



PENRITH

NORDOFF ROBBINS AND PENRITH CITY COUNCIL PILOT MUSIC PROGRAM

**MOVE, EXPLORE,
CREATE**

**NORDOFF
ROBBINS.**

TRANSFORMING LIVES THROUGH MUSIC

THE PROGRAM CONTENT

- The program was delivered over 10 weeks
- Each group consisted of 8-10 children aged 3-5 years (around 35 children in total took part)
- Each week the program had a similar structure with an extension from the previous week
- The sessions lasted for up to 30 minutes
- The groups included children with additional needs, Aboriginal children and children from culturally diverse backgrounds
- Practical component for educators



MOVE

- Co-ordination
- Connecting rhythm with movement
- Muscle control and exercise
- Dancing





EXPLORE

Discovering new potentials
Playing with words and sounds
Fine and gross motor skills
Spatial awareness





CREATE

Interaction and play with others
Developing coping mechanism
Gaining independence
Developing self-confidence

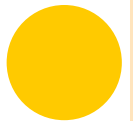




Rooby Roo
our
reading
mascot
took part
moving,
exploring
and
creating
with the
children



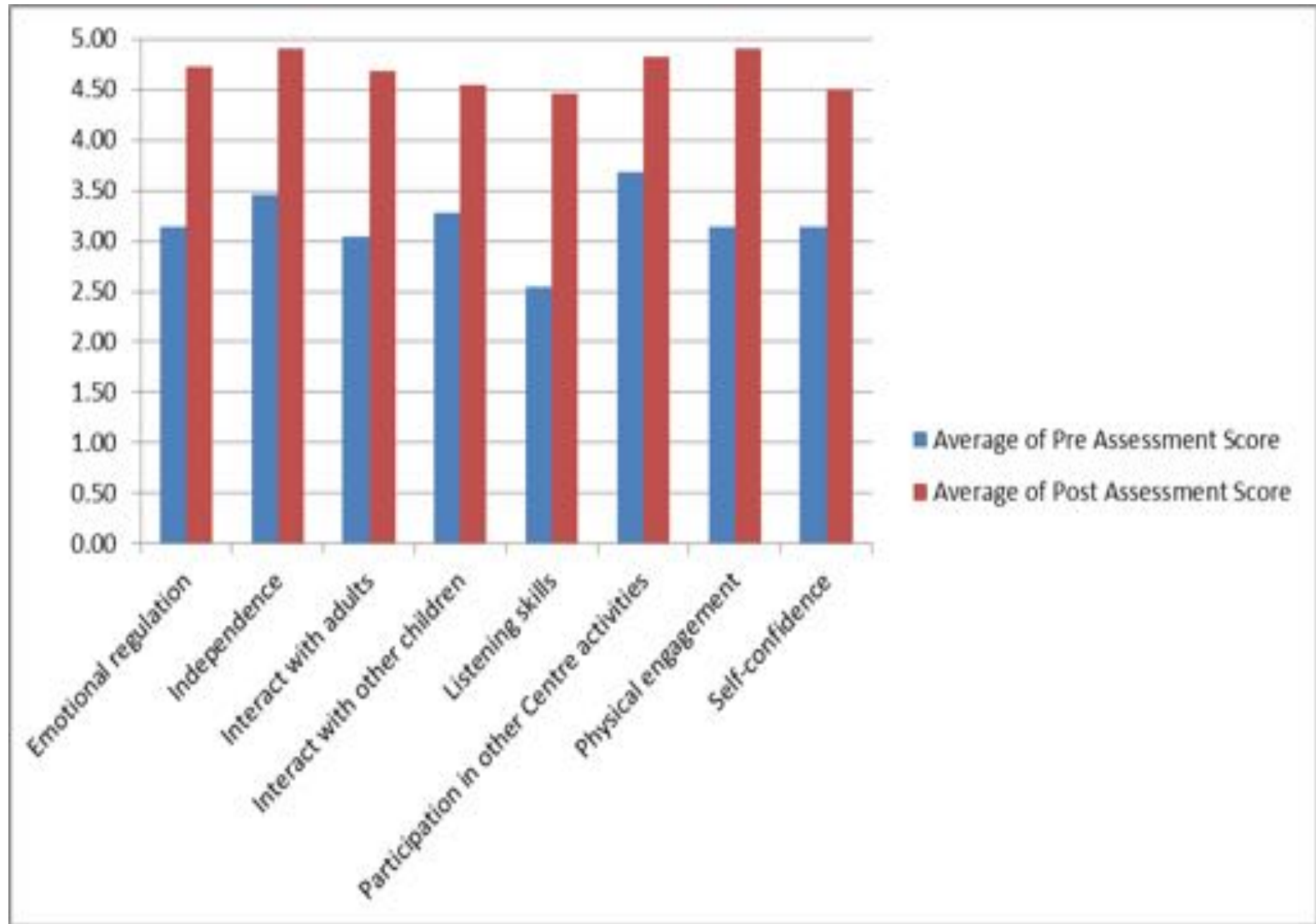
ROOBY ROO PARTICIPATING IN THE PROGRAM



OUTCOMES FROM THE PROJECT

- Educators more confident to incorporate music into their curriculum on a regular basis
- Children more confident to move, explore and create
- Improved concentration and cognitive skills -able to predict what might come next
- Improved listening skills, receptive and expressive language skills
- Improved social skills such as co-operation and turn taking skills
- Increased vocabulary regarding musical instruments and concepts
- Improved skills amongst educators to delivery music activities
- Strategies to support children with additional needs particularly children with ASD





PROFESSIONAL DEVELOPMENT

- As part of the Move, Explore, and Create program, Nordoff-Robbins included a professional development component for educators.
- The professional development focused on building the capacity of educators to use music more effectively when working with children. Educators has found this extremely valuable.



REPORTS FROM EDUCATORS/ CHILDREN AND FAMILIES

- “I love doing music with Pam” Luke 4 yrs
- “I like hitting the drum hard” (as he did the action of hitting the drum) Felix 4 yrs
- “My favourite puppet was the snake” Elijah
