

TEACHING MUSIC
IN
SENIOR PRIMARY

The background is a solid blue color. On the right side, there are several white, parallel diagonal lines that create a sense of movement and depth. The lines are grouped into two main clusters, one higher up and one lower down, both extending from the right edge towards the center of the image.

A CHILD WHO SINGS
IS A HAPPY CHILD

--- ELDER ENRIQUE FALABELLA

Make your Primary a SAFE PLACE

**Everyone is entitled to feeling safe in Primary –
Spiritually, emotionally, physically**

NO criticism of any kind!

Allow them to feel safe learning to sing

**One small comment, wince, or lack of
encouragement could make that child (or adult) feel
like they should never sing again.**

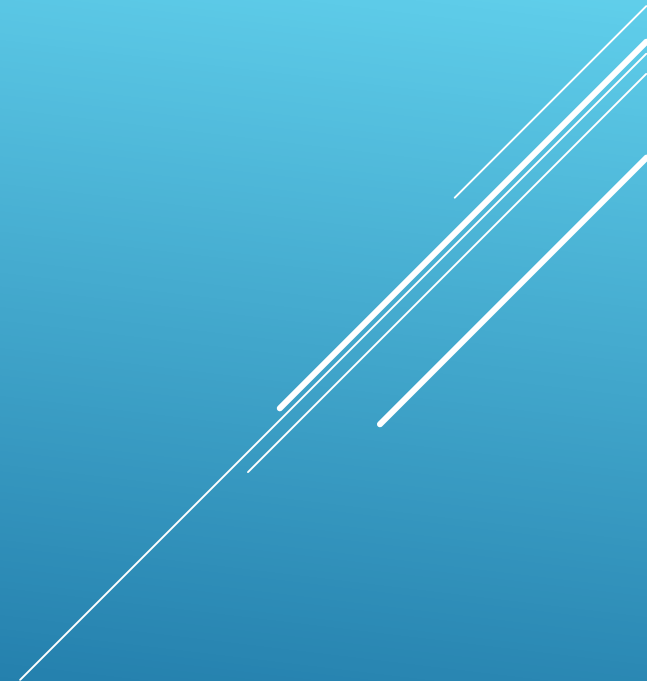
Please don't let that come from you!

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

WHY??

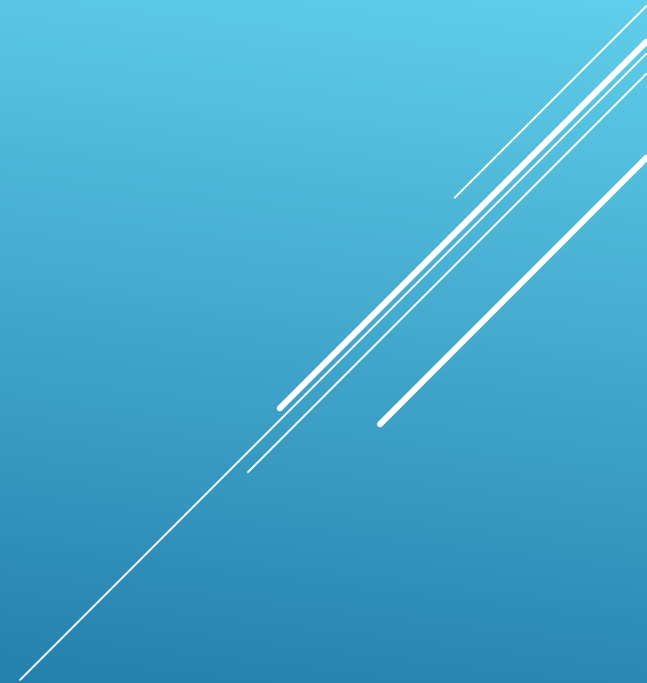
WHY DO WE TEACH THE
CHILDREN SONGS?

WHY ARE THEY SO
IMPORTANT?



