

**HACETTEPE ÜNİVERSİTESİ DENEME OKULU'NDA KULLANILAN
MÜZİK, TEKNİK VE YETKİNLİK ÖRNEKLERİ**
**EXAMPLES OF MUSICAL TECHNIQUES AND
ACTIVITIES USED AT THE PRACTICE SCHOOL OF
HACETTEPE UNIVERSITY**

Doç. Dr. İsmihan ARTAN
Doç. Dr. Servet BAL
Hacettepe Üniversitesi
Çocuk Gelişimi ve Eğitimi Bölümü

ÖZET

Müzik, okulöncesi dönemdeki normal gelişim gösteren ve engelli çocukların eğitimlerinde tüm gelişim alanlarını destekleyen etkili bir teknik olarak kullanılmaktadır. Müzik eğitiminin amaçları gelişim alanları göz önüne alınarak şu şekilde sınıflandırılabilir:

- İletişim, farkında olma ve dil gelişimi ile ilgili amaçlar,
- Motor gelişim ile ilgili amaçlar,
- Zihinsel gelişim ile ilgili amaçlar,
- Yaratıcı ve duygusal amaçlar.

Müzik eğitiminde en sık kullanılan teknikler : Sesleri dinleme ve ayırt etme; ritim çalışmaları; nefes açma ve şarkı söyleme; müzikli öyküler; yaratıcı hareket ve dansdır.

ABSTRACT

Music is one of the most effective and significant techniques supporting all areas of development and used in the education of all children needing normal and special education in the preschool period. The aims of musical education includes those related with communication awareness and language development, and those related with motor and mental development as well as creative and emotional aims. The five techniques frequently used in musical education are as follows: Listening to sounds and distinguishing between them; rhythm activities; breathing exercises and singing activities; musical stories; creative movement and dancing activities.

Various definitions of music have been and are still being made for preschool age children. The most important points in music education during the preschool period are hearing, listening, focusing attention on sounds and responding propely. Because listening has great significance in communication, activities in listening to sounds and sound production form the basis of musical activities. Music is the best way to listen and to learn to listen. Music is one of the most effective and significant techniques supporting all areas of development used in the education of preschool age children needing normal and special education (Andress, 1986).

The aims of musical education can be classified as follows, considering the areas of development:

1. *The aims related to communication, awareness and language development,*
2. *The aims related to motor development,*
3. *The aims related to mental development,*
4. *Creative and emotional aims.*

1. Aims Related to Communication, Awareness and Language Development:

During singing or in cases in which musical instruments are used, establishing eye contact; focusing attention on the rhythm of the music; being able to listen to songs; being aware of one's self and other people through songs in which names are used; being able to develop the ability to use language; being able to acquire new vocabulary; being able to use one's voice in a natural way; in speech being able to vary the pitch of voice at the right time through rhythm exercises.

2. Aims Related to Motor Development:

Being able to establish hand-eye coordination using (musical) instruments; being able to establish synchronous coordination of both hands (for instance, being able to hit the drum synchronously with the sticks in both hands); being able to use the body in a coordinated manner to the accompaniment of music and thus acquiring the skill of movement (improving the skill of moving all parts of the body including the head, shoulders, arms, waist, hips, legs and feet); being able to improvise movements suitable to the beat of the music.

3. Aims Related to Mental Development:

Developing an awareness of one's body, recognition of body parts; recognition of the environment, other people, nature and natural happenings, acquisition of such concepts as colour, number, fast as opposed to slow, high-low, and long-short; perceiving through songs such subjects as clothes, seasons, animals, traffic, a day's activities and many others.

4. Creative and Emotional Aims:

Being able to develop a love for music; being able to express feelings through music; being able to develop an awareness of belonging to a group; developing a sense of security; and being able to use and control one's voice.

Musical activities are used in the practice Kindergarten of Hacettepe University to support all areas of child development particularly language, cognitive, social and motor development (Wood, 1983).

The five techniques frequently used in musical education are as follows:

1. Listening to sounds and distinguishing between them;
2. Rhythm activities;
3. Breathing exercises and singing activities;
4. Musical stories;
5. Creative movement and dancing activities (Bal ve Artan, 1995).

LISTENING TO SOUNDS AND DISTINGUISHING BETWEEN THEM

All children, whether they are normal or in need of special education are significantly influenced by auditory stimuli not only in acquainting themselves with the environment and describing it, but also in language acquisition and use. For this reason, educational programs should attach due importance to practice in listening to sounds and distinguishing between them. This will help children to listen to their environment more consciously, concentrate on the sounds they hear, recognize and be able to repeat them (Andress, 1986; Hildebrand, 1981; Fontana, 1978).

The programs used in the practice Kindergarten of Hacettepe University provide activities involving sound recognition, sound description, matching sounds with their sources and discerning the direction and intensity of a sound.

