

Musical Progression in Colourstrings Kindergarten

Age: under 3 years

In the under 3yrs classes the emphasis is on active engagement with and enjoyment of music. The children experience directly the basic elements of music through listening, chanting, singing and moving to simple rhymes, children's songs and short pieces of recorded music.

Initially, the emphasis is on building a store of songs (including Singing Rascals songs, nursery rhymes and folk songs) rhymes and action games through which we develop in the children a strong sense of beat. The simple children's songs from the Singing Rascals repertoire are used to develop the voice and in-tune singing. Other activities include: listening to music as an activity in itself; movement to music, simple dances and elementary use of percussion instruments to enhance work with pulse; speech development; development of co-ordination skills; developing confidence and the enjoyment of sharing music with others in a secure environment. As the children get older the material gradually becomes more complex and requires more independent action: bigger store of songs, rhymes, etc. The rhythmic emphasis is still on pulse.

Age: 3 - 4 years

Concentration at this age is on the development and understanding of melodic rhythm (the rhythm of the words) through use of songs, rhymes and games; extending the pitch range and developing confidence in solo singing, co-operative work with other children in groups or in pairs, independence of thought and action, dancing in a chain or circle, beginning composition, learning the rhythm names (Ta, Ti etc.) applying these names to well known songs and rhymes, developing inner hearing through various games, working with different tempi, dynamics and the other basic concepts of music (high/low, long/short etc.), giving expression to different moods in music, listening to music, developing confidence and enjoying and sharing music with others in a secure environment.

Age: 4 - 5 years

Concentration at this age is on bringing known elements to full consciousness by writing them down in a simplified way, learning the hand signs and using them to develop inner hearing further; improvising, composing, reading from a simplified score to create a percussion accompaniment to a well-known song (beginnings of chamber music), part singing, learning to blend and work co-operatively in a group, leading an ensemble, extending the pitch and rhythm ranges, refining skills learnt in previous years. Adding to the store of songs, games and rhymes, using more complex dances in a chain or circle that further develop co-ordination and rhythmic skill; introduction to the instruments of the orchestral. All of the above prepare children for later instrumental learning if desired but the emphasis is still on enjoyment.

Age: 5 - 7 years and up

Refining and developing skills as above and learning proper notation. More emphasis on musicianship and part singing, still with games and songs. Children at this level will achieve a high degree of confidence in their ability to sing well, to lead a group, or act as part of a group, to understand music from the inside out and apply their knowledge to unknown situations. Further development and refinement of musicianship skills in preparation for the commencement of instrumental studies. Introduction to the instruments taught at the school : violin, cello, classical guitar, piano and flute.