

ETSU Conference 2009 "Sounds and Songs Alive"

Recharging our bodies and brains with new music and activities, by Katherine Dines

Katherine Dines (www.hunktabunkta.com) is a songwriter, recording and teaching artist who performs throughout the world. She has worked with parents, caregivers and educators since 1992. To date she has created 10 award-winning cd's in the acclaimed series known as Hunk•Ta•Bunk•Ta® MUSIC. Her songs have been Grammy nominated; licensed by Disney, Hallmark, and Build-A-Bear Workshops; featured on major airlines, and can be heard regularly on XM satellite radio. For more information on her songs, workshops, or keynotes, call 888/663-7122, or e-mail kdines@hunktabunkta.com

Songs from today's closing can be found on these 7 cds:

Hunk-Ta-Bunk-Ta® TWINKLE, WIGGLE, BOO; BOO-2; CHANTS; GNU; SPOOKY All 10 Hunk-Ta-Bunk-Ta® cds are at Northside Music and Authors' booth.

1. Open All the Windows – sing along/zipper song

Singing together opens channels for energy. It's an instant unification device. It oxygenates and recharges our bodies and brains.

2. Keemo Kyemo

Using **Unique Unexpected** instruments, costumes, movements or sounds promotes listening and brain growth (dendrite growth). Remember: "Forty By Five."

3. Three Nice Mice

Any simple song can be as effective with any age depending on how it is presented—especially if it is "steeped in tradition." History works well as a set up with older children, and even 4th and 5th graders respond well to this song!

4. Muscle and Bone

When we encourage children to perform in their own way--- without judgment-- it empowers them to take responsibility and "own" what they do.

5. Five Little Monkeys

Adapting what YOU know and like is one of the best tools you already own!

6. The First Song Ever Sung

Choosing books with beautiful language and reading them using all the inflections of your voice, will build better listening skills. Adding layers

of sound effects, music, movements, instruments and dramatic expression, activates brains at any age.

7. Huki Lau

Songs from other cultures can be easily layered for learning. Costumes, dance, holidays, food, etc.

8. Hey Sam! (Zipper song; children as songwriters)

Zipper songs are effective ways of encouraging children to express themselves. They are also helpful in teaching language arts-- if we work toward making sure that any words zipped in, follow the content, sequence and rhythmic/syllabic meter of a song.

9. Takin' a Shake Break!

Attention spans are 15-30 seconds in ADULTS! Using a rhythmic phrase with lots of movement—especially with older children, in key moments, and with an element of surprise, will wake them up, feed their brains and bodies with oxygen, and help them stay focused OR transition.

10. Friends

Sign language is a concentrated form of communication. It calms and encourages children to develop dexterity and coordination, and to appreciate others who may not be able to hear. It sings our language beautiful movement and when coupled with facial expression, can be very emotional.

11. Mashed Potatoes

The simplest recipe can teach counting, sequencing, patterning, rhyming, and phonological awareness. Please note the sound effects, rhythm, and simplicity. What would you do with your own recipe?

12. Hunk-Ta-Bunk-Ta BOO

Besides **R**einvent, **R**euse and **R**enew, there are four other “R’s” for this conference. **R**epetition, **R**hythm and **R**hyme are the basic building blocks of early learning. When they are used, they will help us **R**emember the concepts we learned all of our lives.

13. All The Way Around the World

When we start small and expand, the possibilities are endless. Layer upon layer of learning creates more attentive and brighter children, and paves the way for teachable moments. This song is simple and repetitive, yet gets complicated as it adds sound effects, drama, sign

language, musical instruments, audience involvement, and singing together. It reflects all of what I have shared here.

14. Wings

To send us on our ways, here is a lullaby I wrote for my niece. Thank you all for the special work you do every single day with the children of tomorrow. They would not have wings without you.

•MUSIC AND MUSIC-BASED ACTIVITIES SUPPORT THESE SKILLS•

Creativity, imitation, problem solving, imagination, social interactions, cultural awareness, observation, listening, thinking, independence, exploration, dramatic play, self-expression, representation, and so on and so on and so on...

