

Music Together® Aligns with the HighScope Approach

Music Together® and HighScope derive from the same principles—namely a developmental rather than instructional approach to early education based on active, participatory learning.

The following elements are integral to both curricula:

- The modeling of parents, caregivers, and teachers to support children’s active learning experiences
- Developmentally appropriate content that is presented through engaging materials and activities
- Children’s participation in shaping the flow of activity that is facilitated by teachers and parents
- A research-based approach to learning and education that is continually developed and validated

Music Together further supports the following key ingredients of HighScope’s active model of learning:

Materials

A child’s home, culture, and language are reflected in a variety of age-appropriate, open-ended materials for them to explore.

- Music Together activities reflect age-appropriate content that is presented through engaging materials and activities, including a songbook and recordings for both in-class and at-home musical exploration.
- Music Together includes songs from different cultures and in different languages that are vetted by a song advisory board of ethnomusicologists and culture-bearers. Recordings include native language speakers/musicians to ensure the integrity and respect of different cultural and linguistic backgrounds.
- The illustrated songbook and recorded materials are designed to embrace diversity in race, ethnicity, culture, family composition, gender, sexual orientation, ability, and living environment so that all children and families feel included.
- The use of developmentally appropriate instruments and other props spark children’s interest and supports musical exploration.

Manipulation

Children make discoveries when they are encouraged to handle, examine, combine, and transform materials and ideas.

- Each Music Together class includes a variety of music and movement activities and opportunities for instrument play, which allow children to make discoveries through music-making.
- Many Music Together activities incorporate a child’s movement or music suggestion into a song or movement activity. This “accept and include” teaching principle encourages children to make discoveries by examining, combining, and transforming ideas while allowing them—and the teacher—to experiment and play freely with music without concerns about making a “mistake.”

Choice

Children choose materials and play partners, change and build on their play ideas, and plan activities according to their interests and needs.

- Music Together includes a “play along” activity where children choose music instruments and play them using their own play ideas.
- Music Together includes “dyadic interaction” activities where children can choose their play partner to make music and movement together.
- Many Music Together activities incorporate a child’s movement or music suggestion into a song or movement activity, allowing a child to express their own play idea, interests, and needs.

Child Language & Thought

Children communicate verbally and nonverbally—thinking about their actions, expressing their thoughts about what they understand, and modifying their thinking as they learn and explore.

- Music Together activities include songs where children may substitute their own words and motions, providing them with the opportunity to think about their actions and to express their thoughts about what they understand in verbal and non-verbal ways through music and movement.
- The Music Together Specialist introduces song and movement activities to young children simply by moving and singing with no spoken instruction or directives. This serves as a model for young children that they, too, can communicate thinking about their actions and expressing their thoughts about what they understand, and modifying their thinking as they learn and explore.

Adult Scaffolding

Children gain knowledge and develop creative problem-solving skills with the help of well-prepared adults who support a child’s current level of thinking and challenge them to advance to the next stage, also known as “scaffolding”.

- Music Together programs provide professional development opportunities and digital resources to help classroom professionals incorporate music into daily classroom routines and to give them the tools and knowledge to use music to scaffold children’s learning in other domains.
- Music Together’s fully integrated music curriculum requires a comprehensive training that prepares the Music Together Specialist to be able to scaffold young children’s learning and development in music.
- Music Together Specialists are trained in how to work with classroom professionals to help them develop their own scaffolding skills.

Music Together® Supports the IB Primary Years Programme

Music Together® is rooted in a child-centered, research-based, developmentally appropriate approach to early childhood music education that involves children's primary caregivers in their music development journey. With the mission to make the world a better place by making it more musical, Music Together also seeks to build community through music. The Music Together approach to education positions children as agents of their own learning, and supports learning through participatory and active music experiences that support the development of the whole child.

Music Together aligns with and supports the IB Primary Years Programme (PYP) for children (ages 3–5) in the following ways:

Music Together fosters children's intercultural understanding and respect.

Music Together's music represents a diverse range of music traditions, styles, cultures, and genres that help to foster children's international-mindedness. All decisions regarding the songs chosen as a part of Music Together's offerings are informed by recommendations, guidance, and counsel from a rotating panel of experts in ethnomusicology, music history, music education, and culture. These experts provide information and guidance on the appropriateness of songs for families in a diverse, global community.

Music Together supports all 10 IB learner profile attributes.

Inquirers

- Activities naturally support children's inquiry skills and their curiosity.
- When integrated with other subjects, music can also enhance enthusiasm and love of learning, in addition to helping children to become life-long music-makers.

Knowledgeable

- Many songs and chants support concept and content knowledge.

Thinkers

- Songs and chants with word, verse, and movement variation opportunities support critical and creative thinking skills.

Communicators

- Songs and chants with word, verse, and movement variation opportunities support one's own creative expression and respect for others' ideas.

Principled

- Research has shown that group music-making (like in Music Together classes) supports group cohesion, cooperation, and prosocial behavior.

Open-minded

- Music Together is committed to including music from other cultures and traditions, and to authentically and accurately present that music in ways that support cultural appreciation and respect.

Caring

- Music Together is committed to including music from other cultures and traditions, and to authentically and accurately present that music in ways that support cultural appreciation and respect.
- Research has shown that group music-making (like in Music Together classes) supports increased empathy among preschool children.

Risk-takers

- Songs and chants with word, verse, and movement variation opportunities support children's comfort and determination with trying new things and putting themselves in challenging situations (e.g., sharing with the group).

Balanced

- Music and movement activities simultaneously nurture and develop a child's mind, body, and spirit.

Reflective

- Music Together activities engage children's natural learning cycle of play, discovery, reflection, repetition, and mastery.

Music Together supports children's developing Approaches to Learning.

- **Thinking Skills:** Activities with word substitution, verse variation, and movement variation opportunities support children's creative thinking skills.
- **Research Skills:** Songs and rhythmic chants in different meters, as well as Music Together's inclusion of rhythm and tonal patterns, provide opportunities for comparing and contrasting.
- **Communication Skills:** Participatory music experiences with substitution and variation opportunities support the development of active listening skills.
- **Social Skills:** Group music-making supports children's social skill development.
- **Self-management skills:** Active music-making can support children's executive function skills, including working memory, cognitive flexibility, and inhibitory control, all of which are important to self-management.