

# TEACHING MUSIC IN JUNIOR PRIMARY



A CHILD WHO SINGS  
IS A HAPPY CHILD

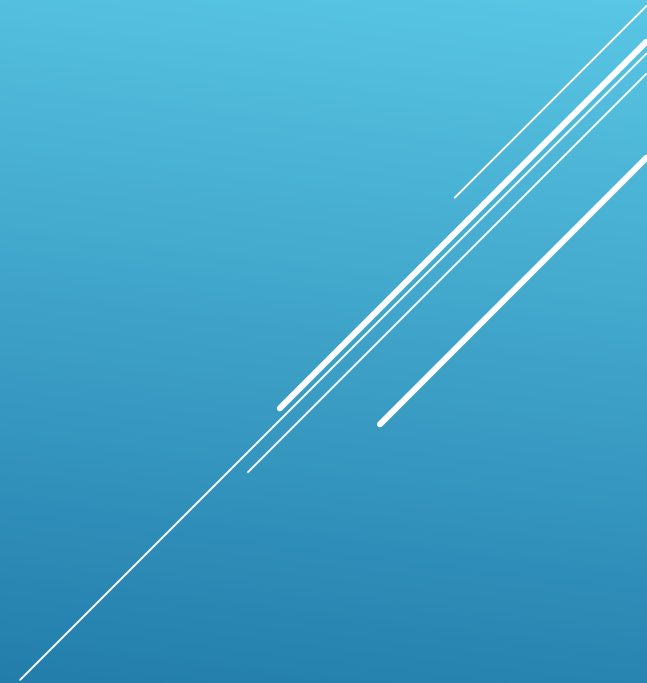
--- ELDER ENRIQUE FALABELLA

I BELIEVE THAT THE  
PRIMARY MUSIC LEADER  
IS ONE OF THE MOST  
INFLUENTIAL PEOPLE IN  
THE WARD.

WHY??

WHY DO WE TEACH THE  
CHILDREN SONGS?


WHY ARE THEY SO  
IMPORTANT?



The Primary music leader is the one that teaches the songs that the children will remember (or not) throughout the next 8 decades or so when they have hard times.

This influence cannot be underestimated!



- ▶ What Primary lessons do you remember?
  - ▶ What songs do you remember?
  - ▶ Why are songs so much easier to remember?
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# Songs use both halves of your brain.

If I **tell** you something, you will remember about 10%

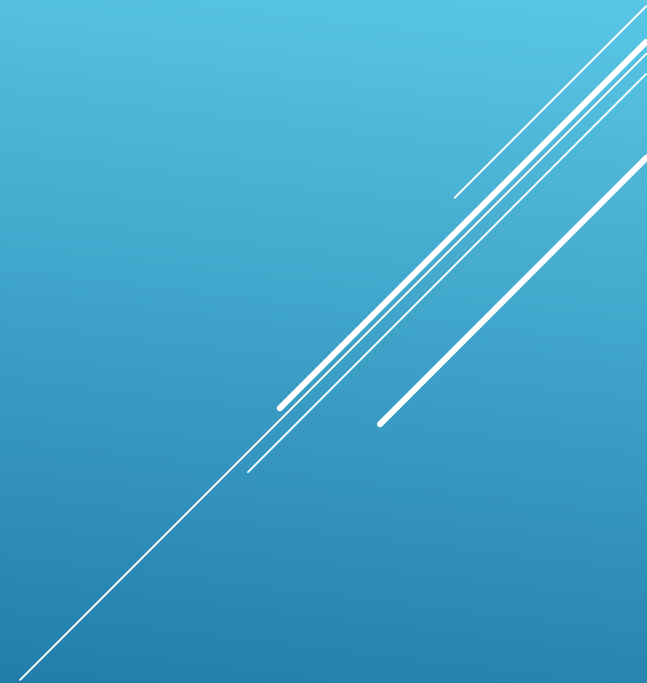
If I **show** you something, you will remember about 40%

If you **do** something, you will remember about 60%

If you **sing** it, or put it to music, you will remember about 90%

**YOU**


are the Gospel Doctrine  
teacher  
for the children.