If these songs are to influence children
throughout their lives,

**THEY
MUST
BE
MEMORIZED**



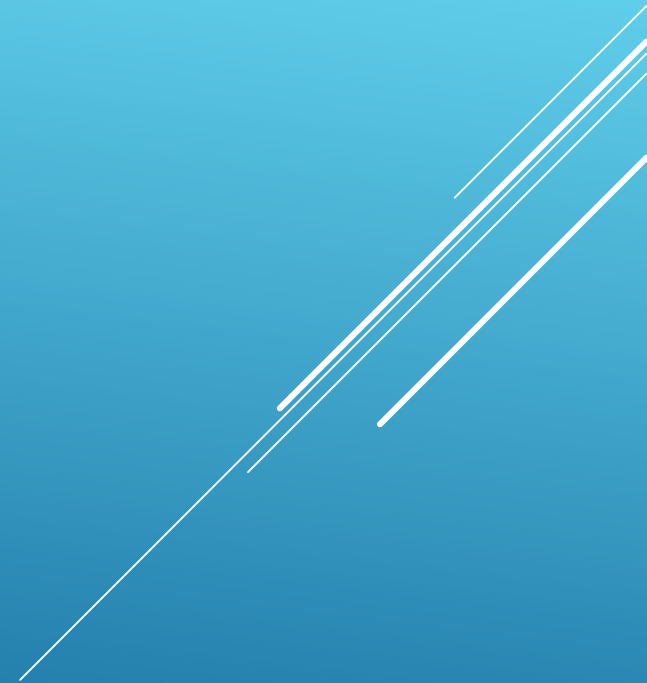
The Primary music leader is the one that teaches the songs that the children will remember (or not) throughout the next 8 decades or so when they have hard times.

This influence cannot be underestimated!

YOU


**are the Gospel Doctrine
teacher**


for the children.



**YOU are the Gospel Doctrine
teacher for the children.**

**Therefore, it is CRITICAL that
these songs be memorized.**

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- ▶ **What Primary lessons do you remember?**
 - ▶ **What songs do you remember?**
 - ▶ **Why are songs so much easier to remember?**
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue gradient background.

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, you will remember about **90%**

**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**


NEVER teach in the church without:

**Bearing your testimony
Applying the lesson to the
individuals' lives**


(Bro. Robert Wahlquist)

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

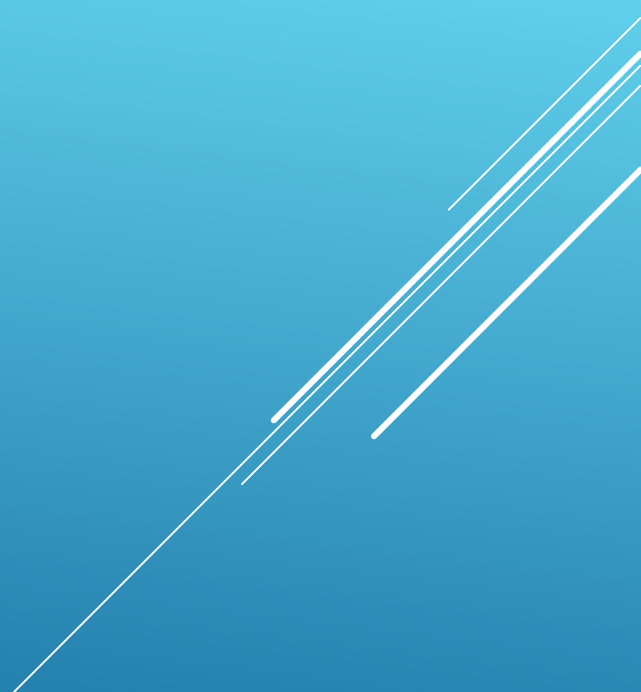


The Directed Listening Method is a powerful way to teach children songs because...

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!

Choose the Right way p.160-61



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 or do.

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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.

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When doing directed listening, remember:

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 100 times, and for senior, 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.

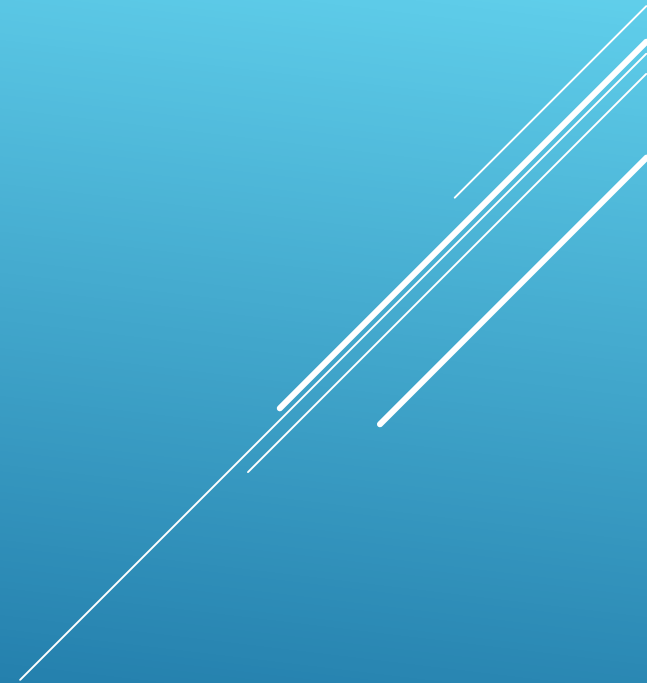
When doing directed listening, remember:

If you have actions to do with the song, teach 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!

The Church of Jesus Christ p.77



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

A range of a little more than an octave

Most can now sing in tune

Voices may still be light, but some are starting to change

Beginning to understand breath control


Can sing two part songs

Might need to hear a song about 50 times to really own it

They want to be challenged!



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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Midline Crossing Activities

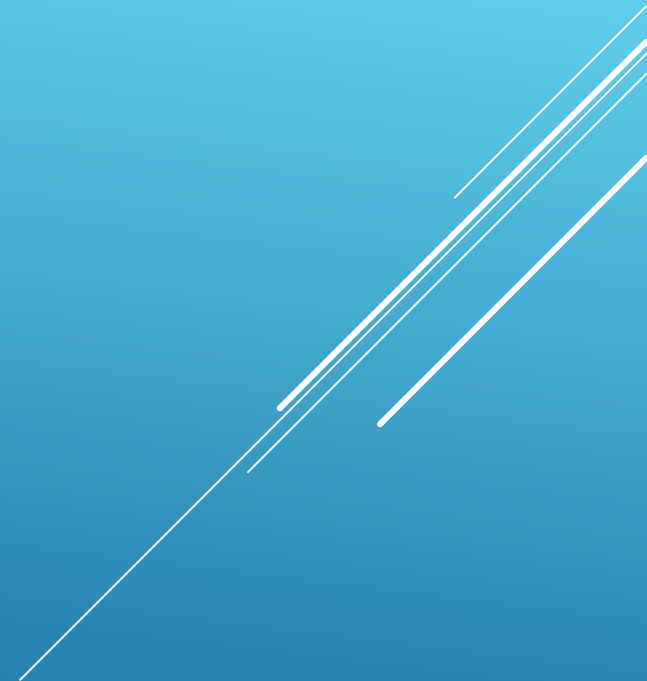
Improve coordination

Improve impulse control

Help heal the frontal lobe

Raise reading and math scores

Extra cognitive function and memory



Your job is to teach, not entertain

Try to avoid:

A carnival atmosphere

If they are caught up in a game, they won't be able to feel the spirit as strongly

Flip charts

If they are dependent on them, they don't have the songs memorized

Talking too much

Let them sing! Get them to sing a lot!

Criticizing your own voice

If you apologize for your voice, they will worry about theirs

And then they might quit singing. Everyone's voice is beautiful!

Too many "wobble songs"

Many songs can be movement songs while still teaching

Zoltan Kodaly and Karl Orff both believed that children learn best with movement – especially music!

- ▶ This does NOT have to be wiggle songs. Just adding movements to regular song is great!
- ▶ Teach melody, rhythm, and actions all at the same time
- ▶ At the same time, help students feel the beat, which is critical for reading abilities
- ▶ Orff and Kodaly also believe in helping children experience music, not just listening. They also want children to create music – including dance. Perhaps children can help you create actions for a song.
- ▶ The more involved a child is in music, the more they will remember the songs and LOVE music!

