



Early Learning Standards

for the

Musical Instruments

(Chime Panel, Large Drum, Large Drum Set of
(3), and Xylophone)

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Musical Instruments

Early Learning Content Areas that apply to using The Adventurous Child Musical Instruments:

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education and Health
- Music

This is what the children are learning when they use the Musical Instruments:

(Includes: Chime Panel, Large Drum, Large Drum Set of (3), and Xylophone)

English/Language Arts

Reading: Word Recognition, Fluency, and Vocabulary Development – Vocabulary and Concept Development

- Use new vocabulary learned from experiences.

Reading: Word Recognition, Fluency, and Vocabulary Development – Phonological Awareness

- Recite/sing/ play one rhyme or song.
- Clap (play) out syllables in word songs.

Mathematics

Number Sense: Number Relationships

- Sing and dance to a number song.

Computation: Counting, Sorting, Classifying, and Comparing Objects

- Identify and use the concepts of “one more” and “one less.”

Algebra and Functions: Finding Patterns and Relationships

- Follow along and imitate patterns of sounds and movement.
- Reproduce pattern of sounds and movement.

Problem Solving: Ability to Reason, Predict, and Problem Solve Through Exploration

- Make simple cause/effect predictions.
- See a simple task through to completion.

Science

The Nature of Science and Technology: Scientific Inquiry and process

- Observe and describe properties of objects.
- Use the five senses (**touching**, smelling, **seeing**, **hearing**, tasting) to investigate the environment and to gather information.

Scientific Thinking: Computation and Estimation

- Participate in activities related to sequencing and counting.

Communication: Sharing Observations and Discoveries

- Identify attributes or characteristics.

Social Studies

Civics and Government: Foundations and Functions of Government and Its Citizens

- Follow simple directions.

Geography: Environment and Society

- Help clean up after doing an activity. (Return mallet to holder.)

Individuals, Society, and Culture – Cultural Diversity

- Use interpersonal skills of sharing and taking turns in interactions with others.

Physical Education and Health

Gross/Fine Motor and Sensory Development: Locomotor and Non-locomotor skills

- Manipulate objects by throwing, catching large balls with two hands, **striking**, swinging, and pulling at a basic level.
- Perform basic rhythmical skills alone and/or with a partner.

Application of Movement Concepts and Principles to the Learning and Development of Motor Skills

- Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or object over, under, beside, and through as directed by an adult).

Enjoyment of Motor and Sensory Experiences: Exhibiting Self-Confidence

- Participate in a variety of gross/fine motor and sensory activities.
- Attempt novel gross/fine motor and sensory activities.
- Demonstrate a determination to develop skills through repetitive practice.

Music

Music Appreciation: Children Show Enjoyment of Music Through Facial Expressions, Vocalizations, and Various Movements

- Smile or laugh when music is played.
- Verbally express enjoyment.
- Dance/sway/tap toes/ jump/hop to music alone or with others.

Participation/Exploration/Production: Children Produce Vocal/Instrumental Music and Rhythmic Movements Spontaneously and In Imitation

- Produce rhythmic patterns to familiar songs.
- Spontaneously explore sounds produced by striking a variety of materials.

Analysis: Children Begin to Differentiate Variations in Tempo, Dynamics, and Types of Sounds Made by Different Classes of Instruments (Percussion, Wind, and String)

- Play classroom instruments.
- Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
- Moderate vocalizations to tempo and dynamics of music.
- Choose real or improvised instruments to play along with instrument heard.
- Distinguish among the sounds of several common instruments.