

Music Together® Preschool Aligns with Reggio Emilia

Music Together® supports the Distinctive Traits of Reggio Emilia Preschool and Infant-Toddler Centers, as described by the North American Reggio Emilia Alliance (NAREA).

Collegial and Relational-based Provocative Experiences

- Music Together supports the participatory orientation to teaching music rather than the performance orientation to teaching music. Valuing participation first and foremost builds compelling relational-based experiences for children, classroom professionals, and the adults at home, which creates provocative experiences using the languages of music, movement, rhyming, storytelling, musical instruments, graphic illustration, and gesture.
- Music Together's music and movement activities and processes invite collegial music experiences during a music class and other classroom extensions.

The Importance Accredited to Environment and Spaces

- Music Together includes resources for teachers to create a music-making space which can be organized in interconnecting ways with other classroom spaces that offer children and adults opportunities to make music and engage in research.

Intense Co-participation of Families

- Music Together realizes that the participation and modeling of teachers, parents, and caregivers is essential to a child's musical growth. Participating adults are able to engage in the music and movement activities with enthusiasm because it is so much fun for them, too. The children absorb the adults' passion and joy.
- Music Together's comprehensive home component includes digital recordings, a songbook, and parent education materials. Parents are given the tools to co-participate in the music-making and to become music-making role models. Knowing the same songs also creates a profound sense of community among the children, their families, and their school.
- Music Together provides guidance on hosting family music events that are fun and build a community that welcomes all families with their unique cultural, ethnic, and linguistic backgrounds.

Affirmation of Competencies in Children and Adults

- Music Together views children as highly competent learners with extraordinary potential for learning. Music Together's approach considers children to be the co-creators of their own music learning, and significant influencers of each other and of adults in their lives.
- Music Together views the classroom teachers and parents as competent and caring individuals who are supportive and significant contributors to children's musical growth, regardless of their own music abilities. These primary caregivers serve as powerful role models when participating with children in music-learning activities.
- The Music Together specialist who teaches weekly classes can assess children's music development and can be used to affirm their music competencies.
- Ongoing teacher development in the classroom during the weekly active music-making visits by the Music Together specialist, along with post-class discussions, can assist classroom teachers in recognizing their students' music learning.

The Hundred Languages

- Music Together’s philosophy believes all children are musical and possess creative processes for music making and movement that support knowledge-building for music. Music Together provides support for a myriad of the 100 languages, including: singing, rhyming, chanting, musical storytelling, musical instruments, dramatic play, dancing, graphic illustration, facial expressions, and music notation.
- Music Together includes illustrated songbooks to use in school and at home. These songbooks support children’s music and movement making through a visual experience and weaves together their auditory, music and movement expression, and visual dimensions of the experience of music.
- Music Together’s repertoire of songs represent multiple cultures, musical styles, and languages.

Learning as an Active Process of Construction—Individually and in Groups

- Music Together believes that children are the constructor’s of their own music knowledge and competency. The music and movement activities are grounded in participation with others as each child learns and grows musically.
- Music Together’s repertoire includes “accept and include” teaching processes, which refer to incorporating a child’s movement or music suggestion into a song or movement activity. This teaching principle helps all children learn that they have valid music and movement ideas, and encourages children—and teachers—to exhibit their competencies, and autonomies, by participating with others.

Educational Research

- Music Together assists adults and children in collaborating to explore and research new areas of learning in all domains, revisit known areas for reinforcement and new discoveries, and to find new ways for expressing ideas, feelings, and possibilities for interpreting the complexity of the world through music and movement.
- Music Together is grounded in a research-based approach to learning and education that is continually developed and validated through experience, training, and ongoing research.

Educational Documentation

- The music and movement activities in Music Together can be documented and used to show the nature of children’s learning processes through music.
- The Music Together Family Songbook can serve as a tool for documenting children’s musical memories.

Listening

- Music Together’s repertoire and activities naturally engage children’s active listening skills as children learn to attend to instructions, sounds, verbal and musical cues, and words from both adults and other children.
- Music Together’s substitution songs and movement activities support children in using their listening skills to thoughtfully offer their own ideas to insert at the appropriate time in the song experience.

Progettazione/Designing

- Music Together is grounded in educational research on both music development and child development, with the goal of making research theory practical for the classroom and support of music development, supporting the reciprocal relationship between theory and practice in education and teaching.
- Music Together's teacher training and ongoing teacher support and professional development opportunities support music educators in creating adaptable learning environments that follow the lead and interests of the children.
- Music Together includes resources to support teachers in designing music-making areas that allow for open musical exploration and discovery.

Organization Seen as a Continual Network of Co-Shared Responsibilities

- Music Together teaching processes guide and support children and adults in co-sharing leadership with others through music.
- Music Together emphasizes the importance of the adult-child interaction and relationship; supportive materials provide teachers and the adults at home with guidance on how to organize a music-learning relationship with their child.
- The Music Together specialist considers the classroom professional as integral to the music class, supporting co-sharing of music class pedagogy.