**UNIT 18**

**CHILDREN AND MUSIC**

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Music should be a joyous experience for everyone. The seed of a love of music is sown in early years.

It is desirable that the nursery teacher or playgroup leader should have a gentle singing voice, and a repertoire of traditional nursery rhymes and modern songs suitable for this age range. She should provide simple musical appara­tus and instruments for the children's own experiments. Then she is well equipped to give children musical enjoy­ment. So she will be able to waken their love of music.

She can play simple accompaniments to songs, provide suitable music for movement and play quiet music for them to listen to, remembering of course that their span of at­tention is very short. Occasionally well-chosen records are enjoyed.

Children thoroughly enjoy a serial story with music (made up by the nursery teacher or playgroup leader). It can either introduce known songs and an occasional new one, or the music can be used pictorially. Instruments can provide sound effects such as: playing an ascending scale at the top of a piano keyboard to depict a mouse running up a stalk of wheat and tapping large intervals on a xylophone to illustrate a squirrel-leaping from branch to branch.

It is delightful to watch and to listen to a group of young children round the "music table" all bent on their ex­ploratory ploys: one finding out if all the rattles sound the same, another monotoning a word over and over again while he plays the pattern on rhythm sticks. A little girl has found the cuckoo's song on two bars of a xylophone. Two three-year-olds are having a minor tussle as they both want the same instrument, whilst a boy is marching the room beating a drum. This is a truthful picture of everyday happenings in a nursery school or a playgroup.

The natural response for the young to the stimulation of music is bodily movement. Each child has his own rhythm and at first he will move in his own way and in his own time, unrelated to music. Eventually he will accept the disci­pline that moving to music brings. Many songs give the ba­sic movements of walking, running, swaying, trotting, etc.

The supervisor should guide each child to respond to the varying qualities of music and to realize through music his own individuality.

**Singing**

Almost all children like to sing. When they do, they throw themselves into it wholeheartedly. Unlike adults, children use their entire bodies to sing, swaying, bouncing, and jiggling.

Singing gives children the chance to develop their ear and their pitch. Folk songs and nursery rhymes that the young child learns have merit as both music and language. Block buildings have to be torn down and paintings eventually dry or tear, but a child will carry the song he has learned with him, as tangible proof of his success.

There are many kinds of songs you can sing with children. A few contemporary songs written for children are good, but for the most part, folk songs and nursery rhymes are more dependable.

Have simple words and music.

Appeal directly to the child by using his name, some article of his clothing, or something he has done.

Have repeated phrases or very simple rhymes, so that they can be learned quickly and easily. The satisfaction of learning a few songs with ease will encourage children to learn more of them, so that after a while you can introduce more complicated songs.

Include some action, such as "Here we go round the Mul­berry Bush".

Have silly-sounding phrases like the tongue twister, "Ducklings dabbling in the duck pond". As difficult as these nonsense syllables seem, the children work hard at them because they like them.

Have something to do with their lives at the moment. For example, a rain song on a rainy day, or a song about farm animals before or after a trip to a farm, etc., such as

"Pray open your umbrella" for when it rains

"I love little pussy" for a pet

"What does the dog say?"

"Galloping and trotting ponies"

"Mother"s washing" for Monday morning

"Happy birthday" for a birthday.

Like any other group activity, singing is fun because it gives children the opportunity to do things together.

**Žutom bojom su obeležene reči koje treba da naučite za kolokvijum!**

**joyous** - full of joy; very happy; *radostan,veseo*

**desirable** - worth having and wanted by most people; *poželjan*

**gentle** - mild, soft, kind; *nežan*

**repertoire** - all the music or plays, etc. that you can do or perform or that you know; *repertoar*

**nursery rhyme** - a short and usually very old poem or song for young children; *dečija pesmica*

**accompaniment** - music that is played on a musical instrument to support singing; *muzička pratnja*

**sound effects** - the sounds in a radio or television program or a movie that are added to make it seem more real; *zvučni efekti*

**ascending -** moving upwards or to higher levels; going up; *uzlazan*

**keyboard** - the row of keys on a musical instrument such as a piano; *klavijatura*

**tap** - to hit something gently, and often repeatedly, especially making short, sharp noises; strike lightly; *tapkati*

**xylophone** - a musical instrument which consists of a row of wooden bars of different lengths; *ksilofon*

**delightful -** very pleasant, attractive, or enjoyable; *divan*

**rattle -** a toy for babies or a musical instrument that makes a noise when it is shaken; *zvečka*

**monotone** – make a sound that stays on the same note without going higher or lower; *svirati jednolični ton*

**rhythm sticks** - a musical instrument which produces music based on a regular pattern of rhythmic changes; *muzički štapići*

**bar -** a long, thin, straight piece of metal or wood; *šipka*

**drum** - a musical instrument which consists of a skin stretched tightly over a round frame played by beating it with sticks or hands; *bubanj*

**sway** - to move slowly from side to side; swing; *njihati se*

**trot** - to go faster than walking; to run but not fast; *hodati brzo*

**wholeheartedly** - in a way that is completely enthusiastic ; with one’s whole heart; *svesrdno*

**bounce -** jump or spring up and down like a ball; *odskočiti, cupkati*

**jiggle -** to move from side to side or up and down with quick short movements; *drmati (se)*

**pitch** (of music and speech) - degree of highness or lowness; *visina (glasa ili tona)*

**tongue twister** - a sentence or phrase that is difficult to say, especially when repeated quickly and often; *brzalica*

**syllable** - part of a word pronounced as a unit; *slog*

**Naučite još nekoliko reči koje označavaju muzičke instrumente:**

**accordion -** a musical instrument in the shape of a large box which you hold in your hands and play by pressing keys on either side while moving the two sides together and apart; *harmonika*

**trumpet -** a musical instrument of the brass family, which plays quite high notes; *truba*

**flute -** a musical instrument of the woodwind family, played by blowing over a hole near one end while holding it sideways to your mouth; *flauta*

**piano** - a large musical instrument with a row of white and black keys; *klavir*

**violin** - a musical instrument made of wood that has four strings and played by moving a bow across the strings; *violina*

**guitar -** a musical instrument with six strings and a long neck played by plucking or strumming the strings; *gitara*