time in life.
- ♪ Brain research shows musical/sensory stimulation at this age increases aptitude for all future learning activities; it is especially beneficial to the areas of the brain used in music, math, and science.
- ♪ Language acquisition begins in this age group and is enhanced by musical learning.
- ♪ Hearing live vocal music (not just recordings) helps with the child's own speech development.
- ♪ It is believed that children 0 – 18 months need to be sung to in order to help their ability to match pitch later.
- ♪ Socialization by same-age peers by 6 months is believed to improve social skills in childhood and adulthood and is also associated with higher EQ scores later.
- ♪ Evidence suggests that children around other children at an early age are less likely to develop asthma later in life.
- ♪ The instruments and accessories used in class (drums, rattles, sticks, scarves) help build eye-hand coordination and fine motor skills.
- ♪ Multi-colored scarf activities are good for the development and coordination of eye muscles.
- ♪ Rhythmic development begins in the first 18 months with bouncing, rocking, and steady beat activities (students in class often rock/bounce themselves to the steady beat much earlier than same-age peers not involved in *Musikgarten* classes).

- ♪ Infant massage is thought to improve future IQ scores, peripheral nervous system function, immune system function, parent bond with child, digestion, colic, and promotes relaxation in baby.
- ♪ The parent/child bond is fostered through sensory games, lullabies, and other classroom activities.
- ♪ Children in class are exposed to high-quality classical music, traditional American children's songs, and multi-cultural music from other parts of the world with a wide variety of instruments, ensembles, tonalities, and vocal ranges represented.

FAMILY MUSIC (walking 15 MO. – 3 YRS.)

- ♪ Rocking, bouncing, and steady beat activities promote the development of rhythm.
- ♪ Fingerplays, instruments (rattles, sticks, drums, sand blocks, jingles) and scarf activities build fine motor skills and eye-hand coordination.
- ♪ Dancing, stationary games, and circle songs improve gross motor skills.
- ♪ Listening activities aid attention span, memory, and aural awareness.
- ♪ Classroom activities help improve impulse control (their ability to stop an activity at an appropriate time or refrain from a socially inappropriate activity), which begins to develop in this age group.
- ♪ Children start to become aware of social norms for behavior (e.g. everyone is sitting, standing, dancing, listening, singing, following directions); however children may not conform to these norms yet.
- ♪ Parents learn lots of songs, games, nursery rhymes, and dances for use at home.
- ♪ Children learn helpful “work” songs about washing, bathing, cleaning up, etc.
- ♪ Frequent repetition of familiar material is vital for the child's retention and comprehension.
- ♪ Students gain independence by leaving parents for listening and/or dancing, while the parent/child emotional bond is still fostered with other classroom activities.
- ♪ Students gain skills needed for pre-school and grade school by learning to take turns, listen to teachers, and follow directions.
- ♪ It is believed that social interaction by the age of 3 is beneficial for the social skills needed for school later.
- ♪ Some students may begin to remember song lyrics, nursery rhymes, and familiar melodic patterns enough to sing them at home (some children may occasionally sing in class, but this is not common until they come to class without a parent or caregiver).

GOD'S CHILDREN SING (2 ½ - 4 ½ YRS.)

- ♪ Non-denominational religious curriculum in the Judeo-Christian tradition.
- ♪ Creates a warm, loving environment of faith.
- ♪ Lets children participate in the worship community.
- ♪ Music education integrated with religious education.
- ♪ Covers principles and themes from the Old and New Testaments.
- ♪ Learning and repeating prayers, fingerplays, and poetry promotes language development.
- ♪ Promotes spiritual development by helping children internalize prayers and stories from the Bible.
- ♪ Promotes family love and spiritual life.
- ♪ Helps students realize God's love for them and the blessings in the lives.

CYCLE OF SEASONS (2 ½ - 4 ½ YRS.)

- ♪ Warm, loving environment created by caring, enthusiastic teachers.
- ♪ Classroom environment prepares children for preschool and grade school by learning to follow directions and listen to a teacher.
- ♪ Students learn to value our natural environment.
- ♪ Ecological theme to class (leaves, wind, rain, snow, seeds, animals, gardening, etc.).
- ♪ Creates a better understanding of the beauty and music found in nature.
- ♪ Promotes family love and the value of friendship.
- ♪ Learning and repeating poems and fingerplays promotes language development.
- ♪ Students study each season while that season is actually occurring outside in the real world.
- ♪ Students study the life cycles of plants and animals through song, poetry, short stories, and pictures.

