

Educating the voice of young children

Margré van Gestel

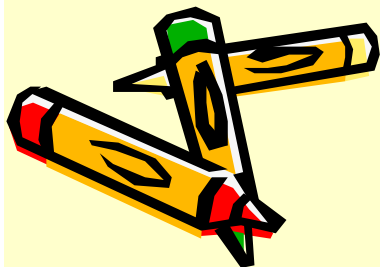


The development of singing
of children 0-4 years
in the Music on the lap courses in The Netherlands

Music on the lap 1989-2008

Music lessons for:

- Parent and child
- 4 - 48 months
- 30- 45 minutes
- 8 - 10 weeks



Early childhood music lessons:

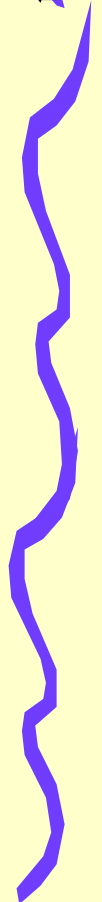
All children/ parents are welcome

- Stimulate innate possibilities
- No stress
- Activities always linked to the development and age group
- Providing structure (greeting song, good bye song)
- Songs from the culture
- Positive stimuli
- Lots of repeating
- Variation if possible

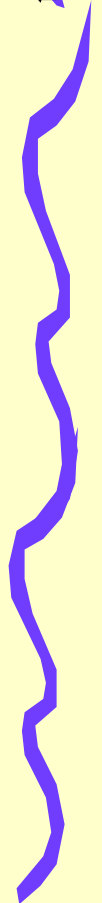


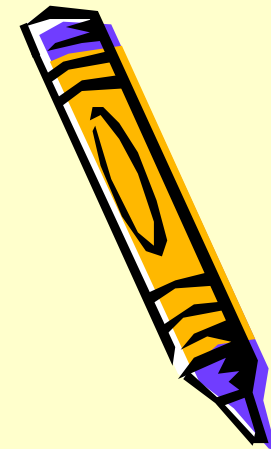
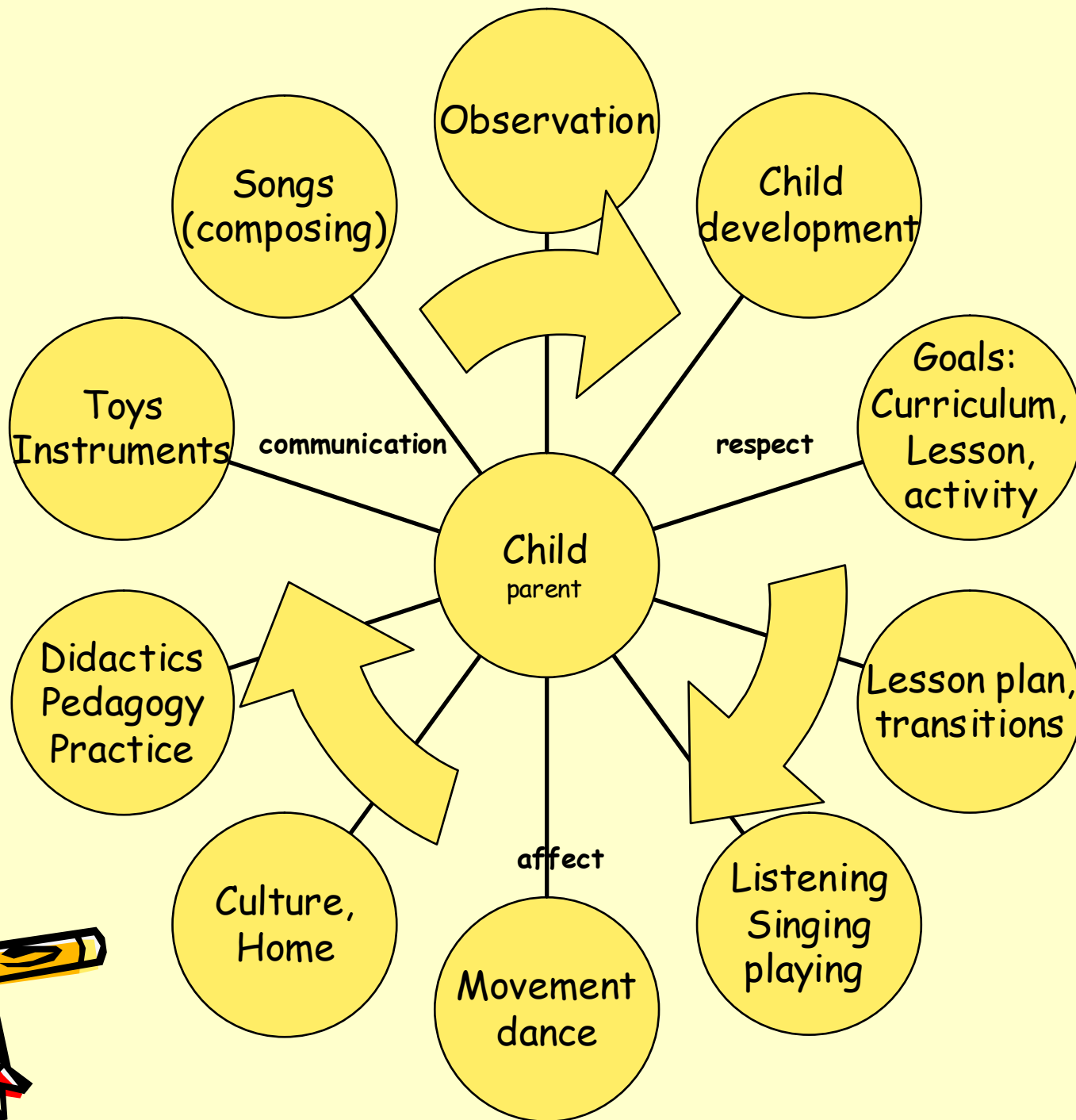
Making
music
together