Name of Activity: "Let's Prepare Maracas".

- Objectives:**
- Being able to recognize sounds,
 - Being able to distinguish sounds,
 - Being able to match objects producing similar sounds,
 - Being able to name the source of sound one hears.

Materials Used:

- Transparent plastic bottles
- Small objects (chickpeas, dry beans, pieces of stone, beads, coins, pins, etc.)

Implementation: The educator gives each child a transparent plastic bottle. In addition, on the table he

puts containers containing objects such as rice grains, buttons, sand beads, and similar objects, which children can share for the activity. Then he says to the children, "Prepare maracas using any material you like." (The children are allowed to use only objects of one kind.)

The educator can also prepare a maracas himself too. When the children have prepared theirs, the educator gives each child a chance to listen to the sound his own maracas produces.

Then he stands behind the children and says "listen to the sound of my maracas very carefully".

"Those whose maracas produce the same sound as mine, (he says shaking his maracas) should raise their maracas."

In the meantime, he allows the children to shake theirs. The children talk about the maracas producing same and different sounds. They also talk about whether or not the maracas contain the same objects. Children also try what the educator has done. Then educator asks the children to cover their eyes, and shakes a bottle containing water (one which he hasn't shown yet).

He asks the children questions like: "Is there anyone whose maracas produces the same sound? what does it sound like?" He may extend the duration of the activity depending on the children's interest and attention span. Later all of the plastic bottles are capped and placed side by side on the floor by the wall. Then children are each given a ball and asked to roll the ball to the plastic bottles to knock them down. The children take turns to roll their balls to knock down the bottles (bowling). The knocked-down bottles are counted and rearranged to allow the next child to repeat the same cycle.

This maracas making activity can also use cardboard containers or metal and glass bottles.

1. Different materials can be put in the bottles made of the same substance or.

2. The same material can be put in bottles made of different substances to produce different sounds.

Name of Activity: "Naughty Monkey"

Objectives: -Being able to listen to and recognize sounds made behind a panel,

- Being able to distinguish two or three sounds produced at the same time,

- Remembering the sounds made consecutively,

- Developing the concept of rhythm.

Materials Used: - Musical and rhythm instruments available in class

- Objects capable of producing sound

- A panel

Implementation: An educator to act the role of a monkey (wearing a mask, a costume or make-up) waits behind the panel.

With him are the musical and rhythm instruments as well as other objects capable of producing sound. There is another educator with the children.

Suggestion: If there is no educator available, the educator in the classroom can assume the role of a monkey and go behind the panel. When necessary, he may appear before the panel.

Educator: "Children, a naughty monkey hid all the musical instruments behind this panel. Shall we find our instruments altogether?"

Children: (The educator and children sit before the panel)

Educator: Pretty monkey, sweet monkey, would you please give us our instruments back?

Monkey: No. No. No. I won't.

Educator and Children: Please, please, give them back to us.

Monkey: Do you want them so badly?

Educator and Children: Yes, yes!

Monkey: I'll give back your instruments on one condition. I'll ask you some questions. If you know the answers, you can get your instruments.

The following activities can be done:

* The children listen to all the instruments one by one. After they have listened to an instrument, they are asked what it was the sound of.

* Two sounds are produced consecutively. They are asked whether they were the same or different and what they were the sounds of.

* Three sounds are produced consecutively. This is followed by the production of two of the three sounds produced earlier. They are then asked which of the three sounds was missing. For instance, first of all, they hear the sounds of "coins", "wooden spoons" and "tearing a piece of paper". Then they hear the sounds "coins" and "wooden spoons".

The educator behind the panel keeps a certain beat with his hands or using an instrument and asks the children to repeat the beat.

At the end, the monkey returns the instruments to the children, and the activity ends with a song or game.

Suggestion: The educator can use one, a few or all of these activities on the same day depending on the children's level of development and whether or not they maintain their interest.

RHYTHM ACTIVITIES

Rhythm practice during a school day can either be planned or result from a spontaneous opportunity. Care should be taken that rhythmic patterns start at a stage compatible with the children's level of development and that they follow a sequence from the easy to the more difficult.

In addition to the children's own voices and part of their bodies, drums, tambourines, rhythm sticks, steel triangles and maracas, etc. are found suitable for use in the preschool period and are used for rhythm practice (Artan, 1992).

Name of Activity : "Let's Hit the Drum."

Objective: Being able to hit (the drum) to the beat of the music.

Materials Used: Two drums (or other percussion instruments)

Implementation: The educator first tries this activity with each child individually. After they have gained some facility, group work can also be tried. The educator gives one of the drums to a child. He takes the other drum and sits one meter behind him. He first hits the drum randomly. He asks the child to beat to the rhythm of the sound he hears on his drum. Later the following rhythmic patterns may be used for the exercise:

1. Random beat



and many other beats could be tried.

