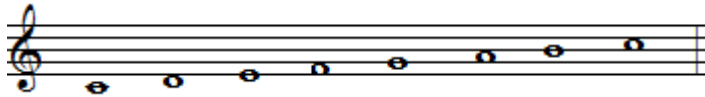


The Music Alphabet

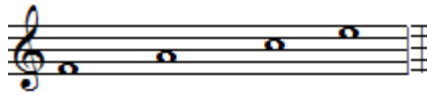
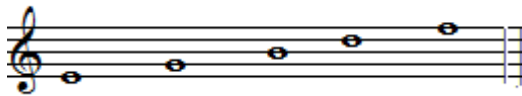
Music Scales

It is a sequence of seven basic tones playing up or down with repeating the first tone of the ladder



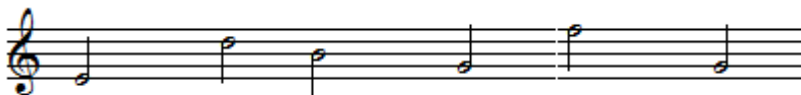
Music Staff

It is five equal and parallel lines between four spaces

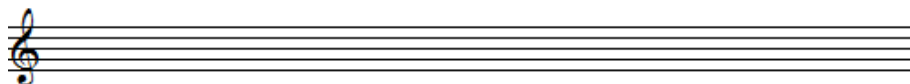
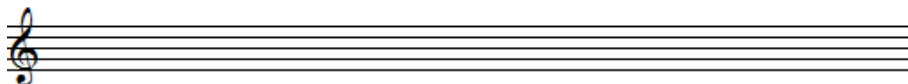


Exercises

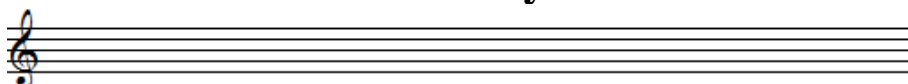
Write down the following ringtone names



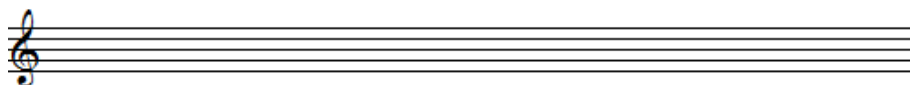
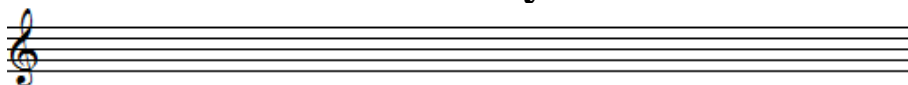
Without a ladder
do



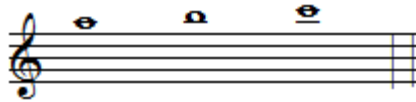
Name the spaces on the
runway



Name the lines on the
runway



Ledger lines

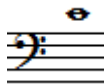


Music Clef المفاتيح الموسيقية

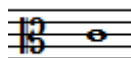
Treble Clef = sol Clef



Bass Clef



Alto Clef



Conversion marks



Bemol, or flat



becarre



diese or sharp

b Reduce the class half toon

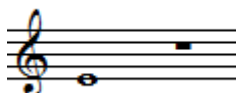
Flying class is toon half



Give back

Rests

Semibreve – and rest



bianca – and rest



Noire – and rest



Quaver- and rest



Semiquaver - and rest



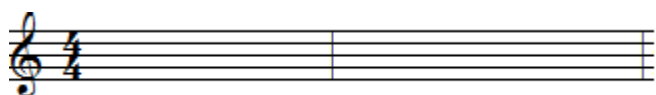
Rhythm and Time



v



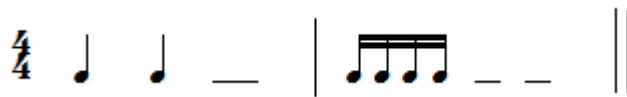
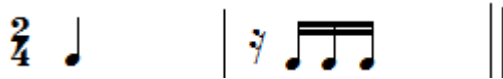
Without melody in the specified balance