June 2008



Music on the lap teacher training 2008







Hello

een variatie op een canon van Bram pakk.

Hel - lo, hel - lo, good mor - ning to you, good
good af - ter - noon, good

5
mor - ning to you Hel - lo, hel - lo hel - lo,
af - ter - noon.



The developmental areas:

- Sensory development
- Emotional development
- Physical development
- Social development
- Language - speech development
- Musical development
- Cognitive development



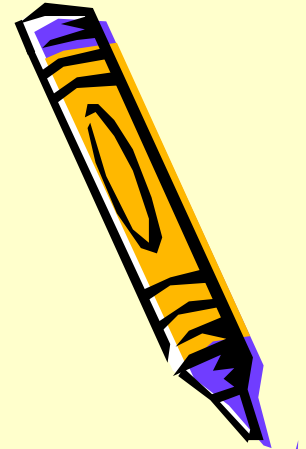
Hello song

Observations/ goals

1. Hear, see and feel
2. Feel welcome, respected and safe
Self awareness
3. Contact/ being together
4. Move towards sound
5. Words have meaning and express feelings
6. Contours of melody, pitch, rhythm
7. Repeat/ structure/ knowledge

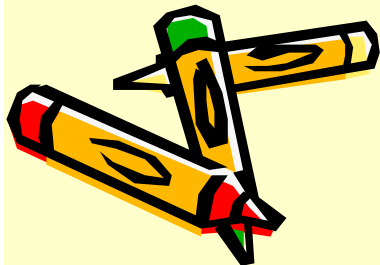
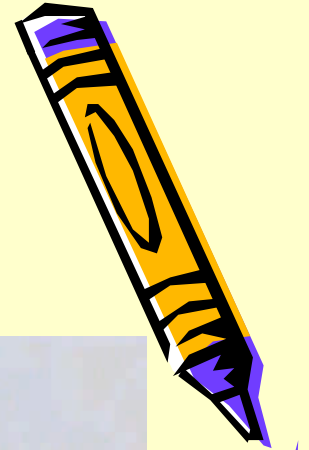
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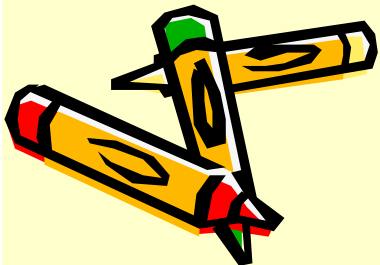
Already 3,5 months
of hearing experiences



The first cry

Ingredients of singing:

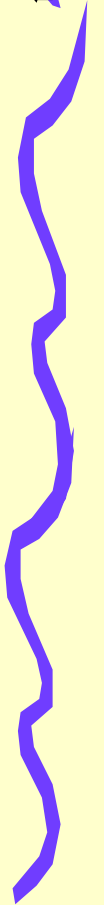
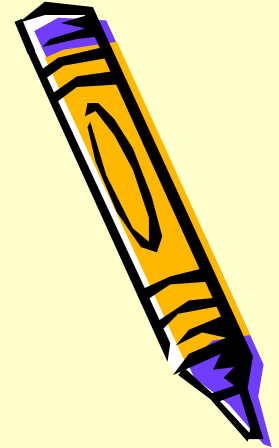
- Variations of pitch
- Variation of intensity
- Rhythmic and melodic patterns
- Sentence structure



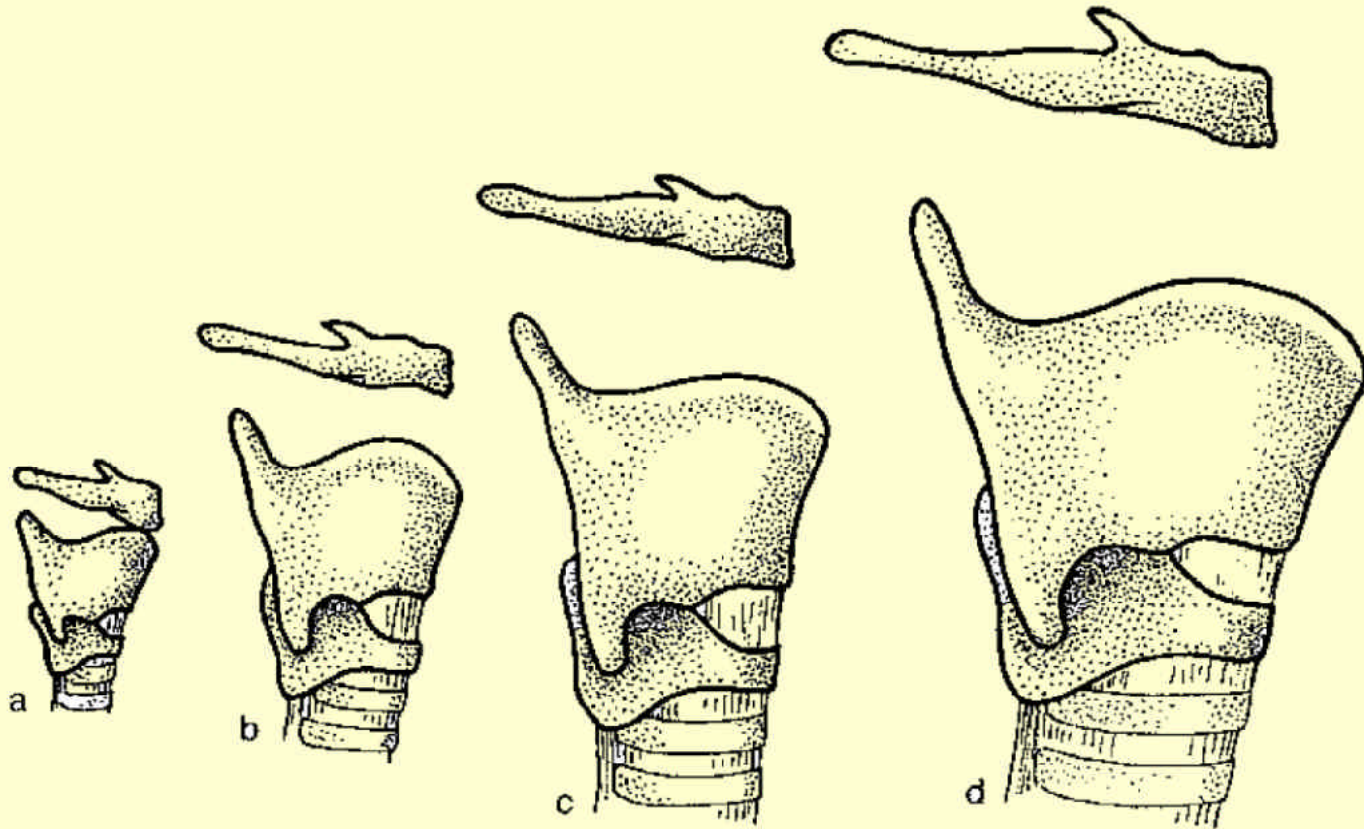
Parents singing with their children.

