



IMPARTING MUSICAL EXPERIENCES IN EARLY CHILDHOOD FOR HOLISTIC DEVELOPMENT

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Introduction

Since the establishing of the curriculum, education has focused increasingly on the core subjects; and the comparative performance of schools has been assessed in terms of results in English, mathematics and science 'making more time available for the development of literacy and numeracy'. The danger is that this time will have to be bought at the expense of subjects like music and art. At best, expediency could lead to their being combined into some ill-conceived amalgam under the broad title such as the 'creative and expressive arts.' If music is to retain its status and withstand threats to its place in our education, teachers and educators must have clear-articulated rationale of why, when and how music should be taught.

It has been recognized that the primary role of music in the lives of young people is as a means of development and expression of an individual's sense of identity. Introducing Drama, Art and Music in Education indicates that has recognises the value of music in a student's education, and how it positive interaction in music can increase well-being, health, self-esteem and of young people and, by implication, their motivation; thus affecting participation in learning. If the teachers are well aware of the effects of music then and then they can use music as one of the teaching strategy. Music is a unique form of communication that can change the way pupils feel think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem. (DfE 2012)

What Researches says about Music in Child Development?

Music and movement are important parts of young children's growth and development, creating a foundation for future learning and language development. Music education for young children should involve a developmentally appropriate program of listening, singing, movement, and instrument play. Music is a way of knowing. According to Harvard psychologist Howard Gardner (1983), music intelligence is equal in importance to logical - mathematical intelligence, linguistic intelligence, spatial intelligence, bodily - kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. According to Thomas Armstrong (1994), "Intelligence is galvanized by participation in some kind of culturally valued activity and that the individual's growth in such an activity follows a developmental pattern; each activity has its own time arising in early childhood."

Making music is as much a basic life skill as walking or talking. Peery and Peery (1987) suggest that it is desirable for children to be exposed to, trained in, and enculturated with music for its own sake. That is, it is a birthright for all people to be able to sing in tune and march to a beat (Levinowitz and Guilmartin, 1989, 1992, 1996). To ensure a comprehensive learning experience, music must be included in early childhood. Practically speaking, the argument that music education is a frill finds no objective support. The importance of music instruction for music development during the early years of childhood has been widely investigated before independence. Characteristic music performances of young children provide a window through which music psychologists and educators can understand the sequence of the child's developing music skills.

It is important and appropriate for children to experience music and music therapy at the early stage of their lives, Kodaly (1966,1989); as cited in Ittzes (2004) state, Music is an indispensable part of universal human knowledge. He who lacks it has a faulty knowledge. A man without music is incomplete. So it is obvious that music should be included in education system. Music should be added as a school subject and as proper importance and weight age should be given for its result. It is an undeniable fact that music, an essential aspect of human life cannot be left out in man's life and the school curriculum because he who lacks it lacks something very great in life.

The role that Music plays towards the total development of children during the early years is very important and children need to be taken through this particular discipline in the educational system for more fruitful result. Burnett, & Wiggins (1984) rightly state that, the field of music is essential for the holistic growth of the child. It is obvious that music is part

of childhood education and it improves upon children's development and plays a key role in children's education and later contributes to the political, socio - economic and technological advancement of a country. Children cannot be denied of this "gold" if we may term it so. It is important that children are exposed to the musical skills that are necessary for the development of the musical talents as early as possible in life for this will result into a holistic growth in both musical endeavours and other situations in life. Roese (2003) rightly explains that music is an integral part of young children's intellectual, cultural, emotional and spiritual development and should not be treated in isolation from the rest of the curriculum. Ohene-Okantah (2000) adds, Children's education, intellectual, physical, moral and emotional is incomplete without Music. The inclusion of music in the curriculum will provide children with knowledge and experiences that will make their education complete by enabling them gain deeper understanding of the world around them. The main aim of teaching music is to promote quality education which enables learners to produce response that is suitable for different kinds of situation. It will not be appropriate if a child will not taste music during the entire period of his education.

Turner (1999) opined that exposure to music and musical therapy at an early age benefits children's musical and cognitive development. Music is one way to use the whole brain. Music can also improves cognitive and non-cognitive skills. If we allow our children to experience it from the early stage of their education they will exploit musical and non-musical opportunities. Smith (2008) explains that in the seven distinct intelligences theory, Howard Gardner identifies musical intelligence or thinking as one of the learning styles that aids learning and thinking. Learning music helps the child to understand and be able to recall facts and increase the capacity of learning new things.

Music is as equally important as all other subjects that promote thinking and improves one's intelligence. Early childhood education without music will be meaningless and incomplete. It is therefore, good to include it in the Early childhood programme. Musical activities broaden and deepen the knowledge and understanding of children and these help them to learn and memorise concepts very well and also think ahead. Music intelligence is equal in importance to all other intelligences. To ensure a comprehensive learning experience, music must be included in early childhood curriculum. Reimer (1989) states that music must be conceived as all the great disciplines of the human mind are conceived as a basic subject with its unique characteristics of cognition and intelligence that must not be deprived of its values. We need to understand that the basic subject in the school curriculum

is Music, a very important subject that must be regarded as such in the child's education. Music improves upon children's reasoning and therefore makes children better learners and thinkers and the denial of it will be dangerous to children's life and education. For the purpose of children's education to be fulfilled in life there is the need for early musical experience which is the best route to educational success to be made available to the child. Fetzer (1994) comments that music promotes cognitive development in children. Studies have shown time and again that music seems to involve the brain at almost every level. The ability to play instruments and understand music theory, which comes later in life, is actually an added benefit of early exposure to music. They need to be allowed to explore music in their own environment to enable them acquire the musical knowledge as early as possible.

