

HD1

# TEACHING MUSIC IN PRIMARY

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**Slide 1**

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**HD1**      Howard, Donna, 11/4/2018

A CHILD WHO SINGS  
IS A HAPPY CHILD

--- ELDER ENRIQUE FALABELLA

# **Make your Primary a SAFE PLACE**

**Everyone is entitled to feeling safe in Primary –  
Spiritually, emotionally, physically**

**NO criticism of any kind!**

**Allow them to feel safe learning to sing**

**One small comment, wince, or lack of encouragement  
could make that child (or adult) feel like they should  
never sing again.**

**Please don't let that come from you!**

I BELIEVE THAT THE  
PRIMARY MUSIC LEADER  
IS ONE OF THE MOST  
INFLUENTIAL PEOPLE IN  
THE WARD.

WHY??

WHY DO WE TEACH THE  
CHILDREN SONGS?

WHY ARE THEY SO  
IMPORTANT?

If these songs are to influence children  
throughout their lives,

**THEY  
MUST  
BE  
MEMORIZED**

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**The Primary music leader is the one that teaches the songs that the children will remember (or not) throughout the next 8 decades or so when they have hard times.**

**This influence cannot be underestimated!**





**YOU**

**are the Gospel Doctrine  
teacher**


**for the children.**



**YOU are the Gospel Doctrine  
teacher for the children.**

**Therefore, it is CRITICAL that  
these songs be memorized.**

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- ▶ **What Primary lessons do you remember?**
  - ▶ **What songs do you remember?**
  - ▶ **Why are songs so much easier to remember?**
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## Songs use both halves of your brain.

If I **tell** you something, you will remember about 10%

If I **show** you something, you will remember about 40%

If you **do** something, you will remember about 60%

If you **sing** it, you will remember about **90%**

**Above all, remember the real  
reasons we teach children to sing!**

**To teach the gospel**

**So they love music**

**So these songs can influence them  
throughout their lives**

**So they can feel Heavenly Father's love for  
them**



**These goals cannot be met in a carnival-like atmosphere.**

**Your goal is not to entertain.**

**Your goal is to invite the Spirit to bear witness to the children.**

**Your goal is to help the children memorize songs**

**Your goal is to strengthen the children.**

# **NEVER teach in the church without:**

**Bearing your testimony**  
**Applying the lesson to the individuals' lives**

**(Bro. Robert Wahlquist)**


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**The Directed Listening Method is  
a powerful way to teach children  
songs because..**





## The Directed Listening Method is a powerful way to teach children songs because...


1. They **hear** the song several times
  2. They **notice** things about the song
  3. They **memorize** the song as they learn it
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Let's Practice!



**When doing directed listening, remember:**

**1. Don't just sing one line of the song at a time for them to answer the question. Sing a lot of it, or all of it. Maybe doing just a verse or a chorus would work. But the idea is to be sure the children hear the song as much as possible.**

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When doing directed listening, remember:


2. **Always** give the children something to listen for or to do.

**Have a reason for every repetition.**

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**When doing directed listening, remember:**

**3. You can use the words, the rhythm, the melody, and anything else in the song that might be interesting to the children, or to you, for them to have something to listen for or do.**

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**When doing directed listening, remember:**

**4. Have enough repetitions!**

**Try to allow the children to hear the song maybe even ten times before they attempt to sing it.**

## When doing directed listening, remember:

Some people think 2-3 times is enough. In my experience, it isn't. Preschoolers need to hear a song 200 times before they really know it. For junior Primary, it's about 100 times, and for senior, about 50 times. You can't do that many before they sing it, but you can give them several times of listening to it.

Also, directing their listening will help them notice things in the song and help them learn it **MUCH** faster.

## When doing directed listening, remember:

If you have actions to do with the song, teach them all at the same time.

You don't need to teach the melody, then the rhythm, then the words, then the actions.

Teaching them all at the same time gives the children a multisensory experience, which is an excellent way to learn.

Besides, children learn best with movement.