YOU are the Gospel Doctrine  
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Therefore, it is **CRITICAL** that  
these songs be memorized.

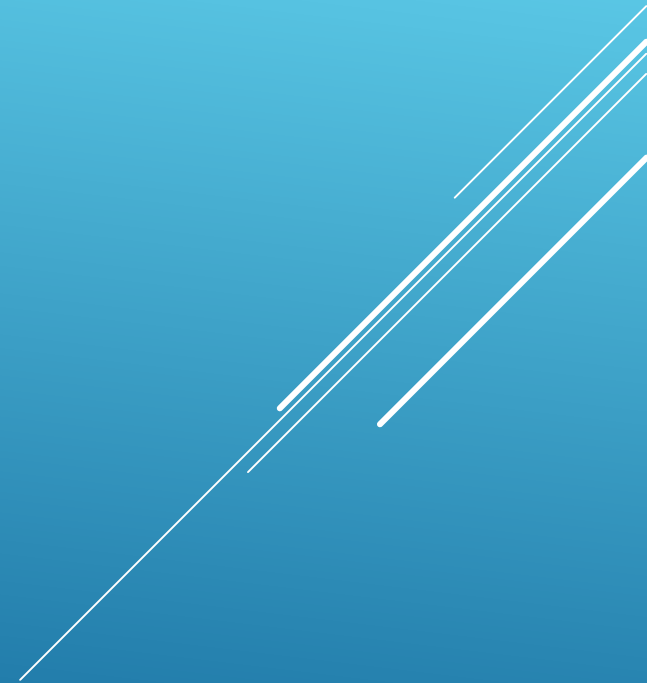
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▶ According to Dr. Daniel Levitin, author of [This Is Your Brain On Music](#), the brain undergoes a period of rapid neural development during the first five years of life, so...


▶ **Music heard during this time forms the basis for what we like, what moves us, and how it moves us.**

▶ <https://www.primroseschools.com/blog/musical-milestones-for-infants-and-toddlers/>

**The Directed Listening Method is a powerful way to teach children songs because..**



# The Directed Listening Method is a powerful way to teach children songs because...

1. They hear the song several times
  2. They notice things about the song
  3. They memorize the song as they learn it
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# Let's Practice!

The Holy Ghost p.105



When doing directed listening, remember:

- ▶ 1. Don't just sing one line of the song at a time for them to answer the question. Sing a lot of it, or all of it. Maybe doing just a verse or a chorus would work. But the idea is to be sure the children hear the song as much as possible.


**When doing directed listening, remember:**

**2. Always give the children something to listen for or to do. Have a reason for every repetition.**

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**When doing directed listening, remember:**

**3. You can use the words, the rhythm, the melody, and anything else in the song that might be interesting to the children, or to you, for them to have something to listen for.**

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## When doing directed listening, remember:

### 4. Have enough repetitions!

Try to allow the children to hear the song maybe even ten times before they attempt to sing it.

Some people think 2-3 times is enough. In my experience, it isn't. Preschoolers need to hear a song 200 times before they really know it. For junior Primary, it's about 50 times. You can't do that many before they sing it, but you can give them several times of listening to it.

Also, directing their listening will help them notice things in the song and help them learn it faster.

