

Music Together® Supports the Montessori Approach to Education

There are a number of key principles and core components of the Montessori approach to education that align extremely well with Music Together®'s approach to music education. With Music Together's focus on teaching music through immersion and modeling, and using play-based, child centered activities, Music Together supports the development of the whole child and aligns with the Montessori method. And, because we understand that schools and families (including children!) are partners in music education, our curriculum and enrichment resources support family engagement, parent-child relationships, and classroom teacher professional development by involving the entire school community: children, teachers, and families alike.

- In addition to supporting music development, Music Together supports the development of the whole child, including their physical, social, emotional, and cognitive development, as well as their approaches to learning.
- Music Together teachers understand that children are naturally eager for knowledge, and that the most important time for music learning is between the ages of birth and six. This is the period of primary music development, a time when children's growing brains are most open to musical influence and growth. Exposure to a variety of music and movement experiences is crucial during this period, when the child learns so fast and so well.
- Core to Music Together's approach to music learning is support for mixed-age classes; teachers are specifically trained in how to teach to a range of ages, and to see the value in children learning from one another.
- The Music Together approach is non-performance-oriented, with each child participating at their own developmental level, which fosters cooperation and reflects real-world interactions across ages. Children are given opportunities to follow their own interests while also learning from others.
- In a Music Together class, children experience an assortment of musical activities designed to stimulate exploration and discovery, where concepts can be internalized at a child's own pace. They learn music through watching, listening, absorbing, and—when they are ready—participating. In this way, children's natural learning cycle of play, discovery, repetition and mastery is engaged.
- The Music Together specialist is seen as a guide, introducing song activities simply by moving and singing, with no spoken instruction or directives.
- Music Together teaching practices are appropriate to children's age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.
- Music Together teachers serve as guides and facilitators, trained to observe and interpret the child's place in their music development so that they can provide the model, materials, support, and music-making environment to facilitate and enhance the child's music learning.
- Many Music Together activities incorporate a child's movement or music suggestion into a song or movement activity, sparking their interest, fostering engagement, and supporting their intrinsic motivation.

- Music Together supports children’s need to take in music in a multi-sensory way: Seeing, feeling, and hearing the music. This multi-modal approach gives children multiple ways “in” to the music learning experience, leading to richer, more complete learning.
- Music Together curricula, classes, and teaching support are designed to be inclusive of children with disabilities and neurodiverse learners.
- The rich repertoire of songs in every Music Together collection represents a diverse range of music traditions, styles, cultures, and genres. All decisions regarding song choice are informed by recommendations, guidance, and counsel from the Music Together Song Advisory Board, a rotating panel of experts in ethnomusicology, music history, music education, and culture. Board members have knowledge and/or experience with music and culture from specific regions of the world, including ever-changing social, racial, and political considerations. Each member’s role is to provide information and guidance to Music Together Worldwide on appropriateness of songs for families in a diverse, global community.
- Music Together supports classroom professionals in designing and maintaining a music play area where child-directed activities can take place, both individually and as a group. The music play area is a place where students select the music and complete musical tasks without interruption, building coordination, concentration, and independence.