

Music Together® Supports NAEYC Early Childhood Program Standards

Program Standard 1: Relationships

Creating a Caring and Equitable Community of Learners

Supporting positive relationships with each child and family in ways that promote individual children's self-worth

- 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 that promote individual children's self-worth.
- The group music-making experience during Music Together activities provides opportunities for children to contribute their own music variation idea and for that idea to be accepted and included by their classmates and teachers, helping to support individual children's self-worth.

Fostering children's sense of belonging as part of a caring community of learners

- Music Together creates group music experiences that foster bonds among children, and between children and teachers, promoting a sense of belonging as part of a caring community of learners.
- 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 that foster a sense of belonging as part of a caring community of learners.

Centering children's and families' cultural values, integrating their home languages/dialects/communication needs

- 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.
- Many Music Together songs and activities provide opportunities for word and lyric substitutions that can easily be done in a variety of languages, allowing teachers to incorporate children's home languages.
- Spanish translations of materials are available.
- 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.
- Support for neurodiverse learners and learners with disabilities is provided to ensure all children and their families can participate in the music-making at school and at home, and that their communication needs are met.

PROGRAM STANDARD 2: Families and Community

Engaging in Reciprocal Partnerships with Families and Fostering Community Connections

Developing reciprocal relationships with each child's family responsive to culture, language, and individual needs

- Music Together's multicultural music and movement activities, along with school-wide music events, develop reciprocal relationships with each child's family which is responsive to culture and language.

Continuously engaging children's families as vital members of the learning community

- With a comprehensive home component, Music Together engages children's families as vital members of the learning community.
- Music teachers and classroom teachers are provided with home communication materials and strategies that help to engage families in their child's learning at school and at home
- School-wide Music Together music-making events unite the entire school learning community, including family members, through a shared activity and a shared repertoire of songs.

Working to be a positive member of the larger community

- Music Together activities extend beyond the music experience and provide a platform for becoming a positive member of the larger community.

PROGRAM STANDARD 3: Curriculum

Planning and Implementing an Engaging Curriculum to Meet Meaningful Goals

Using a curriculum based on current research to support children's development and learning

- Music Together is a research-based and research-informed curriculum grounded in the fields of neuroscience, psychology, and early childhood learning theory.
- Music Together has been and is currently a part of independent research by others through partnerships with leading universities, early childhood labs, and community-based research organizations.
- Music Together has its own research department and lab school that help to inform the program development and teacher support teams.

Using a curriculum that includes developmentally appropriate goals, a scope and sequence aligned with research in appropriate content areas, and rich content to guide teachers in all areas of development and content (literacy, mathematics, science, social studies, and the arts)

- All Music Together program models include developmentally appropriate music goals, a scope and sequence aligned with research in music development and other appropriate content areas, and rich music and movement content that guides teachers in all areas of development.
- Music Together activities can be extended into the daily classroom routine to guide classroom teachers to support all areas of development through music.
- Music Together's teaching materials and comprehensive teacher support and mentoring guides music specialists in supporting children's music development.

Using a curriculum that is culturally and linguistically responsive and reflective, builds on children's strengths, respects their cultural backgrounds, and supports their identities and home languages

- Music Together includes songs from different cultures and languages that are vetted by a song advisory board of ethnomusicologists and culture-bearers, and recorded with musicians and singers of the culture of the song being produced, ensuring for the integrity and respect of different cultural and linguistic backgrounds.
- The diverse cultural and linguistic repertoire of music activities supports young children's identities and home languages.

PROGRAM STANDARD 4: Teaching

Teaching to Enhance Each Child's Development and Learning

Using teaching practices that are nurturing and inclusive

- Music Together activities and teacher training and support reflect teaching practices that are nurturing, inclusive, and designed to respect and nurture all children's needs, capacities, interests, and backgrounds
- Support for neurodiverse learners and learners with disabilities is provided to ensure all children and their families can be and feel included in the music-making at school and at home.

Equipping educators to support each and every child's development and learning through individualized and intentional practices

- Music Together activities can be extended into the daily classroom routine, equipping educators to support each child's development and learning through individualized and intentional music practices.
- Music Together programs provide professional development opportunities and digital resources to help classroom professionals more intentionally incorporate music into daily classroom routines to enhance all learning.

Using teaching practices that are culturally affirming and linguistically responsive to the children being served

- Music Together includes songs from many cultures as well as original compositions that reflect a multicultural world and are culturally affirming.
- Music Together songs from different cultures are recorded in the native language by native speakers so to be responsive linguistically to the children being served. In addition, there are many "songs without words" that are sung on vocables or nonsense sounds, which enable children from all linguistic backgrounds and those with delayed language development to participate.

Supporting learning through play and hands-on activities

- Music Together class experiences support children through playful and hands on music activities that are grounded in a developmental and participatory approach to music education rather than a performance-oriented approach.

PROGRAM STANDARD 5: Assessment

Observing, Documenting, and Assessing Children's Development and Learning

Using an ongoing mix of formal and informal assessment to monitor children's development and learning to guide instruction

- Music Together teachers are trained in how to informally assess young children's music making behaviors and the trajectory of their music development, and then how to point out those

music behaviors and development to classroom teachers. (A formal assessment tool with developmentally appropriate music measures, i.e., methods for observation, checklists, and rating scales, are available as an additional service through Music Together, LLC.)

Using assessment from classrooms to plan, identify resources, and improve professional development to ensure all children are making progress in their development and learning

- Music Together encourages assessment through collaboration between the classroom professionals and the Music Together Specialist to support planning and identifying resources to ensure all children are making progress in their music development and learning.
- Music Together includes professional development workshops, materials, and mentoring to deepen specialists' and classroom professionals' understanding of music development and how to support it.

PROGRAM STANDARD 6: Health

Promoting Health and Well Being in Early Childhood Programs

Promoting the nutrition and health of children and staff and protecting them from illness

- Many Music Together songs and chants allow for word and lyric substitutions, which support teachers in using music to educate children on themes of nutrition and health.
- 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, which supports health and well-being.

Promoting the physical safety of children and staff, protecting them from injury while also encouraging healthy risk-taking that supports learning, exploration and development

- All movement activities are designed to be safe and developmentally appropriate for the growing bodies of young children, even infants.

Nurturing infants', children's, and staff's emotional, mental, and behavioral well-being

- Research has shown how singing raises endorphins (which makes us happier), produces oxytocin (which makes us feel more connected), and lowers cortisol (which reduces stress) for children and adults.
- Many Music Together activities support children's emotion knowledge and self-regulation skills.
- With the home component, Music Together activities can extend to the home environment, supporting both children's and adults' emotional, mental, and behavioral well-being at home as well as in school.

PROGRAM STANDARD 7: Physical Environment

Designing Physical Environments that are Safe, Engaging, and Accessible

Providing access to appropriate and well-maintained indoor and outdoor spaces for both child-directed and teacher guided activities

- Selected Music Together activities include opportunities for child-directed and teacher guided music play with a variety of developmentally appropriate instruments and props.
- 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.

PROGRAM STANDARD 8: Professionalism

Demonstrating Professionalism as Early Childhood Educators

Employing a staff that has education and knowledge, skills, values, and dispositions to support the development, learning, and well-being of all young children

- Music Together's fully integrated music curriculum, requires a comprehensive training designed to give a qualified music specialist the education, knowledge, skills, values, and disposition to support all children's music development in a playful, holistic, inclusive, and developmentally appropriate way.

Ensuring fair and equitable access to professional development opportunities that help educators deliver high-quality early learning experiences and environments

- Ongoing professional development opportunities for continuing education of Music Together specialist and classroom professionals are available.