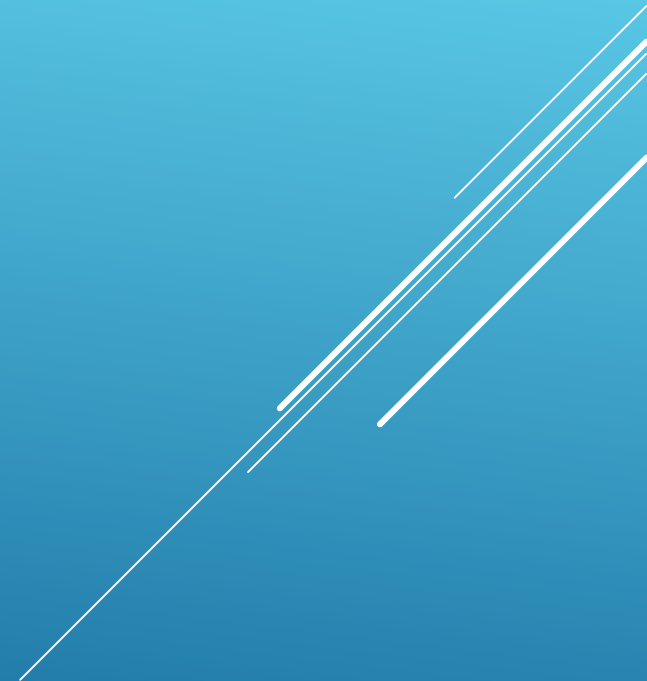
**When doing directed listening, remember:**

**If you have actions to do with the song, consider teaching them all at the same time.**

**You don't need to teach the melody, then the rhythm, then the words, then the actions.**

**Teaching them all at the same time gives the children a multisensory experience, which is an excellent way to learn.**

**Besides, children learn best with movement.**



**When doing directed listening, remember:**

**Use “short singing experiences” to help them learn the song.**


**This sometimes involves you singing the whole thing as they join you on a short segment of it.**

**Or, it could be that you all will just sing a part of it.**

**But remember that they still need to hear it more than that!**

**When doing directed listening, remember:**

**Once you feel that the children have heard the song enough, and will be relatively successful at singing it, THEN you can have them sing the whole song, or whole verse or chorus.**


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# Let's Practice Again!

When He Comes again p.82-83



**Then, once the song is fairly well learned, the children are ready for other activities that will cement the song into their brain.**

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**Rhythm Sticks – great for midline crossing too!**