Rhythm Sticks

Scarves

Eraser pass

Making up their own actions

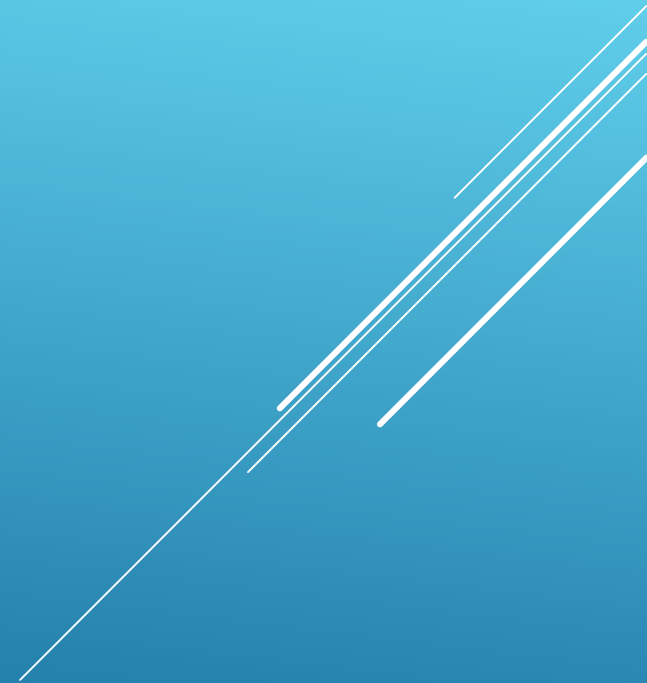
Sign Language – I Know that My Redeemer Lives

Start – Stop (piano keeps playing)

Boys – Girls

And many more!

Rhythm Sticks – I Belong to the Church of Jesus Christ



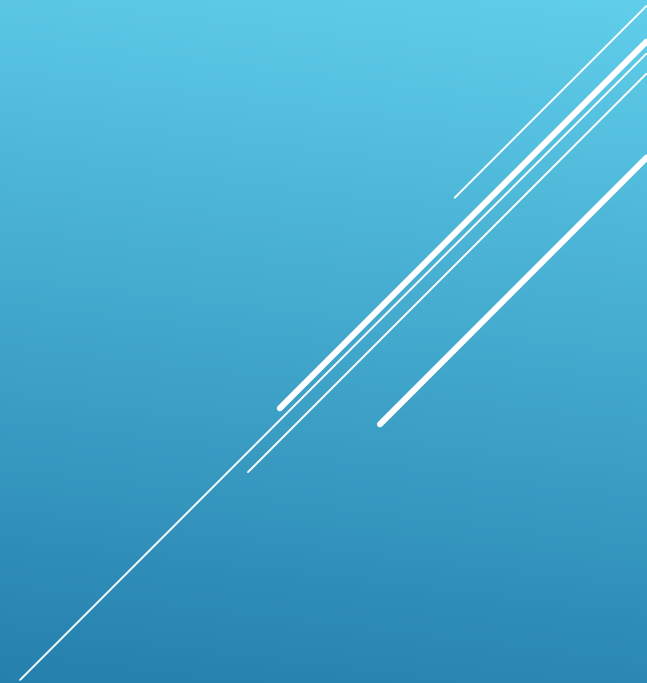
Activity – Melody Map

Tell Me, Dear Lord

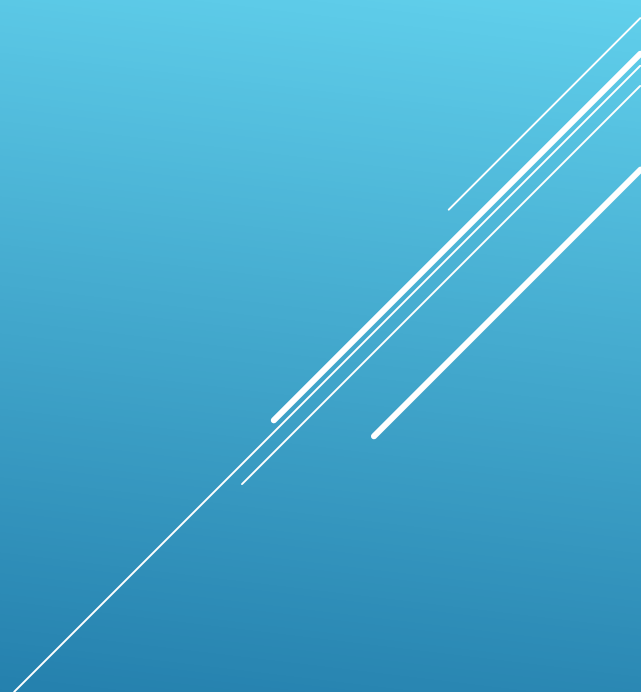
Helps visual learners

Helps point out things in the song to the children

Gives more reasons for repetition



Activity – Sign Language
Stand for the Right




Activity – Stand Up Sit Down

I'm Trying to Be Like Jesus



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

Donna Howard

Primary Music

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Powerpoints are here:

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