



# Early Learning Standards

for the

# Musical Instruments

(Chime Panel, Drums, and Xylophone)

[www.adventurouschild.com](http://www.adventurouschild.com)

513-531-7700

800-541-1954

# Musical Instruments

**Early Learning Content Areas that apply to using The Adventurous Child Musical Instruments:**

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education and Health
- Music

**This is what the children are learning when they use the Musical Instruments:**

**(Includes: Chime Panel, Drums, and Xylophone)**

## English/Language Arts

**Reading: Word Recognition, Fluency, and Vocabulary Development – Vocabulary and Concept Development**

- Use new vocabulary learned from experiences.

**Reading: Work Recognition, Fluency, and Vocabulary Development – Phonological Awareness**

- Recite/sing/ play one rhyme or song.
- Clap (play) out syllables in word songs.

## Mathematics

**Number Sense: Number Relationships**

- Sing and dance to a number song.

**Computation: Counting, Sorting, Classifying, and Comparing Objects**

- Identify and use the concepts of “one more” and “one less.”

**Algebra and Functions: Finding Patterns and Relationships**

- Follow along and imitate patterns of sounds and movement.
- Reproduce pattern of sounds and movement.

**Problem Solving: Ability to Reason, Predict, and Problem Solve Through Exploration**

- Make simple cause/effect predictions.
- See a simple task through to completion.

## Science

**The Nature of Science and Technology: Scientific Inquiry and process**

- Observe and describe properties of objects.
- Use the five senses (**touching**, smelling, **seeing**, **hearing**, tasting) to investigate the environment and to gather information.

**Scientific Thinking: Computation and Estimation**

- Participate in activities related to sequencing and counting.

**Communication: Sharing Observations and Discoveries**

- Identify attributes or characteristics.

## Social Studies

### **Civics and Government: Foundations and Functions of Government and Its Citizens**

- Follow simple directions.

### **Geography: Environment and Society**

- Help clean up after doing an activity. (Return mallet to holder.)

### **Individuals, Society, and Culture – Cultural Diversity**

- Use interpersonal skills of sharing and taking turns in interactions with others.

## Physical Education and Health

### **Gross/Fine Motor and Sensory Development: Locomotor and Non-locomotor skills**

- Manipulate objects by throwing, catching large balls with two hands, **striking**, swinging, and pulling at a basic level.
- Perform basic rhythmical skills alone and/or with a partner.

### **Application of Movement Concepts and Principles to the Learning and Development of Motor Skills**

- Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or object over, under, beside, and through as directed by an adult).

### **Enjoyment of Motor and Sensory Experiences: Exhibiting Self-Confidence**

- Participate in a variety of gross/fine motor and sensory activities.
- Attempt novel gross/fine motor and sensory activities.
- Demonstrate a determination to develop skills through repetitive practice.

## Music

### **Music Appreciation: Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements**

- Smile or laugh when music is played.
- Verbally express enjoyment.
- Dance/sway/tap toes/ jump/hop to music alone or with others.

### **Participation/Exploration/Production: Children Produce Vocal/Instrumental Music and Rhythmic Movements Spontaneously and In Imitation**

- Produce rhythmic patterns to familiar songs.
- Spontaneously explore sounds produced by striking a variety of materials.

### **Analysis: Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)**

- Play classroom instruments.
- Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
- Moderate vocalizations to tempo and dynamics of music.
- Choose real or improvised instruments to play along with instrument heard.
- Distinguish among the sounds of several common instruments.