**Scarves**

Eraser pass

Making up their own actions

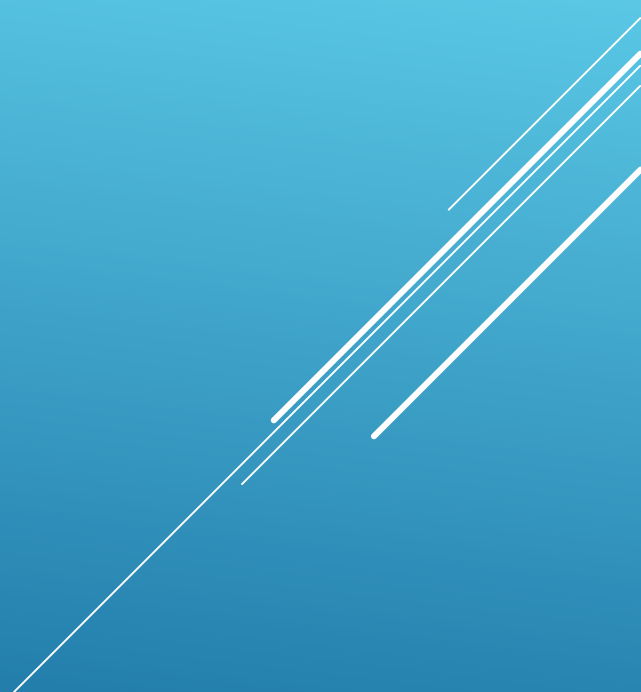
**Sign Language**

Start – Stop

Boys – Girls

**Melody Map**

**And many more!**



# **Melody Maps – Tell Me, Dear Lord**

**Point out things in the song**

**Give a visual representation of the song**

**Help children notice specific words**

**Help the children notice the movement of the melody**

**Great for visual learners**

**Gives more reasons for repetition!**



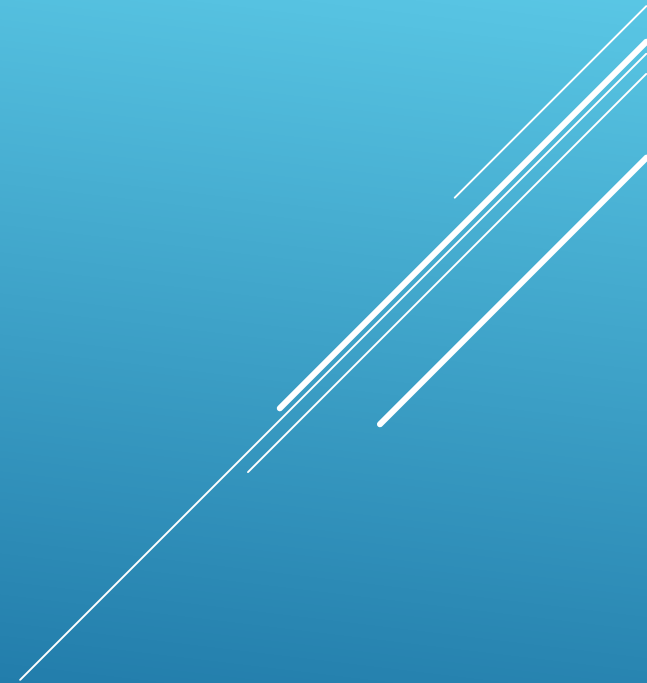


# Rhythm Sticks – Not just for learning a song!


Midline crossing activity

Rhythm practice – essential for reading skills

Fun reasons for more repetition



# Here is one activity – I'm Trying to Be Like Jesus

- ▶ Active
  - ▶ Points out words in the song
  - ▶ Gives reasons for repetition
  - ▶ Opens up a gospel discussion and testimony
  - ▶ Another form of directed listening!
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# Be aware of the children's abilities at this age for maximum success (Junior):

A range of about an octave

Most can now sing in tune

Can sustain a single pitch

Can understand the difference between shouting and singing

Beginning to understand breath control

Can sing call and response songs

Can sing with attentions to dynamics and tempo changes

Can accent strong beats and understand syncopation

# Some things that might still be difficult for this age group:

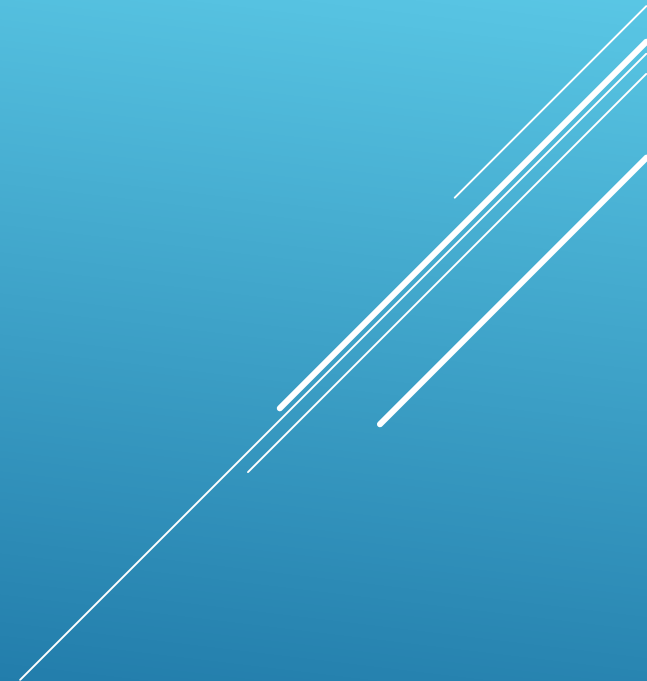
## Rounds

A second part that isn't the melody

Legato, dynamics, sustained phrases

## Harmonizing

Wider ranges – more than an octave



# Be aware of the children's abilities at this age for maximum success (Nursery):

A range of about a fifth or a little more  
(think D to A on the staff)