Place the appropriate scale



Complete



Music Loudness

F= For loud

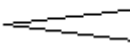
P= For soft

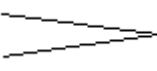
FF= Fortissimo = very loud

PP=Pianissimo = very soft

MF=Mezzo forte = half loud

MP=Mezzo piano = half soft

Cresc 

Dim 

Music and education

The status of music in education:

**The relationship between music and education is a close one, each other. Education depends on music in building the character of a child who will grow up and become a Man , has a value in society
music needs pedagogy methods and concepts in education .
to spread good music taste and reach , The possibility of achieving the artistic creativity of those with talent in this field**

**Ancient Greece had been interested in music as a tool of .education before it was a beautiful art intended for itself
Plato has made the state the right to supervise music because of its influence in the formation of a balanced personality as well as in the development of the talent of .creation and innovation**

European civilization was influenced by Greek education in the Middle Ages. The church made music within the quartet wisdom along with geometry, arithmetic and astronomy

Also in the Renaissance ages, music was of great interest due to the interest of Europe at that time to revive ancient Greek ideals

In the eighteenth and nineteenth century, many intellectuals and educators pushed human life to a higher and better horizon, Jean-Jacques Rousseau was one of the first educators who were interested in researching the types of music appropriate for education at various stages and giving every child the opportunity to practice self-expression with musical sounds.,

The use of certain types of popular singing because of its authenticity, he also pointed to the simplification of methods of education so as to benefit young people and master and grow artistic talents.

Stallottzi, a well-known Swiss educator, also had opinions about the necessity of music to create a 'consistent personality

Frübel calls for the German educator to make music and plastic arts the center of the formation of the child in the first stage of his educational life, so that each child to achieve full emotional growth

Dalcruz, the Swiss musician (kinetic rhythm method), revived the Platonic ideals, and made the rhythm element a constant stream to develop the

psychological and muscular harmony and balance of the individual through rhythmic movements

Ibn-Rushd complies with Plato in talking about music and its importance although he is one of the few philosophers who did not let anything in composing music

While Al-Kindi leaves musical compositions such as "Al-Kindi's message in the news of the authorship industry,"

Al-Kindi refer in this book that he wrote two books in music as his book, and another book he called "Our Great Book in Authorship"

Thus, throughout ancient, medieval, and modern times, music has had a status as a tool and a means of education. It was viewed with a careful look at the upbringing of young people and do not forget the ancient Greek wisdom that (physical education to raise the body .(and music for the sport of the soul

Music is Art, Language and Science :

In one of the oldest arts known to man, although not the maker of other arts, has been alerted by nature to him and that is to quote the issuance of the melody of imitating sounds from different sources, including: noise of nature - the noise of machines - animal sounds - bird singing - sounds of insects - Primitive singing - human .language

On the one hand being an art:

music must be fun for the ear to cause psychological satisfaction and emotional calm, Darwin has shown the impact of music from the emotional point of view

(If I could live this life again, I would have planned for myself to read something and listen to music at least once a week)

On the one hand language: music is a universal language distinguished from the rest of the languages that it is the only language that addresses all races and peoples in one tongue, although different dialects (which is the music .(note

**Beethoven said: Music is the link that connects the sense
‘to the life of the soul**

**As Plato said, no one could live without music, and
Spencer said music was preparing to prepare for a full
.life**

**Music has been used in different types by choosing
the appropriate to create the desired effect in the
following purposes: recreational - religious - war -
.increase productivity - therapeutic - educational**

The importance of musical education for - the child

Attention to integrate the development of the child physically, mentally, psychologically, emotionally and socially so as to prepare for life in his community and environment as a good citizen

- Broadcast the spirit of belonging to the homeland and Arab nationalism, including music and songs of national and national songs**
- music to be a source of granularity learner in school**
- to help music to accommodate the rest of the subjects**
- That music develops social, national and religious awareness in the same child through singing, playing**
- That music broadcasts a spirit of cooperation and integration and a sense of the value of teamwork and the importance of the individual to the group and the importance of the group to the individual**
- Achieving global understanding through students 'taste of other peoples' music**
- Accustoming children to structured logical thinking**
- Create the opportunity for children to express themselves freely**