Silberg (1997) states that music helps develop children's language skills. As children listen to familiar words in songs they sing and recite poems and rhymes with their mates and they develop language skills as early as possible. They will also develop pre-reading and literacy skills by keeping a steady beat as they clap their hands, stamp their feet, and use rhythmic instruments in time to music. In a nutshell, music is a very good and wonderful instrument for addressing the developmental skills like, listening, creativity, language, communication, self-esteem, leadership, concentration, discovery, self-confidence and educational needs of children.

A sound mind lives in a sound body. Music is physical and as children involve themselves in musical games, they become developmentally healthy, which is also a very important thing that the body needs in the life of every individual. Dow, 2010; Izumi-Taylor and Morris (2007) cited in Izumi-Taylor, Morris, Meredith, and Hicks (2012) point out that "Young children enjoy moving around when they hear music." At the playground, children enjoy musical games or play songs involving physical activities for the promotion of healthy development. They also become more active when moving to music in daily activities which mostly involve music and movement like moving, listening, and singing. Therefore, they must be allowed to experience and enjoy their musical games for healthy growth.

Performing various musical activities promote the acquisition of varied and appropriate musical skills and knowledge in children. Braynard (2008) clearly asserts that early childhood music education aims at helping children to recognise, explore and change sounds, sing simple songs from memory, recognise repeated sound patterns and match movements to music. Children develop the various skills necessary for their total development in their early childhood music class and therefore must be encouraged to

involve themselves in the musical activities in schools. Gruhn (2005) explains that music plays an important role at that early age. In its own unique way, musical practice activates rhythmic process. Children respond to music with great sensitivity, they need music as a means of rhythmic repetition and structured movement, therefore musical activities that involve movement, for example, musical games are good for children.

Primos (2002) rightly states that musical skills are essential for the social development of the African child. Typically, women sing a welcome song to the baby as it is born into the community. Actually, the music that is made in the community helps the child to feel part of such community, so the music or lullaby made by the mother draws the child closer to the mother or anybody that makes that music. Similarly, the child associates himself to the group in which he finds himself performing the music.

Music Therapy in Child Development

The use of Music therapy in field of education in India is far reaching. Music's promotes coordination and communication, improve quality of life, reduces stress and anxiety, relieve depression and increase self esteem, reduce burnout, emotional distress. Listening to music improve learning and memory skills. Music therapy can effect in many areas of Children's Development.

This article describes the benefits of music therapy and how music therapy be an integrated into various aspects of special education services. The first part describes music therapy and the rationale for its effectiveness. The next section illustrates the broad application of music therapy with other related services and asserts the importance of including music therapy in individual educational plans (IEPs).

Music Therapy at different stages of Development

Music Therapy for Infants	
Activity	Following skills can be developed by music therapy
Singing instrument play and rhythmic movement experiences	Communication skill through vocal sound and other language and speech goals child can sing 3 – 4 lines verbally indentify words from songs motor development Child can beat drum rhythmically
Music Therapy for toddlers	
Activity	Following skills can be developed by music therapy
melodic structure rhythmic patterns Lyrics	can be used for development of understanding of syntax and grammar patterns in speech organizational capabilities communication and social skills use appropriate greeting

	improve turn-taking improve turn-taking letter identification/sounds calendar concepts colors, shapes, sizes daily activity and life oriented learning manners phone number/address and other things
Music Therapy for Puberty	
Activity	Following skills can be developed by music therapy
Singing, Playing, Listening etc...	Social skills and academic skills like: empathy, turn taking, compromise and problem solving skills in social situations. Academic skills like math facts, tables telling time money concepts and other concepts of environment (Birds, Animals etc.) learn classroom rules improve attention & focus improve self-expression vocabulary development
Music Therapy for Teenagers	
Activity	Following skills can be developed by music therapy
task mastery of an instrument or relevant musical experience	child can learn to express emotional Self Concept and self expression can be improved anger management self expression Improve social and communication skills conversation skills presentation skill
Music Therapy for Adult	
Activity	Following skills can be developed by music therapy
Song writing	balance emotions & anxiety anger management self expression self-regulation and relaxation Improve social and communication skills conversation skills interview skills understanding emotions

Strategies for Effective Music Inclusion

To most effectively use music therapy to reach all types of learners in classroom, we encourage teachers to try the following strategies:

1. Choose selections that vary in meter, tone, function, rhythm, and genre. Although the first preference might be to use contemporary songs, folk songs or movie soundtracks, a better approach is to change the words of children’s songs to fit the lesson.
2. Ensure usual and regular exposure to music by making it part of your daily classroom routine. Along with this include it as part of circle and transition times, stock a music

center with instruments and recorded music, and establish musical rituals for daily activities.

3. Be confident in your capability to share the joy of music! Even if you don't have stellar musical skills, you can still teach young children to love music. With little ones, there's no right or wrong way to sing or move; they just want you singing and moving with them. If you would like more support and help, you might reach out to musicians in your community to ask for advice or lessons on new ways to bring music and rhythm into the classroom.
4. Go beyond sending a sheet home telling parents that their children danced during movement time. Instead, be precise about what – and how – music is used. Be specific with parents, telling them what songs their child liked and even providing name of websites and links for them to download the songs to sing along with at home. In turn, ask parents to send the list of songs in which their children particularly enjoy.
5. Establish benchmarks for achieving target. While children may not develop music competence in their first five years of life, it's important to see if they're vocalizing, finishing songs, and moving above and below the waist in time with the music. Learn if they want to do it again, or if they'll do it on their own.

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