

Table 6.2–Methods: If a teacher used the method, what would four-year-olds do in class?

Method	Singing	Creating	Moving	Playing	Listening	Concepts
Feierabend	Singing American Folk songs & rhymes. Call and response (echo simple antiphonal songs).	Make up songs about favorite toy, food, etc. Also creating movements (see <i>Do, Do, Pity my case</i> )	Use fingers in finger plays. Hands, etc. in action songs. Moving to American folk songs & rhymes.	Playing instruments not emphasized.	Listening to classical music recordings and finding steady beat.	Basic concepts are approached through exploration including steady beat, movement of pitches, repetition, contrast, loud/soft. Also think tunes & respond to expressiveness in music.
Fox-Eastman School	Singing alone & with teacher; accuracy in brief melodic patterns (e.g., sol, mi or mi, re, do).	Improvisation with voice, body, instruments. Time for individual responses.	Simple circle games, structured physical response, free movement to recorded music.	Classroom percussion. Melodic & rhythm patterns from songs or speech.	Visiting musicians. Songs & recordings used to illustrate musical elements.	Music as construction play, incorporating expression of new ideas (building) as well as performance of existing musical patterns & forms (representing).
Gordon	Imitates the sounds of music in the environment, e.g., tonal patterns and rhythm patterns. This preparatory <b>audiation</b> stage is called <b>breaking the code</b> .	Movement creativity through imitation and improvisation using audiation.	Move to rhythm patterns.	Clap and play rhythm patterns.	Listening to patterns (preparatory audiation experiences).	<b>Structured formal guidance</b> where the parent/teacher plans but does not expect specific responses. Tonal & rhythm patterns.
Jacques-Dalcroze	Sing simple 3-5 pitch songs.	Create movements in response to music and stories.	Movement is emphasized. Change response to expressive characteristics of music.	Play simple instruments and body percussion.	Listen to express the music through movement.	Movement expression of steady beat, slow/fast, accent, longer/shorter sounds, repetition, contrast.
Harmony Road	Sing simple 3-5 pitch songs.	Improvise through exploration of piano.	Moving to recordings or move with singing games.	Emphasis on piano playing.	Audiation experiences.	Basic concepts of steady beat, movement of pitches, repetition, contrast, loud/soft.
Kindermusik	Singing is the emphasis of classes.	Play activities to encourage creativity.	Moving with simple singing games.	Playing simple percussion.	Listening to stories and recorded music.	3-4 year-old program is <i>Imagine That!</i> Basic tonal & rhythmic concepts of steady beat & movement of pitches.
Kodály	Emphasis is on participate in singing folk songs based on 3-4 pitches. Match contour of melody.	Creating not emphasized.	Move while participating in singing games.	Clapping to match steady beat.	Listening to folk songs & examples from classical music.	Steady beat, slow/fast, pitch movement, repetition and contrast.

Table 6.2—continued

MMCP	Singing not emphasized.	Emphasis is on free exploration of instruments.	Moving in music centers with instruments.	Instruments available for exploration.	Listening center in room.	Basic concepts are approached through exploration including steady beat, movement of pitches, repetition, contrast, loud/soft.
Montessori	Sing simple 3-5 pitch songs.	Creating while playing with and experimenting with instruments.	Moving to the piano music (ala Dalcroze).	Cylinders, monochord.	Experimenting with cylinders & monochord. Discovery of sound properties.	Same/different timbre, steady beat, matching pitch, listening skills.
Music Series Books	Sing simple 3-5 pitch songs.		Moving to recorded music.	Playing simple rhythm instruments, e.g., sticks.	Listening to recorded music for movement.	Basic concepts of steady beat, movement of pitches, repetition, contrast, loud/soft.
Music Together	Sing simple 3-5 pitch songs.	Creativity through movement improvisation.	Emphasis on movement (Dalcroze influence).	Learning through play. Singing, rhythm, & movement.	Listening to recorded music for movement.	Performance-oriented learning environment. Basic concepts of steady beat, movement of pitches, repetition, contrast, loud/soft.
Musikgarten	Sing simple 3-5 pitch songs.	Play activities to encourage creativity.	Moving with simple singing games.	Playing simple percussion.	Listening to stories & recorded music.	Basic tonal & rhythmic concepts of steady beat & movement of pitches.
Orff	Chanting, singing simple 3-5 pitch songs.	Create simple movements. Improvise on xylophones.	Moving to the beat.	Play simple patterns on Orff xylophones, simple rhythm instruments.	Listen to songs, chants, & instruments.	Steady beat, slow/fast, matching pitch, movement of pitches, experimentation with timbre of voice during chanting, repetition and contrast.
Richards Institute ETM	Sing simple 3-5 pitch songs with movement and play. Songs from <i>Song Tracks for Language Development</i> .		Moving through play.		Listening to and identifying phrase in songs.	Musical concepts are secondary to child's total intelligence. Basic music concepts of steady beat, pitch matching.
Suzuki	Not usually. Adaptation of Suzuki to singing is available.		Moving to emphasize performance skills such as bow use.	Emphasis is on performance skills (violin, piano, or other instrument).	Listening to recordings of instrument and music from the curriculum.	Emphasis on performance skills such as holding the violin, bow position and technique, production of sound, and playing by imitation.
Weikart	Some singing with singing/moving games.		Emphasis on movement, e.g., swaying to steady beat while saying a rhyme.	Playing instruments such as sticks to steady beat.	Listening to music for moving experiences.	Steady beat, slow/fast, accent, repetition and contrast.