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**When doing directed listening, remember:**

**Use “short singing experiences” to help them learn the song.**


**This sometimes involves you singing the whole thing as they join you on a short segment of it.**

**Or, it could be that you all will just sing a part of it.**

**But remember that they still need to hear it more than that!**

**When doing directed listening, remember:**

**Once you feel that the children have heard the song enough, and will be relatively successful at singing it, THEN you can have them sing the whole song, or whole verse or chorus.**

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Let's Practice Again!



**Be aware of the children's abilities at this age for maximum success (Nursery):**

**A range of about a fifth or a little more (think D to A on the staff)**

**Some can now sing in tune**

**Still working on coordination**

**Simpler rhythms are easier for them**

**Children need to hear the song about 200 times to really own it**

## **Be aware of the children's abilities at this age for maximum success (Junior):**

A range of about an octave

Most can now sing in tune

Probably need to hear a song about 100 times to really own it

Can understand the difference between shouting and singing

Beginning to understand breath control

Can sing call and response songs

Can sing with attentions to dynamics and tempo changes

Can accent strong beats and understand syncopation

# Some things that might still be difficult for this age group (Junior):

Rounds

A second part that isn't the melody

Legato, dynamics, sustained phrases

Harmonizing

Wider ranges – more than an octave



**Be aware of the children's abilities at this age for maximum success (Senior):**

**A range of a little more than an octave**

**Most can now sing in tune**

**Voices may still be light, but some are starting to change**


**Beginning to understand breath control**

**Can sing two part songs**

**Probably need to hear a song about 50 times to really own it**

**They want to be challenged!**

**Then, once the song is fairly well learned, the children are ready for other activities that will cement the song into their brain.**

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# Midline Crossing Activities

Improve coordination

Improve impulse control

Help heal the frontal lobe

Raise reading and math scores

Extra cognitive function and memory



**Your job is to teach, not entertain.**

**Try to avoid:**

**A carnival atmosphere**

**If they are caught up in a game, they might not be able to feel the spirit as strongly**

**Flip charts**

**If they are dependent on them, they don't have the songs memorized**

# **Your job is to teach, not entertain.**

**Try to avoid:**

**Talking too much**

**Let them sing! Get them to sing a lot!**

**Criticizing your own voice**

**If you apologize for your voice, they will worry about theirs**

**And then they might quit singing. Everyone's voice is beautiful!**

**Too many "wobble songs"**

**Many songs can be movement songs while still teaching**

## Zoltan Kodaly and Karl Orff both believed that children learn best with movement – especially music!

- ▶ This does NOT have to be wiggle songs. Just adding movements to regular song is great!
- ▶ Teach melody, rhythm, and actions all at the same time
- ▶ At the same time, help students feel the beat, which is critical for reading abilities
- ▶ Orff and Kodaly also believe in helping children experience music, not just listening. They also want children to create music – including dance. Perhaps children can help you create actions for a song.
- ▶ The more involved a child is in music, the more they will remember the songs and LOVE music!

## Children learn best with these:

1. When it's meaningful to them. When they can relate to it, when they understand it, and when you can apply it to their lives.
2. Multisensory learning. Not just hearing. Add sight, add movement, anything!
3. Within their abilities, but challenging them is great, too!
4. When the learning is child centered. The focus is on the child, not the teacher.
5. When lessons/songs build on previous knowledge and go farther.
6. When they can make connections to things they already know.

**But what do they need most?**

**Time to feel the Spirit speak to them.**

**Are you inviting the Spirit to join you in  
your Primary room?**



**Remember the conference talk about  
intentional living?**

**Let's encourage intentional movement.  
Movement that teaches.**

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**Rhythm Sticks and egg shakers**

**Scarves**

**Eraser pass**

**Making up their own actions**

**Sign Language – one of my favorites!**

**Start – Stop (piano keeps playing)**

**Boys – Girls**

**And many more!**





"It is far more important who the elementary music teacher is in a small town than who the director of an opera house is because if the opera house director is not good, he will be dismissed in a year, but a poor music teacher in a small town can kill off the love of music for thirty years from thirty classes of children. This is an enormous responsibility."

~Zoltan Kodaly

Floating Down the River

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