• 10 IDEAS FROM THIS CONFERENCE TO TRY MONDAY •

1. Play some sort of a listening game every day
2. Start thinking of your voice as a musical instrument and use it
3. Create one rhythmic phrase of your very own to surprise
4. Encourage silly language and gobbledygook in play and writing
5. Play with simple sounds and create rhythms from them.
6. Pause, breathe deeply and stretch more frequently, and think of each pause as a musical rest between notes.
7. Add a sound effect/s or orchestrate some part of story time
8. Create a simple repetitive movement for children to do with a pattern of sounds
9. Have children pair up and share stories with each other. Help them find a word, sentence or phrase to sing or say rhythmically.
10. Have fun using the sounds of your voice to create music.

•INTERNET RESOURCES•

www.SongsForTeaching.com

A host of educational experts brings you tested ideas for using the magic of music in your lesson plans. Individual songs can be purchased and downloaded.

www.pre-ksmarties.com

Good resource with book suggestions, links to relevant websites, and valuable information for parents and teachers.

www.kidmixradio.net

KidMixRadio is an Internet radio station devoted to delivering free music to the families and educators of young children.

www.folkways.si.edu

Excellent site that highlights the Smithsonian collection of music. There is a link to recorded folk songs and stories that children of all ages will love.

www.putumayo.com

Putamayo Kids introduces children to other cultures through music from around the world.

www.kimboed.com

Kimbo Educational, based in Long Branch, NJ, is the #1 company publishing music and movement recordings for children.

www.northsidemusicwi.com

Over 25 years of quality music for children, teachers and families, specializing in music CD's, rhythm instruments and activity books for early childhood programs/K-2 classrooms.

•CURRENT RESEARCH ON THE BRAIN AND MUSIC•

DR. FRANK WILSON, University of CA School of Medicine. "Research shows instrumental practice enhances coordination, concentration and memory, and brings about the improvement of eyesight and hearing." His studies have shown that involvement in music connects and develops the motor systems of the brain, refining the entire neurological system in ways that cannot be done by any other activity.

PETR JANATA, Dartmouth Music Psychologist. "Music prompts greater connectivity between the brains left and right hemisphere and between the areas responsible for emotion and memory, than does almost any other stimulus."

MARK JUDE TRAMO, Musician and Neuroscientist at Harvard Med. School. "No one to date has found a "music center" there, or anywhere else. Studies of musical understanding in people who have damage to either hemisphere, as well as brain scans of people taken while listening to music, reveal that music perception emerges from the interplay of activity in *both* sides of the brain."

DR. FRANCES RAUSCHER, Psychologist at the U of Wisconsin Oshkosh. "A causal link exists between music and intelligence and suggests that learning skills can be improved by listening to music at an early age. Musical training appears to dramatically enhance a child's abstract thinking skills and spatial-temporal ability – skills necessary for mathematics and science – even more than computer instruction does!"

BABY COLLEGE, a Harlem research program. "Language development was directly related to how many words were used directly with children 0-3 and what KIND of emotions were emoted with those words. The area of the brain that was specialized for positive emotion showed less activity and the area of the brain that specialized for negative emotion showed more brain activity. In later life an individual who experiences negative words and emotions will be more apt to respond negatively when they're stressed or they experience a negative event.

STANFORD UNIVERSITY RESEARCHERS. "Music engages the brain over a period of time, and the process of listening to music could be a way that the brain sharpens its ability to anticipate events and sustain attention."

TESTS ON THE EFFECTS of music on living organisms have shown that special pieces of music aid hens in laying more eggs.

CANADIAN AND SOVIET UNION RESERACHERS have found that wheat grows faster when exposed to special ultrasonic and musical sounds.

DORTHY RETALLAC a 1968 college student, tested the effects of music on plant growth by using different musical styles: classical, jazz, pop, rock, acid rock, East Indian, and country. Acid rock caused the plants to wither and die, whereas plants thrived when Jazz, classical, and Ravi Shankar were played.

HIGH SCHOOL STUDENTS who study music have higher grade point averages.

THE TOP THREE ACADEMIC COUNTRIES in the world, Hungary, Japan, and the Netherlands, place great emphasis on music education and participation in music.

SILICONE VALLEY'S TOP ENGINEERS are all musicians.