- “I liked playing the accordion” Levi 4yrs
- “I liked playing Pam’s guitar” Laura 5 yrs
- My children loved the music program it was such a great program I hope my children can attend again” Mum of two children Glenmore Park Child and Family Centre



PRACTICAL COMPONENT



Break down of music

- Rhythm (combination of long and short beats)
- Melody (a tune)
- Beat (underlying pulse – can be fast or slow)
- Harmony (different pitches being used together)
- Texture (layers of sound)
- Structure (how it's put together)
- Tone colour (the quality of a sound – brassy, bright, breathy)



MUSIC AND LANGUAGE

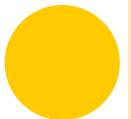
- Melody– it carries words but also expresses those words clearly & aptly
- Rhythm– makes the words more natural to sing
- Phrases – similar to speech & song
- Tonality – emphasizes the natural intonations of speech, expresses the quality of the person's voice
- Antiphonal singing – call & answer patterns can arouse interaction, engage in listening & give purpose to a person's singing



MUSIC AND LANGUAGE



- Repetition – naturally occurring in music, which eliminates the perception of repetition & drill
- Tone colour/timbre – regardless of timbre, the melody & rhythm remains constant
- Attention – music naturally grabs attention
- Music can be used in singing, listening, movement and instrumental activities



COMMUNICATION

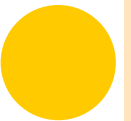
- The voice is your first instrument!
- Musical journey to speech – crying/ comfort sounds
- Vocal play (babbling, syllabic sounds)
- Behaviour as a form of communication
- 93% of communication is non-verbal
- Consider the child's capacity for verbal language
- Responding, maintaining & initiating communication
- Self-esteem & confidence in social engagement

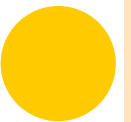


ENGAGE MORE CREATIVELY AND RESOURCEFULLY

- Strategies for engaging and re-engaging
- Transition points
- Repertoire
- Resources
- Music as building blocks
- Seek to create connection







QUESTIONS / COMMENTS

THANK YOU!

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The logo for Penrith City Council, featuring the word "PENRITH" in white capital letters inside an orange teardrop-shaped graphic.

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