The rhythms the child is not very successful at should be repeated in front of him (Beating to the rhythm through imitation of the model).

BREATHING EXERCISES AND SINGING ACTIVITIES

Their own voice is the most valuable instruments that children have. Therefore, children should be made aware of it and to love it. They should be encouraged to sing both solo and in groups.

In the practice Kindergarten of Hacettepe University, planned singing practice is preceded by breathing exercises, which generally involve the use of such techniques as story telling and drama to stimulate the children's interest.

In the selection of songs, care is taken that they are suitable for both the children's level of development and for the program. Through songs children are helped to get to know themselves, their families, their immediate and further environments as well as many subjects and concepts.

Care is also taken that the songs' lyrics are clear and understandable, and that the melodies are suitable for the pitch of children's voices.

While singing, sometimes the children beat time with instruments like durms, tambourines, etc. and sometimes they act.

Provided that their level of development is suitable, children are given the opportunity to write new words for songs whose melodies they know well (Hildebrand, 1981).

Name of Activity: "Listening to Sounds and Blowing to Move Paper Strips."

Objectives : - Perceiving different sounds,
- Breathing properly through blowing on paper.

Materials Used: - Various kinds of paper producing different sounds when torn (such as onionskin, cellophane paper, newspaper, cardboard, sandpaper, etc.).

Implementation: The educator produces different sounds by tearing different kinds of paper. He draws the attention of the children to the fact that each kind of paper produces a different sound when being torn. He then asks the children to listen to the sounds produced by tearing the paper. Following this, easily torn paper

is torn into strips by hand which are then hung on a piece of rope and secured with clothespins. To improve the way children breathe, the activity involving blowing on paper is carried out. The paper strips are blown at from close or far distances (slowly or fast). Then children talk about the colours, lengths, widths and the numbers of the various pieces of paper.

Name of Activity: "let's sing the Song Called Elif's Animals". (Elif is a common name for girls).

Objectives: -Singing individually and in a group, and being able to join in a song.

- Reinforcing certain concepts throughs singing.
- Expressing a song through drama.

Materials Used: Accessories representing cats, chicks, lambs and lions.

Implementation: The educator sings the song called "Elif's Animals" two or three times. If possible, to the accompaniment of a musical instrument (for instance, a piano). Then he asks the children to participate in the singing activity. After the children have learned the song, while one group sings the song, another group can act it out. In place of the name "Elif", other two syllable names (the names, for instance, of the children in class) can also be used, (in which case the name of the song can be changed to "Lovely Animals").

Depending on the level of development of the children, the song can be shortened. For instance, the children in the 2-3-Year-Old age groups can be taught only (the first group of four lines) the first quatrain of the song. Those in the 3-4-Year-Old age group two quatrains, those in the 4-5-Year-Old age group three quatrains, and those in the 5-6-Year-Old age group the whole song. After every quatrain, the child acting the role of the animal mentioned in it can represent it by making any sound or sounds. He/she thinks the animal makes. For instance, he will make the sound of a lion as he perceives it. Children with language problems can participate in the activity to the extent of their level of language development, or they can take part in the drama group.

ELİF'S ANIMALS*

Words by Servet BAL

Moderato

Music by İsmihan ARTAN



Elif has a cat	Elif has a lamb
It has a very long tail	It has black eyes
Where's the little cat	Where's the pretty lamb
Look, It's in the basket.	Look, It's in the garden
(The sound of a cat)	(The sound of a lamb)
Elif has a chic	Elif has a lion
It has yellow feathers	IT has a mane
Where's the tiny chic?	Where's the baby lion
Look, It's in the coop.	Look, It's in the cage.
(The sound of a chic)	(The sound of a lion)

* The original words of this song are in Turkish. It is translated to English to be understood clearly.

MUSICAL STORIES

Musical stories allow the use of sounds. Stories are made up which encourage the children to use sounds

produced either bodily, by musical instruments or by some objects in the environment to represent natural sounds. For instance, children frequently choose the xylophone to represent the sound of water, the drum to represent thunder, and rhythm sticks to represent footsteps.

In early activities, the educator creates his own story and performs it himself. Sometimes he might ask the children to produce the sounds the story requires. Older children who have participated in such activities can then make up their own stories and tell them themselves (Ürfioğlu, 1989).

Name of Activity: "Zeynep and the Little Ant",

Objective: Making up a story by likening the sound of simple musical instruments to some natural sounds.

Materials Used: Musical instruments and other sources of sound used in preschool periods.

