

# Music Together Supports NAEYC Early Childhood Program Standards

## **Standard 1: Relationships**

*The program promotes positive relationships among all children and adults. It encourages each child's sense of individual worth and belonging as part of a community and fosters each child's ability to contribute as a responsible community member.*

- Music Together creates group music experiences that solidify bonds among children, and between children and teachers, promoting a sense of community in the classroom.
- With a comprehensive home component, Music Together can also promote positive relationships between children and their parents or other family members.
- School-wide Music Together music-making events unite the entire school community, including family members, through a shared activity and a shared repertoire of songs.
- Music Together's supportive classroom and take-home materials give classroom teachers and family members musical tools, knowledge, and a platform through which to interact with children in sensitive and responsive ways.
- The group music-making experience during Music Together activities supports children's leadership and turn-taking skills, their ability to follow and respect peer leaders, and their capacity to work with others as an ensemble, all in a playful environment.
- Music Together activities extend beyond the music experience and provide a platform for teachers to engage in warm, friendly conversations with children and to recognize their work and accomplishments.

## **Standard 2: Curriculum**

*The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.*

- Music Together programs are comprehensive, research-based, and developmentally appropriate with the goal of consistently providing young children with a rich environment of music learning that sparks their interest to get better at reasoning, solving problems, getting along with others, using language, and developing other skills.
- With the belief that Music Learning Supports All Learning<sup>®</sup>, Music Together supports the physical, social, emotional, cognitive, and language development of each child, all while having fun with engaging and playful music activities that foster creative expression. For more information on how Music Together supports Standard 2, see "Music Learning Supports All Learning,<sup>®</sup>" available by contacting [in-school@musictogether.com](mailto:in-school@musictogether.com).
- Music Together programs include activities and materials that encourage music participation through exploration and play among young children of all ages and their teachers.
- The use of developmentally appropriate instruments and other materials (that "do something" musical) spark children's interest and encourage them to experiment and learn.

### **Standard 3: Teaching**

*The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals.*

- Understanding that young children learn best in a playful yet responsive learning environment, Music Together class experiences are grounded in a developmental and participatory approach to music education rather than a performance-oriented approach.
- Music Together activities reflect and activate the variety of learning modalities (e.g., visual, auditory, kinesthetic, tactile) and are designed to respect and nurture all children's needs, capacities, interests, and backgrounds.
- Music Together activities can be extended into the daily classroom routine. Music Together programs provide professional development opportunities and digital resources to help classroom professionals incorporate music into daily classroom routines to enhance all learning.
- Music Together includes songs from many cultures as well as original compositions that reflect a multicultural world.

### **Standard 4: Assessment of Child Progress**

*The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.*

- Music Together includes guidance to help classroom professionals assess young children's music making behaviors and the trajectory of their music development. (*Assessment with developmentally appropriate music measures (i.e., methods for observation, checklists, and rating scales) are available as an additional service through Music Together LLC.*)
- Music Together includes professional development workshops, materials, and mentoring to deepen specialists' and classroom professionals' understanding of children's music development, and how to tailor music and movement activities to respond to children's diverse learning styles and developmental needs.
- Regular communications with families is an integral part of the program, providing parents with guidance on how to recognize their child's musical growth and how to use music in the home to support this growth.
- Music Together programs are consistently assessed and informed by ongoing review of new knowledge in the field of child development and education, as well as feedback from practitioners and families.

### **Standard 5: Health**

*The program promotes the nutrition and health of children and protects children and staff from illness and injury.*

- All movement activities are designed to be safe and developmentally appropriate for the growing bodies of young children, even infants.
- Ensuring there is enough space for children to move freely and safely is an integral part of Music Together program guidelines.
- Music Together activities can be used to encourage daily movement and exercise, even when indoors. The activities and emphasis on adult modeling of movement also promotes children's disposition to become life-long movers.

## **Standard 6: Staff Competencies, Preparation, and Support**

*The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.*

- Music Together offerings include online teacher orientation, implementation support, and resources to support staff knowledge and skills, regardless of their own music education background. Ongoing professional development opportunities for continuing education are also available.
- For those programs seeking Music Together's fully integrated music curriculum, a comprehensive training designed to give a qualified music specialist the specialized knowing about children's music development and how to support it is included.

## **Standard 7: Families**

*The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture. To support children's optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children's educational growth, and encourage families to fully participate in the program.*

- Music Together's supportive home materials allow families to participate at home in the same activities children share with their teachers in school, strengthening the home-school connection and helping families to feel involved in their child's learning.
- The rich repertoire of songs in every collection represents the diversity in music and culture that exists across the globe. Translations of supportive materials can be found in multiple languages.
- All illustrated 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.

## **Standard 8: Community Relationships**

*The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.*

- Music Together has had success in a variety of settings (e.g. school, day care, community center) and with a range of organizations and support services that work with children and families facing a wide array of obstacles and in need of various types of support.
- Music Together has locations in every state. Where available and desired, schools can work with a local Music Together center in their community, providing another way to connect with families and local musicians to meet the needs and interests of their children.

## **Standard 9: Physical Environment**

*The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.*

- Selected Music Together activities include opportunities for children to play with a variety of instruments and props to accompany music and movement which enhances the physical environment of the classroom and facilitates children's learning and development.
- A guide for creating a music-making area is available to classroom professionals who desire to create a station with developmentally appropriate instruments for children to use during free play or center time.

\*Note: Standard 10 relates to areas not directly relevant to Music Together in school and childcare settings.