LEARNING GOALS APPLICABLE TO BOTH *GOD'S CHILDREN SING* AND *CYCLE OF SEASONS*

- ♪ Classroom discussions begin during this age group.
- ♪ Students participate in longer focused listening activities (poems, animal sounds, and instrumental sounds) to increase memory and attention span.
- ♪ Introduction of melodic instruments (glockenspiel, metallophone, and resonator bars) to learn scales, chords, and melodies of songs.
- ♪ Begin to sing solos in class; this helps prevent performance anxiety later (the children are literally experiencing “success” in performance before they are old enough to be fearful of it).
- ♪ This class involves more difficult fine and gross physical motor skills than in previous age groups.
- ♪ Mastery of impulse control is more complete (students become better able to follow directions and interact socially).
- ♪ Cooperative learning activities are introduced (use partners for games, dances, rocking bands, hoops, etc.).
- ♪ Children become more vocal, often singing in class for the first time.
- ♪ Children gain independence by doing class alone, while still having their parent there periodically to help in class (this process often takes an entire year of classes in this age group, but it is a great preparation for school).
- ♪ Classroom environment prepares children for preschool and grade school by learning to follow directions and listen to a teacher.
- ♪ Teaches children values and morals at an early age.
- ♪ Storytelling in class used to improve memory, attention span, moral development, and language/speech development.

MUSIC MAKERS: AROUND THE WORLD (4 – 7 YRS.) and MUSIC MAKERS: AT HOME IN AMERICA (4 – 7 YRS.)

- ♪ Learn about the music, instruments, history, food, culture, and customs of a variety of countries and ethnicities, including the United States.
- ♪ Children enjoy intricately choreographed social dances with scarves and hoops.
- ♪ Early multi-cultural education promotes tolerance and respect for others.
- ♪ Children learn vocabulary, songs, poems, and stories from other languages.

- ♪ Class involves in-depth studies of many different composers and performers, including Bach, Handel, Mozart, Haydn, Strauss, Beethoven, Dvorak, Copland, Louis Armstrong, Scott Joplin, and others.
- ♪ Students study national heroes and historical figures of America and other countries.
- ♪ Students learn the geography and landmarks of each country, including the U.S.
- ♪ Students listen to lesser-known instruments like the zither, Irish harp, pipe organ, Indian flute, harpsichord, Scottish bagpipes, and tubular bells.
- ♪ Students learn to read and write music using flashcards and song pages.
- ♪ Students begin to play in ensembles using the glockenspiel, resonator bars, metallophone, maracas, bongos, triangle, guiro, rattles, jingles, drums, rain stick, sand blocks, and rhythm sticks and occasionally keyboards.

MUSIC MAKERS: AT THE KEYBOARD I and II (6 – 10 YRS.)

- ♪ Students are learning to play songs on the keyboard from all the previous years of *Musikgarten* curricula.
- ♪ Class is intended to be more enjoyable and effective than traditional piano lessons for beginners because students are playing songs they know and like in a social setting with friends.
- ♪ The social aspect of class will help students want to practice more at home to keep up with their peers.
- ♪ Research shows that playing the piano uses more parts of the brain than almost any other activity and burns a tremendous amount of calories.
- ♪ This class provides a pathway to music literacy, as students are hearing, playing, reading, and writing their pieces.
- ♪ Students learn how to transpose pieces to different keys as well as add broken and block chords to a melody.
- ♪ The right hand and left hand both learn to play the melody and the harmony.
- ♪ There is an aural focus to class: students don't just read the notes, they listen to whether it sounds correct or not.
- ♪ Students use Listening CD's at home to build aural awareness of the music.
- ♪ Students also use Practice CD's to help in daily practice at home.
- ♪ Students play pieces in duple/triple meters, major/minor tonalities, and use two and three note tonic/dominant chords.
- ♪ Children are exposed to jazz music and learn skills for improvisation.
- ♪ Parents learn how to help their child by participating in the last few minutes of each class and utilizing the CD's and workbooks at home.
- ♪ Students can go on to private lessons in piano or other instruments with a wonderful preparation for the challenges and discipline required to succeed and become proficient.
- ♪ Students develop overall musicianship and ensemble skills that will help in private piano, band, or orchestra later.

CONTINUING MUSIC EDUCATION REWARDS PROGRAM

- ♪ After 8 complete, consecutive semesters your 9th semester's tuition receives a \$75 discount.
- ♪ Semesters must be taken consecutively by the same student (if you fail to enroll in a semester for any reason, the earnings start over again with #1).
- ♪ Good for tuition on group classes only; cannot be combined with other discounts.

For more information about classes, call piano teacher and licensed/certified Musikgarten instructor Jennifer Tutt at 245-5887.