- **The use of music as a favorite hobby helps the child to exercise in his spare time fruitfully exploited as a listener, (player or creator)**

- **Identify the elements of Arabic music, its status and its role in the international music movement**

- **Educate young people in the fact that music is a profession that has an important social function, and that it is a work that stimulates creativity**

- **guiding self-entertainment and improving the psychological situation by practicing music hobby, which contributes to the demand for the school in a cheerful spirit and fill the vacuum with fun and useful amateurs.**

The special objectives of music education are:

- the development of perceptual when the learner, especially attention and movement in the child through rhythm and melody**
- the development of the auditory sense of perception of musical elements and the development of good musical taste**
- Creating the right atmosphere for the development of auditory cognition in children and their graduation to the level of musical taste based on understanding and perception**
- Definition of the student elements of musical language reading and writing**
- Inculcating behavioral habits of listening in children and training them in listening manners**
- Work to raise the level of musical artistic awareness of students by acquiring qualities that develop them the ability to conscious listening**
- To detect and care for those with musical talent at an early age and guide them to a sound musical destination**
- Developing the child's musical abilities and skills to the extent that his or her abilities allow**
- The child is familiar with the history of Arab and international music**
- develops a sense of rhythm by distinguishing the tone and unity of sounds**

**-distinguishes sounds and musical dimensions
develops his ability to play.**

The foundations of the music curriculum and school songs:

- Call for faith, love for the homeland, glorify its heroes and preserve the good advantages of the homeland**
- Guidance to the aesthetics of music, and its expressive capacity, to the extent that develops the aesthetic sense, and the elevation of musical taste and so as to refine the behavior of individuals and strengthen good qualities in them**
- Encourage the practice of music, it is considered a positive material in entertainment and education, which positively affects the learning process in children and the development of motor skills**
- Practice group music work (musical bands and singing) which teaches individuals the origins of dealing with others and respect their work**
- Exercise the performance of the Arab and Islamic musical heritage, identify the theoretical musical product, and learn about the history of Arab music, which leads to the introduction of Arabs and Muslims and highlight the role of their musical production in art and civilization**
- Focus on teaching reading and writing music and explain its concepts to itself, and to increase knowledge and knowledge of the work of others musical**
- Encourage and direct individual musical talents or talents**

rhythmic bands Teams

The rhythmic ensembles spread widely in schools and became an important part of the musical culture of the child, because of its educational value and great potential useful in enriching his musical experience that achieves the desired goals

Playing rhythmic bands allows the child to work positively in actual participation in performing a simplified type of music. This participation makes the „children recognize the work they play They become familiar with them and give them the ability .to taste conscious music more than just listening Besides the musical benefits, bands are an important ‘factor in building a child's personality It develops its mental powers and teaches it self-control, obedience, self-denial and self-expression. Participation in group work also feels the value of the child's work effort for the benefit of the group

Objectives of studying rhythmic groups for children

- collective participation in the formation of a band to play the instruments percussion**
- training on teamwork and identify its advantages and recognize the value of cooperation in a positive practical**
- children perform the rhythm of the band**
- children tune the melody piece and accustom them to hear a variety of music**

- instill the spirit of cooperation between them
- familiarize children with each of the rhythmic instruments composed of the band and practice playing them
- accustoming children to the etiquette of listening and good listening
- raising the desire and tendency in children to hear (music and sense of it.

Instruments used in percussion instruments

There are two basic types:

A) Percussion instruments , such as triangles, tambourines, castinsite, jingles, drums and gongs

B) Percussion instruments produce melodies such as xylophone, wood, glass and metal, the latter being the most common in schools.