Implementation: Zeynep was a girl who loved animals. What she wondered most was how they lived. One day she was playing in the playground with her mother when she saw a tiny ant. When she bent down to take a closer look, she noticed a big bread crumb on its back. It was trying to take the crumb to its nest. The crumb was so heavy that the ant had great difficulty moving on (the sand paper block). Did you hear the sound of its dragging its feet?

"What if something happens to the little ant?" she asked herself, feeling worried all of a sudden, "what if the children crush it?" She looked around. Some children were swinging on the swings (Jagged rhythm sticks).

Several children were climbing up the stairs of the slide (The rhythm stick imitating walking). Two children were playing in the sandbox (Soundbox filled with salt or dirt). In the distance a man was trying to sell his commodity shouting noisily (Tambourine with cymbals).

When she saw the children playing far from where she was, she felt relieved, turning to the ant. But to her consternation, the ant wasn't there. But when she

noticed it walking even if slowly, she stopped worrying. The ant was going to its home (sandpaper block). The sun was shining brightly (The xylophone). Birds, seeing the sun and children, were singing happily (The steel triangle). Thinking that everything was all right, Zeynep said goodbye to the ant and went to play.

NOTE: The sounds of the instruments mentioned in the story should be produced. In such a way as to suit the sounds they represent. For instance, if the sandpaper block represents the sound of foot-dragging, its sound should be produced slowly to sound like it. Or if in another study it is likened to the sound of brushing one's teeth, the sound should be short and they should be rapidly produced.

CREATIVE MOVEMENT AND DANCING

It is known that children are born with a sense of rhythm. Therefore, children's actions are naturally rhythmic. They can translate a melody they hear into specific bodily movements. The educator should encourage children to respond to music with bodily movements by creating an environment in which they will feel free to express their feelings.

Dancing activities should be varied by using different techniques from time to time:

* Using ribbons or ropes in different colours and lengths,

* Varying the size of dancing space, for instance, dancing within the limits of a circle, square or triangle formed by sticky bands on the floor alternatively, using the whole of the floor space available in the classroom,

* Dancing to the music of the different countries, and to music of different tone and rhythm,

* Wearing different costumes and masks,

* Holding different music instruments in their hands (Croft, 1985; Hildebrand, 1981).

Name of Activity: "Dance of the Bells"

Objectives: - Being able to understand the concepts of quick-slow and loudly-softly,

- Recognizing parts of the body,
- Being able to move to the beat of music,
- Responding properly to the start and end of music.

Materials Used: Ribbons and pieces of cloth of different lengths with bells sewn on them.

Implementation: Ribbons and pieces of cloth of different length are prepared and bells are sewn on them. Some of these ribbons are tied around the heads of some children, some around the arms, and some around the wrists, waists, ankles etc. of other children.

Then the following activities can be done in the order given below:

1. All the children shake those parts of their bodies around which the ribbons are tied to make the bells produce a sound.

2. Only those with bells around their heads produce sound.

3. Only those with bells around their arms shake their arms to produce sound (This goes on until all the children take part in the activity).

4. Each group shakes their bells at a slow rhythm.

5. Each group shakes their bells at a fast rhythm.

6. Each group rings their bells loudly.

7. Each group rings their bells softly.

8. Children freely dance to music having different rhythms. When the music starts, they begin to dance, and when it stops, they freeze in the position in which they are.

9. Then the children are divided into small groups as those with bells around their heads, shoulders, arms and waists, and those with bells on their hips, knees, legs and ankles.

Two different musical pieces are selected and played for the children to listen to it. They are then told that each piece belongs to a group and that whichever group's music is played, that group should dance. Then each group is told which piece belongs to them. The pieces are played alternately every 15, 20 or 30 seconds.

The groups dance freely when their piece is playing; otherwise, they remain motionless while the other group is dancing.

Name of Activity: "Ribbons"

Objective: To the accompaniment of a rhythm or music:

- Being able to use one's body in a coordinated manner,
- Being able to improvise different movements,
- Being able to learn secondary colours through music,
- Being able to dance to given music.

Materials Used: - Wooden roof

- Different colour ribbons hanging down the ceiling to a height of 50-60 cm. above the floor.
- A rhythm instrument
- A musical piece

Implementation: The wooden roof is made to hang down securely from the ceiling. The ribbons are tied to the wooden roof. Sticky tapes can be used to prevent the ribbons from sliding. The children are asked to hold a ribbon each and move freely to the accompaniment of music. Then the educator holds a ribbon each and move freely to the accompaniment of music. Then the educator holds a ribbon. The following activities can be done to the accompaniment of:

- (a) a rhythm instrument
- (b) music:
 - Walking
 - Walking towards the center of a circle then towards the perimeter
 - Walking side by side

- Turning to the side and walking
- Making complete turns around themselves
- Bending
- Squatting
- Stepping
- Jumping
- Walking on their knees

The activity is ended with free movement and dance to the accompaniment of music.

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