



Music Together[®] In School

Music Together[®] Supports CLASS[®] (Classroom Assessment Scoring System)

Music Together is a research-based music and movement curriculum dedicated to nurturing every child's innate musicality. The Music Together curriculum is rooted in Developmentally Appropriate Practice and the importance of the adult as a model for the young child, therefore the teaching approach, activities, and curriculum content provide early childhood educators with teaching processes that support and deepen positive adult-child interactions in the early childhood classroom.

The Classroom Assessment Scoring System[®] (Infant, Toddler, and Pre-K) is a research-based measurement system that captures effective teacher-child interactions that support children's social-emotional, behavioral, and cognitive development.

Music Together supports the following domains and dimensions in the CLASS Pre-K-3rd 2nd Edition:

Emotional Support Domain

Positive Climate Dimension

Direct Link to Selected Indicators: *Relationships / Enjoyment / Respect*

- Music Together creates group music experiences that solidify bonds among children and between children and teachers, promoting a sense of community.
- The Music Together repertoire and processes create a joyful atmosphere in the classroom, which promotes positive affect in the classroom.

Indirect Link to Selected Indicators: *Positive Communication*

- Music Together repertoire broadens the classroom professional's opportunities and methods for positive communication for Staff-Child Interactions.

Teacher Sensitivity Dimension

Direct Link to Selected Indicators: *Awareness / Responsiveness*

- Music Together includes a non-performance-oriented approach that is responsive to children's needs and interests so that young children can be comfortable to participate freely in music and movement activities without performance pressure.

Indirect Link to Selected Indicators: *Problem Resolution / Student Comfort*

- The Music Together approach is designed to include all children, both typically abled and those with special needs, which can promote student comfort in the classroom and provide teachers with a new method through which to support student comfort.
- Music Together activities provide opportunities for children to express their own musical ideas and have those ideas validated by their class, providing teachers with an opportunity to support each individual child's needs to be accepted, understood, and appreciated, contributing to student comfort in the classroom.

Regard for Child Perspectives Dimension

Direct Link to Selected Indicators: *Child-Centered / Support for Autonomy and Leadership / Child Expression / Allows Movement*

- Music Together includes variation and substitution opportunities for student-focused improvisation of lyrics, melody, body movement, and rhythmic accompaniment to a variety of songs and movement activities, supporting children's autonomy, leadership, self-expression, and choice.

- Selected Music Together activities elicit student-focused opportunities for children to select and experiment with a variety of instruments and other sound sources accompanying singing and recorded music, which fosters autonomy and leadership.
- Music Together includes opportunities for children to move freely, and express themselves through instruments and verbalization.
- Music Together repertoire includes activities that support children’s interests, ideas, and contributions, helping to build self-confidence, self-sufficiency, and high self-esteem, all contributing to student comfort in the classroom.
- Some Music Together songs and processes prompt and encourage child-directed thought and learning by inviting, accepting, and including children’s suggestions into music and movement class activities.

Classroom Organization Domain

Behavior Management Dimension

Direct Link to Selected Indicators: *Proactive*

- Certain songs and song variations found in the Music Together repertoire provide classroom teachers with proactive ways to prevent children’s misbehaviors in a developmentally appropriate way through music.

Indirect Link to Selected Indicators: *Child Behavior*

- Certain songs and song variations found in the Music Together repertoire support children’s development of impulse and inhibitory control, emotion knowledge, attention-shifting skills, and the ability to follow simple directions.

Productivity Dimension

Direct Link to Selected Indicators: *Opportunities for Learning / Routines / Transitions / Preparation*

- Music Together builds routines and smooth transitions into each class lesson plan, and provides classroom teachers with music-based strategies that enhance daily class routines and transitions, as well as providing learning opportunities within them.
- The Music Together curriculum maximizes learning time by having planned activities from the start to the finish of each music session that support children’s early learning and music development.

Instructional Learning Format Dimension

Direct Link to Selected Indicators: *Effective Facilitation / Variation in Approach / Child Interest*

- Music Together’s approach to teaching supports effective facilitation through adult modelling.
- Music Together naturally supports children’s approaches to learning through multi-modal activities and hands-on materials such as instruments and props. Because music-making is so much fun, Music Together activities can help children become more engaged in the classroom and more motivated to learn.
- Music Together employs materials and processes that maintain and encourage student interest, such as recordings and songbooks with songs and illustrations that can be used in the classroom to integrate music and movement into daily lives and to support children’s learning.
- Music Together recognizes that the participation and modeling of teachers and caregivers is essential to a child’s musical growth; their participation provides facilitation for a young child as they learn and develop through music activities.
- Music Together provides guidance for extending the Music Together music activities into the flow of the school day. Classroom teachers learn to use the Music Together repertoire in a variety of ways, such as transitions, arriving in class/going home, augmenting dramatic play, group and individual explorations, and projects.

Indirect Link to Selected Indicators: *Clarity of Learning Objectives*

- Music Together’s songbook for teachers includes information on how to develop music activities that support the planning of learning objectives that integrate music and movement to support learning goals.

