

**SUPPLEMENTARY STUDIES TO ACCOMPANY REGULAR
CLASSROOM TEXTS FOR MUSIC INSTRUCTION GRADES ONE THROUGH SIX**

by

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

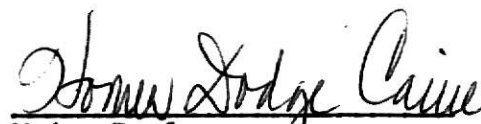
MASTER OF MUSIC

Department of Music

**KANSAS STATE UNIVERSITY
Manhattan, Kansas**

1974

Approved by:


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INTRODUCTION

This paper is prepared as a supplement to the classroom music text. The teacher will find it useful and helpful in supplying study sheets (formed into workbooks) on the concepts that seem to need the most repetition and exposure, and on a multi-level basis. "Doing something many times in many settings helps the child to comprehend. Each time there is contact with a problem, deeper understanding emerges, but the learning process cannot be hurried."¹

These workbooks are not intended to accompany a specific music text, but are general enough that they can be used in addition to most classroom music texts.

These study sheets may be used in a variety of ways, either as remedial work for slower students, and those who transfer into the district with inadequate musical backgrounds, or as accelerated work for the gifted child. It may also be used as seatwork following the presentation of a concept from the regular classroom music text.

For the first grade level a tape has been prepared, with script and charts, which provides for the establishment of the usual aural concepts so necessary for further musical progress. These concepts are quite often taken for granted by the classroom teacher. "Musical learning depends upon our perceptions of the musical sounds that we hear. In no other field of

¹Harriet Nordholm, Singing in the Elementary Schools (Englewood Cliffs, N. J.: Prentice-Hall, 1966), p. 26.

learning does the acuity of aural perception play such a paramount role."²

The tape presents these concepts, and the correct terminology for them, first aurally, and then visually, with the aid of charts.

Conceptual development in musical learning is dependent upon aural perception, since musical learning begins with the perception of sound. From our various perceptions of music, we develop the musical concepts that permit us to make comparisons and discriminations, to organize sounds, to generalize, and finally, to apply emerging concepts to new musical situations.³

The script is provided for the convenience of the teacher. She may audit the lesson in advance, learn the songs, and have the necessary equipment prepared.

In this day of ever increasing demand for individualization of teaching, these multi-level workbooks and tape have a definite place in the resource center.

It is hoped that this paper will make a contribution to the love and understanding of music by elementary children. Music, like language, must first be experienced aurally, then followed by musical literacy. A sense of accomplishment must accompany all levels of musical attainment. Music is exciting and fascinating to the six year old because he is learning, and feels a sense of accomplishment. The enjoyment of aural experience is soon outgrown, and must be replaced by deeper understanding, and the reading of music, if interest is to continue. As the child arrives in the upper elementary grades he will naturally learn to read music if he has had the proper aural presentation in primary grades. He should experience the same

²Marilyn P. Zimmerman, From Research to the Music Classroom No. 1 Musical Characteristics of Children (Washington, D. C.: Music Educators National Conference, 1971), p. 6.

³Ibid., p. 12.