Shaping the infant's vocal production through the interaction with the acoustic characteristics of maternal culture (Graham F. Welch)

Parents sing and speak at higher pitch levels, use a wider pitch range, longer pauses, often at a slower rate, and use smooth, simple, but highly modulated intonation contours. (Thurman & Welch, 2000; Welch, 2006)



Development of the larynx



Newborn

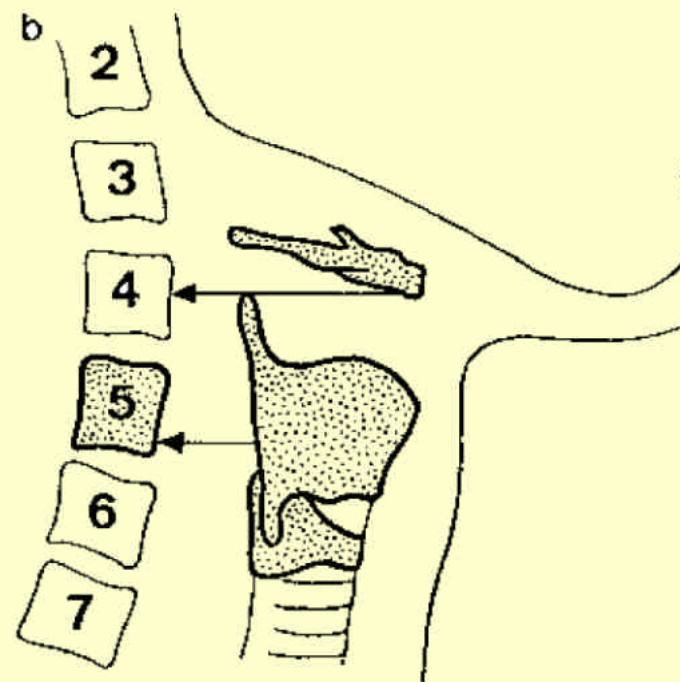
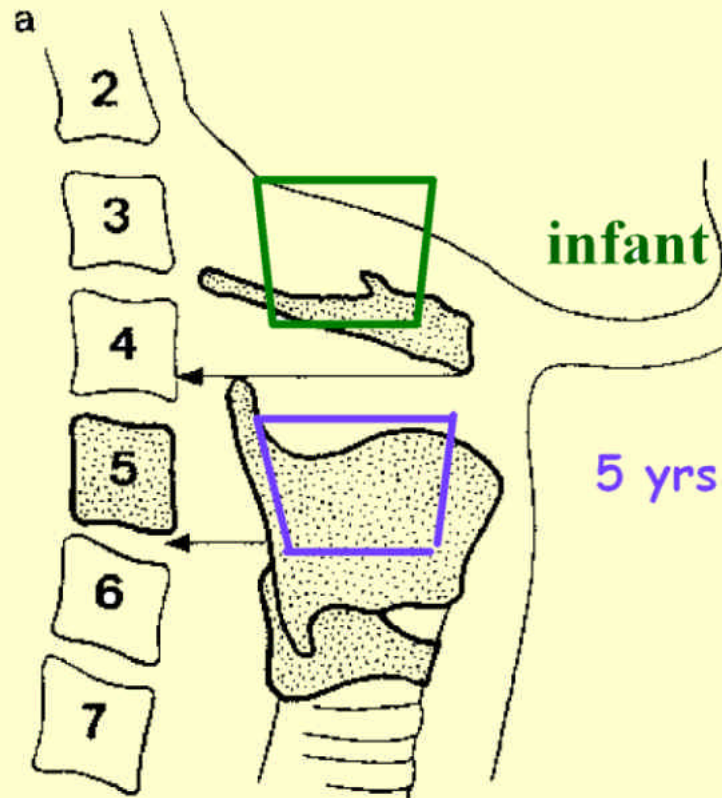
6 yrs

woman

man



Position of the larynx

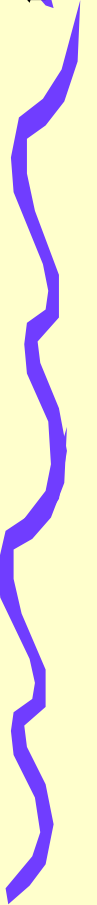


Singing as a developmental behavior



Singing:

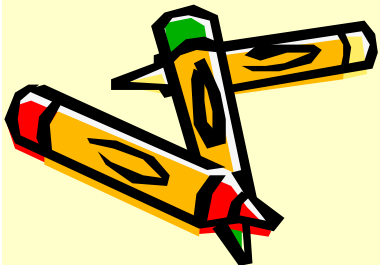
- requires precision movements
- uses cartilages, muscles and ligaments
- makes simultaneous use of vertical, lateral and rocking movements
- aims for gracefulness in movement



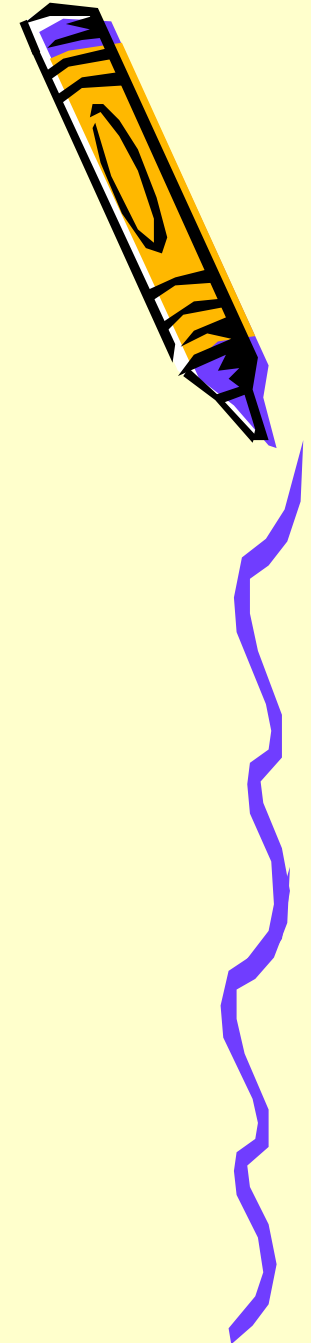
Musical communication

- The earliest vocal behavior is crying. (Vihman 1996)
- Two months: musical babbling, contains pitch and rhythmic patterns
- 3-4 months: baby imitates contours of mother infant interaction.
- 4-6 months: Vocal play emerges, developing vocal control and vocal pitch behavior linked to the mother tongue.

The first year is characterized by increasingly diverse vocal activity.



A little bit tired



Song Acquisition Development



0 to 6 months: Cooing, vowel like sounds and babbling with intonation.

6-12 months: Imitate others. Mostly descending intervals.

12-18 months: Glissandos.

18-20 months: Discrete pitches.

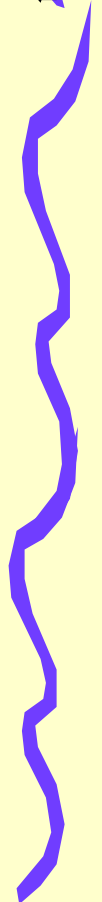
Melodic and rhythmic patterns begin to appear

18-24 months: Sings small group of notes. Creates short spontaneous songs with small melodic intervals and flexible rhythm patterns. Able to learn to produce short melodic patterns from simple songs.

24 months: Sings phrases. Uses melodic patterns from learned songs in spontaneous singing.

2-3 years: Sings parts of songs. Imitates short songs or melodies, but not always accurately. May change melody to better accommodate the voice range.

3 years +: Sings whole songs.



Children 12- 18 months:

Language:

- Start using the first words
- Imitate speech patterns of parents

Listening:

- Are fond of new sounds
- Experimenting with sounds of materials.

Movement:

- React on music with clapping and dancing
- Reaction on music / no music

Singing:

- Vocalize longer combination of sounds
- Try to sing along, fill in parts of songs (last words)
- Like repeating
- Spontaneous singing of songs with much repetition, stable patrons but lots of changes in pitch.