Instructional Support Domain

Concept Development Dimension

Direct Link to Selected Indicators: *Creativity / Integration / Connections to Everyday Lives*

- Select Music Together activities involving instrument play support reasoning and problem-solving, and expose children to cause-and-effect relationships.
- Music Together songs that include real world connections support conceptual knowledge of the natural and physical world.
- Music Together supports children's disposition to create their own songs, movements, and accompaniments.

Language Modeling Dimension

Direct Link to Selected Indicators: *Advanced Language*

- Music Together song activities support children's vocabulary development.

Music Together supports the following domains and dimensions in the CLASS Toddler (15–36 months) Tool:

Emotional and Behavioral Support Domain

Positive Climate Dimension

Direct Link to Selected Indicators: *Relationships / Positive Affect/ Respect*

- Music Together creates group music experiences that solidify peer connections among toddlers, and between toddlers and teachers, promoting a sense of community.
- Music Together repertoire includes songs, chants, and movement activities that represent varying energy levels that allow for rich reciprocal interaction among toddlers and teachers.
- The Music Together repertoire and processes create a joyful atmosphere in the classroom, which promotes positive climate in the classroom.

Teacher Sensitivity Dimension

Indirect Link to Selected Indicators: *Awareness / Responsiveness / Child Comfort*

- The Music Together approach is designed to include all children, both typically abled and those with special needs, which can promote student comfort in the classroom and provide teachers with a new method through which to support student comfort.
- Music Together's supportive classroom materials (recordings and songbooks) give classroom teachers musical tools, knowledge, and a platform through which to interact and communicate with their toddlers in positive, sensitive, and responsive ways.

Regard for Student Perspectives Dimension

Direct Link to Selected Indicators: *Child Focus / Flexibility / Support for Independence*

- Music Together uses the developmentally appropriate practice of "accept and include" where music and movement activity variations are developed by following the lead of toddlers, honoring and respecting their creative contributions.
- Music Together activities incorporate toddlers' interests and fascinations as a primary vehicle for immediate, complex, comprehensive, and sustained learning.

Behavior Guidance Dimension

Indirect Link to Selected Indicators: *Supporting Positive Behavior / Problem Behavior*

- Various songs and song variations found in the Music Together repertoire support toddlers' development of impulse and inhibitory control, emotion knowledge, attention-shifting skills, and the ability to follow simple directions, while providing classroom teachers with positive ways to redirect behaviors.

Engaged Support for Learning Domain

Facilitation of Learning and Development Dimension

Direct Link to Selected Indicators: *Active Facilitation / Children's Active Engagement*

- Music Together recognizes that Music Learning Supports All Learning®, which provides teachers with unique ways to actively facilitate activities that support toddlers' social-emotional, cognitive, language, and physical development.
- Music Together classroom materials allow toddlers to be visually and tactilely involved as they manipulate them as part of the Music Together class or in their free play.
- Since music-making is so much fun, Music Together activities can help toddlers become more engaged in the classroom.
- Music Together recognizes that the participation and modeling of teachers and caregivers is essential to a child's musical growth. Their participation provides scaffolding, encouragement, and affirmation for a young child as they learn and develop.

Language Modeling Dimension

Direct Link to Selected Indicators: *Advanced Language*

- Music Together activities support labelling of words and concepts through the lyrics of the songs and chants.
- Music Together song activities support children's vocabulary development.

Music Together supports the following domains and dimensions in the CLASS Infant (0–18 months) Tool:

Responsive Caregiving Domain

Relational Climate Dimension

Direct Link to Selected Indicators: *Proximity / Eye contact / Joint attention*

- The Music Together activities and approach to teaching include:
 - Moving with an infant, such as rocking for a lullaby, gently bouncing, or moving across the room.
 - Dyadic focus between a caregiver and an infant with accompanying movement that fosters eye contact and joint attention.
 - Movement and singing for an infant using a calm voice and gentle movement all the while making eye contact.

Teacher Sensitivity Dimension

Selected Indicators: *Responsiveness / Infant Comfort*

- The Music Together approach and design of activities shows classroom teachers how to use music to respond to infants' emotions and needs.

Facilitated Exploration Dimension

Direct Link to Selected Indicators: *Involvement / Infant Focused / Expansion of Infants' Experience*

- Music Together activities enable the teacher to initiate interactions that mirror the infant's behavior all the while joining in the joyful music experience.
- The flexibility in the development of Music Together activities allows the teacher to follow the child's lead by accepting and including infant's choices for rudimentary song development.

Early Language Support

Direct Link to Selected Indicators: *Teacher Talk / Communication Support*

- The Music Together activities can be adapted for general use in the classroom, enabling teachers to describe classroom events through music.
- The lyrics to selected Music Together songs provide opportunities to label objects through singing.

- Music Together songs provide a rich language experience that includes complete and varied sentences while singing.
- Music Together's "songs without words" (songs sung on specific vocables, or phonemes) provide opportunities for a teacher to accept and include sounds or words that an infant initiates, offering novelty for continued repetition that supports infants' natural learning cycle of play, discovery, repetition, and mastery.
- Music Together's technique of singing with an infant when they coo and gurgle by imitating and varying the lyrics of the song to include the sounds the baby is making can support an infant's emerging communication skills.