

Inspiring Your Creative Kid

Musically

Consider this....

Anyone can make music - clapping, humming, whistling, singing, or playing an instrument are only some of the ways we make music. Other sounds can be heard all around us; birds singing, crickets chirping, dogs barking, motors humming, hammers hammering are these sounds music?

While your kids listen to the sounds in their environment, encourage them to explore what they hear and, think about the following basic musical terms:

- Beat - the underlying pulse (like a heartbeat).
- Chord - two or more notes which sound good when played together
- Harmony - the combination of notes together in chords
- Melody - another word for tune. A series of musical notes that are arranged and recognizable
- Pulse - the regular beat of a piece of music
- Rhythms - patterns of sounds and silences
- Scales - a step-by-step ladder of notes, from lowest to highest and back again.
- Tempo -the speed of the pulse or music

There is always music amongst the trees in the garden, but our hearts must be very quiet to hear it.

-M. Aumonier

Just for fun....

Why not give free rein to the musician or orchestra conductor in you. A dozen instruments are waiting for you to play them, one at a time or altogether. Explore musical composition at the following website.
www.virtualmuseum.ca/Exhibitions/Instruments/Anglais/composition_musicale.html

Did you know?

The words to our national anthem 'O Canada' were originally written in French. It wasn't until almost 25 years later that the English version was written.

O Canada.

Music composed by Calixa Lavallee, 1880.
French language version written by Adolphe Routhier, 1880.

English language version written by Robert Stanley Weir, 1908.

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noun

The art of arranging sounds and silences' in time. Vocal or instrumental sounds possessing harmony, melody and rhythm. As a human activity, music can be used for artistic or aesthetic, communicative, entertainment or ceremonial purposes. The definition of what constitutes music varies according to culture and social context.

The definition above focuses on music as a human activity. What about animals, birds or insects? Do they use music for any specific purposes? Next time you take a walk in nature or a trip to the zoo - listen carefully and think about what you are hearing. How do the animals, birds or insects make sounds? Why? Is this music?

Many types of theatrical performances rely on vocal communication to interact with the audience. 'Voice' can be a powerful tool. Encourage your child to play with his voice, by experimenting with:

- Voices/accents
- Vocal sounds
- Singing
- Phrasing and patterns of speech
- Volume

An exercise in voice projection:

Place three stuffed animals (or pillows or beanbags) at three different distances from your child: 1, 3 and 10 metres away. Now ask your child to introduce themselves to the stuffed animals, starting with the closest. "Hi, my name is Sarah and I love to draw." Have them repeat the same phrase to the second stuffed animal and then the third.

As your child speaks to each stuffed animal (further away than the last), do they instinctually speak louder? Could the stuffed animal hear them? When your child speaks to the last stuffed animal they should speaking as loudly as they can. This is the type of vocal projection that is needed to reach an audience, so not only the first row, but also the back row can hear!

Why music?

Research has shown the benefits of musical education, especially in the early years, is far reaching and expands beyond the ability to play an instrument or carry a tune. Music education teaches children to be better listeners, improves their concentration and coordination and helps them develop skills essential to life long learning such as visual, perceptual and discrimination skills, organization, and social skills such as trust, cooperation, and empathy.



All the sounds of the earth are like music.
Oscar Hammerstein (1895-1960)