Singing of children 12-24 months

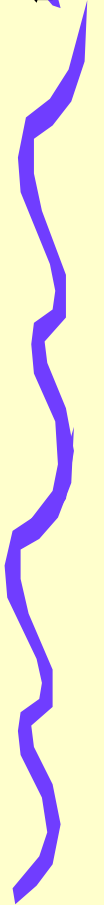
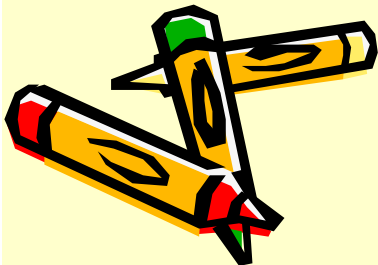
Identifiable rhythmic and melodic
contour patterns (Dowlings 1999)

Spontaneous infant songs consists of
one brief melodic phrase at different
pitch centers



Singing 24-36 months

- A vocal behavior at the boundary between speech and songs
- Singing and chanting during free play
- Singing selected elements of the dominant song culture (pot-pourri songs)
- More control of the singing voice



"Moving"

Sung by Fridolijn 3 years of age
august 1988

- Special attention to the elements of European song culture



Verhuizen

Ik ga verhuizen (2x)
Naar Hilversum toe
Ik ga verhuizen naar Hilversum toe

en daar mag iedereen logeren
en daar mag iedereen logeren.
Maar... ik weet het nog niet zeker
Ik weet het nog niet zeker

Sprekend:
En nu moet ik wel veel zingen
want ik neem morgen
afschied!

Dan gaan we bij Joepie
een schommel maken
Want die is zo sterk,
die is zo sterk. (kuch)

Die is ook zo sterk dat hij
gaatjes in de muur kan boren
Maar Louise kan dat niet
En Louise kan dat niet.

Ik heb al een heleboel dozen in gepakt.
Maar maar
Ik ga nu verhuizen
O nee morgen
Ga ik verhuizen

Want ik ga morgen verhuizen
En morgen neem ik afscheid
Ja, ja, ja, ja, ja, ja, ja
En morgen neem ik afscheid
en morgen neem ik afscheid.
Maar ik weet het wel

Want dat staat op de kalender.

Moving

I am going to move (2x)
To Hilversum
I am going to move to Hilversum

and everybody can come and visit
and everybody can come and visit
But.. I am not sure
I am not completely sure yet

Chanting:
And now I have to sing a lot
Because tomorrow I am going
to say good bye!

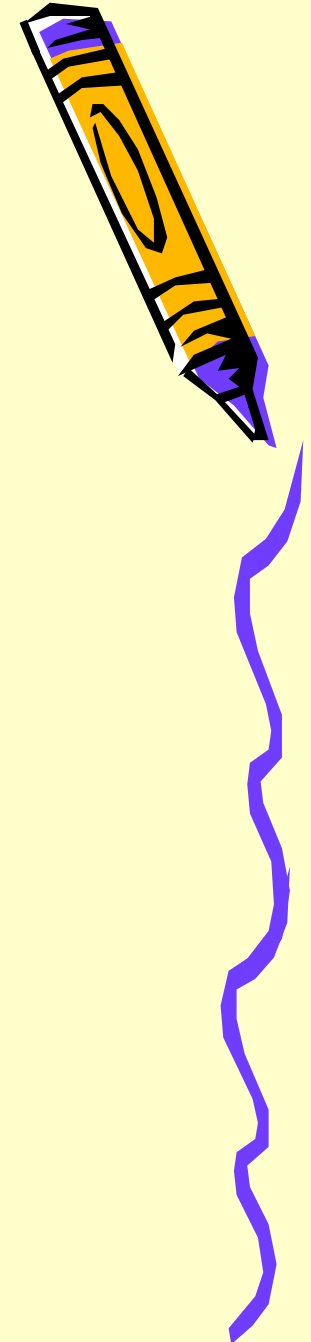
We are going to make a swing
at Joepie's house,
He is so strong.
He is so strong. (Cough)

He is so strong that he can
drill holes in the wall.
But Louise is not able to do so,
Louise can't do that.

I have packed a lot of boxes.
But... but..
I am going to move now,
Oh no, tomorrow.
I am going to move.