Some can now sing in tune

Still working on coordination

Simpler rhythms are easier for them

Children need to hear the song about 200 times  
to really own it

**Sometimes in Nursery, as you are singing, the children look like this...**

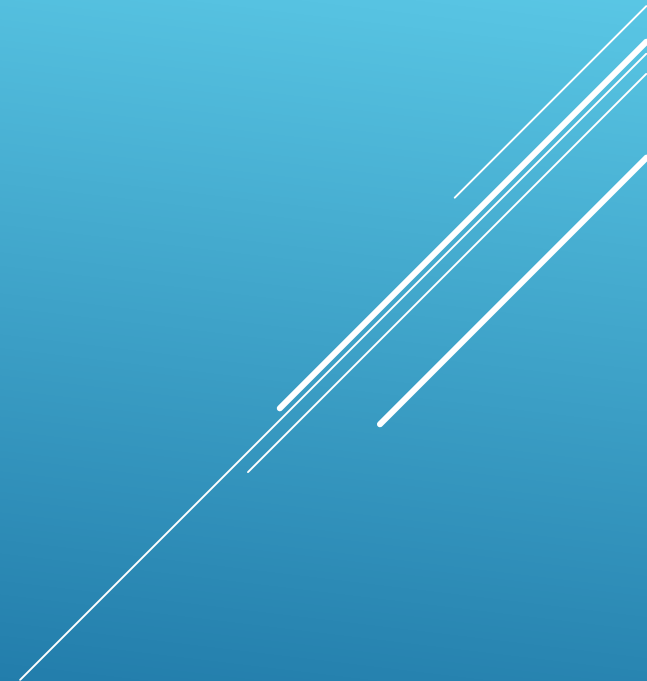
**However, they are soaking it up and will sing when they are ready!**



# Children learn better when they are moving

Incorporate movement when you teach them!

- ▶ **Multisensory experiences help cement information in the child's mind**
- ▶ **Touch**
- ▶ **Movement**
- ▶ **Seeing**
- ▶ **Hearing**
- ▶ **Sing (or talk)**



# Children need to have successes in music

- ▶ Sing them many times – REPETITION!
  - ▶ Sing them again in Primary when they get there
  - ▶ Always be positive!
  - ▶ Never apologize for your voice!
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**Above all, remember the real reasons we teach children to sing!**


**To teach the gospel**

**So they love music**

**So these songs can influence them throughout their lives**

**So they can feel Heavenly Father's love for them**

**Children learn best, whether music or in the classroom, with these:**

- ▶ **1. Multisensory approach (sight, hearing, movement, etc.)**
  - ▶ **2. Making things meaningful (tie to previous experiences and knowledge)**
  - ▶ **3. Repetition, repetition, repetition!**
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**My philosophy is this – the method I choose to teach a song must do at least one of the following. I am not here to entertain them. I am here to engage them and teach them.**

- ▶ 1. Teach the words and doctrine**
- ▶ 2. Help the children feel a steady beat – while learning the song**
- ▶ 3. Utilize midline crossing actions – while learning the song**
- ▶ 4. Help the children feel the influence of the Spirit**

**If an activity's only reason for being is to entertain, then I don't do it. Time is so short already that I don't want to waste even a minute of it in pursuits that don't help strengthen the children in some way. They need to feel the influence of the Spirit in that very short time we have with them every week.**



"It is far more important who the elementary music teacher is in a small town than who the director of an opera house is because if the opera house director is not good, he will be dismissed in a year, but a poor music teacher in a small town can kill off the love of music for thirty years from thirty classes of children. This is an enormous responsibility."

~Zoltan Kodaly

Floating Down the River

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**Powerpoints are here:**

**<https://www.publishinginspiration.com/Presentations/>**