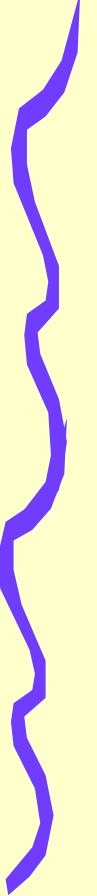
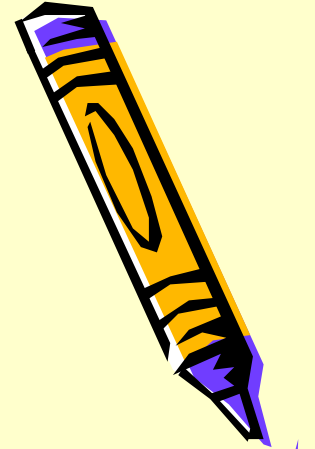
And tomorrow I will move
Tomorrow I will move
Yes, yes, yes, yes, yes,
And tomorrow I say goodbye
And tomorrow I say goodbye.
But I know for sure

Because it is written on the calendar.



Singing 36- 48 months

- Free flow vocalizing (Young, 2002)
- Chanting
- Reworking of known songs
- Singing for animation
- Imitation of actual sounds
- Sing independently (simple) songs
- Improvise melodies with quart and quint



Characteristics of songs for two to fours.

We distinguish songs sung for the children and songs for independent singing.

A song should be linked at the development stages and ask for repetition.

Is functional (You can do something with it)





Nina

date of birth: 14 august 2003

video: 10-10-2006

"On a big toadstool"



Op een grote paddestoel

traditoneel

Op een gro-te pad-de-stoel, rood met wit-te stip-pen, zat ka-bou-ter Spil-le-been heen en weer te wip-pen.

9
Krak! zei toende pad-de-stoel met een die-pe zucht, en zijn been-tjes vlo-gen: hoe-pla in de lucht.

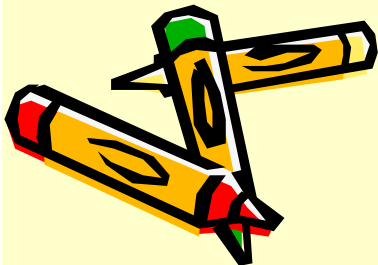


Songs to sing with 'under fours'

- Short songs. The song has a purpose or is contextualized
- Amplitude (d-b)
- Voice training and sound reproduction
- Simple rhythm and measures
- Simple intervals, surprises are welcome
- Accents conform the language to breath automatically
- The text is related to children's lives
- Lots of physical games to support the words

Singing together is fun, an accompaniment is not necessary.

You don't learn singing from / with a cd.



Another example of a Dutch song for children aged 3-4 to sing independently:

Translation:

Chipmunk with your long tail. Jump real fast,.....roetsjjj.... into the trees.



Eekhoorn met je lange staartje

Herman Broekhuizen

The musical score is written on two staves in G major (one sharp) and common time. The melody consists of eighth and quarter notes with rests. Chords are indicated by letters above or below the notes.

D G D

Eek - hoorn, eek - hoorn met je lan - ge staart - je, eek - hoorn, eek - hoorn

G D A⁷ D

spring maar met een vaart - je, tik - ke tak - ke to - men, roetsj! in de bo - men.





The waterfall

Margré van Gestel



Tick - e tick - e tick - e tee, feel the rain-drops made by me.

5



On your head and on your toe, do you like it, yes or no?





Two little dicky birds



Two lit - tle dick - y birds, sit - ting on a wall. One named Pe - ter, one named Paul.

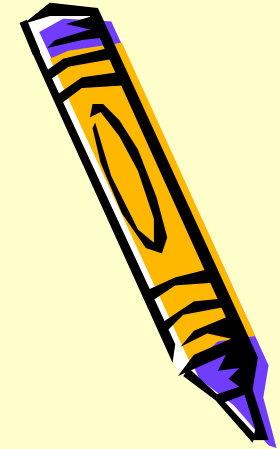
5



Fly a-way Pe - ter! Fly a-way Paul! Come back Pe - ter! Come back Paul!

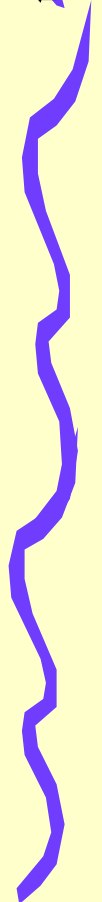


Composing songs for two to fours.



Language

- Sound play, vocal play and ..variation if possible
- Chants and Rhymes
- Correct use of language, language connected to the world of the children, children like jokes or funny language.
- Short sentences (intellectual and breathing)
- Placing of the words (accent conform the language, upbeat, rhythm fitting the word rhythm.)
- No long notes on short words. Always one note for every syllable.
- Play with sounds. Not too many words.
- There are no verses, you may use variations in text and variations in play.
- Don't use too often 'and' 'of'
- Rhyme: at the end, the beginning.

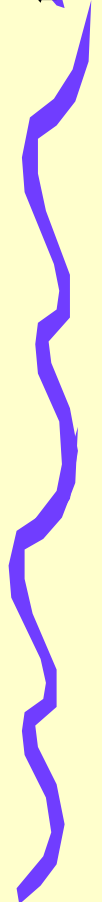


Composing songs for two to fours.



Music:

- Interesting melody and rhythm.
- Combination with chanting
- Amplitude: D' - B'.
- Time signature: binary or ternary.
Matching the activity or subject/theme.
- Form.
Breathing at a natural way. Short sentences. Logical short musical sentences.
- Repeat of sentences or part of sentences.
- Accent on the right moments according to accents in the language
- Sound play connect with the text. Major and minor keys. (use other keys)
- No modulations
- Melodic and rhythmic surprises

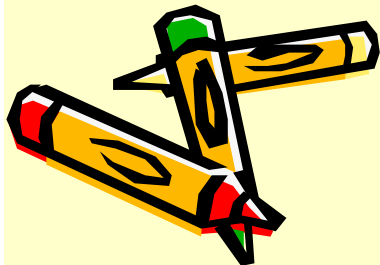
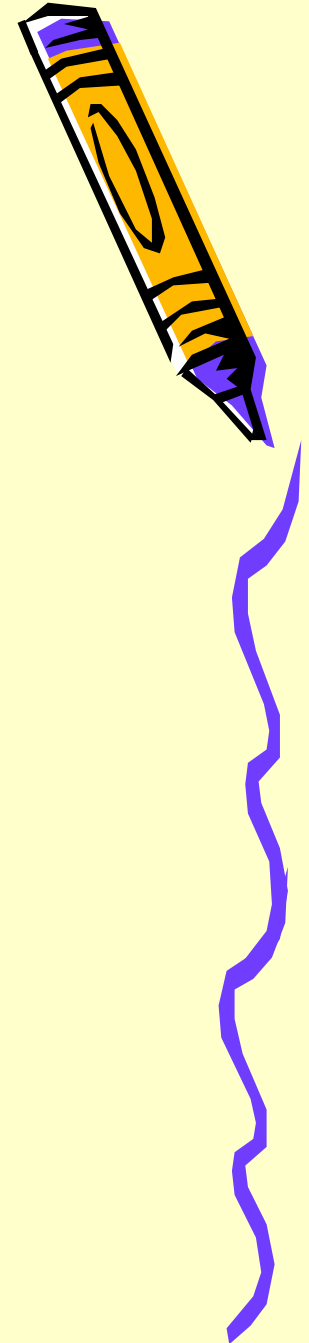


Building bricks



"Music on
The lap"

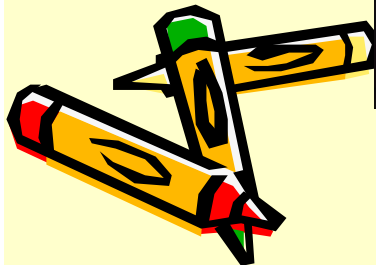
1991



2006: King Nobel
In the musical 'Malpertuus'



Thank you !



The musical development of children 4-6



- Is able to sing inner a short fragment and is capable to continue singing on the right pitch/ in tune.
- Recognizable melodies in improvisation
- Can play circle games with integrated music and movement
- Is capable walking of in time (marching)
- Has control over the singing voice
- Can repeat short introductory melodies (reasonable) in tune
- Can react in play or with movement on musical repeating or contrasting sentences
- Can distinguish spheres in music
- Recognizes songs by the rhythm
- Reacts on contrasts in music
- Can transpose rhythm in movements
- Sings in greater amplitude and intervals
- Concentration in listening to recorded music becomes greater