Percussion or percussion instruments make sounds by hitting them

Firstly . Instruments that do not export songs

Drum machine

It is a tightly framed wooden frame on both sides and is the largest used in rhythmic ensembles

Use it to show a certain rhythm and be intentional in automated distribution.



tambourine الدف

There are two types: (a) tambourine plate in the wooden frame. (B) Tambourine without sheets in the wooden frame. The tambourine is a wooden frame with tight

leather parchment, and there is usually a hole in the frame

The wooden and left thumb is placed when used. Hold the tambourine with the left hand and raise to the level of the chest playing it by clicking in the middle of the fingers of the right hand or the letter of the skin touching the wooden frame in a relaxed movement is not tight with no use of hand grip at all



-Castanet machine: It is of two types

A castanet, which is usually used in Spanish dance and is difficult to use for children, is as shown in Figure

B) A hand-held castanet machine commonly used in bands of rhythmic instruments

They are two woodpeckers fixed in a wooden handle by a thread

Tighten the thread so that it does not allow the two gaps away from the handle more than 2 cm. The castanet holds the right hand and then shakes up or down and can also be used by swiping the left palm

It is possible to settle for a single click in the handle in the early stages of education so that we can control the sound produced and when the distribution of the roles on the machine is limited to simple rhythms



الجالجل jingles

Known of two types: a type is a wooden handle connected to each end of one jingle, (Fig. 8), and the second type is connected to the handle of a wire carrying a number of jingles of equal or different sizes (Figure

The sound of the jingles is issued by shaking it lightly by the movement of the hand wrist. Give a good contrast with the drums. They usually perform melodies with a sharp acoustic layer

The jingles of both types can perform both fast and slow rhythms. They can also be given long notes that are filled with fast vibrations of the hand



الصنوج gongs

Use a pair of gongs together. It is a heavy machine consisting of two metal circles with a cavity at the center that is held by passing fingers through ligaments and closing the hand around the handle. The gongs play by holding them in the face of each other to be one higher than the other before playing and the sound

occurs by sliding the pairs of gongs together by a vertical movement of the arms, Figure
 It is sometimes used in another form of good effect by hanging a cymbals on a holder or in the child's left hand and knocking it with a drum stick, fig. 11. It is used to preserve the time of strokes and weak tone and to express musical locks



Second. Percussion instruments that produce musical tunes

Xylophone It types: wooden Xylophone, metallic Metallophone, glassy Crystallophone; all these machines are used in children's and amateur teams due to their ease of use. The type of wood is distinct from the metal and glass types can be played without taking into account the special conditions in moving from one tone to another during the play due to the speed of fading resonance and therefore it is valid for playing melodies

Xylophone is used in children's schools in one of the following ways



A) As a companion to the melody of the piece of music by playing some repetitive tones in a special rhythmic

B) as an original instrument to play the melody of the piece or parts thereof according to the distribution of the piece

Choose the appropriate music for the bands of rhythmic instruments

- **When choosing musical pieces to play percussion instruments for children's schools, the following points should be considered**
- **Be clear units and rhythms proved to the teacher that the children have mastered their knowledge and performance**
- **Be short with clear sentences completed so that helps to distribute the machines and their roles**
- **That their melody is eager to make it easier for children to sing and chant easily and thus easy to memorize**
- **When accompanying the melody with the accompaniment of Harmony, this accompaniment should be very simple so that it is easy for children to follow the melody they follow their rhythm**

Musical activities

First, education through stories

Stories are an important educational media that can be used in different stages of education, due to the special attractiveness of the story included in the composition of the sequence of incidents raises the child and pushes him to integrate and learn

Kinetic Musical Story

The story is one of the important educational methods that can be used in different stages of education, especially the kindergarten stage due to the attractiveness of the story, including its synthesis of the sequence of incidents and follow-up structure of the premises and complexity of the solution and raises in the child positive emotional feelings

The story provides the child with information and facts in an attractive context and provides values and trends through an educational attitude

Music Games for the Classroom

Music games are a great way to help kids overcome their shyness and to [socialize with other children](#). They are also a lot of fun, provide children with some exercise, and add some excitement to an otherwise ordinary school day. These musical games are perfect for kids in many age ranges and will deliver many hours of fun.

Why incorporate music games for the classroom?

Music plays a very important role in [a child's development](#). Researchers have discovered that even unborn can recognize the vibrations of musical sounds. Infants also have an immediate connection with music as demonstrated by their love of lullabies and eagerness to dance along to music.

As children grow older, they begin to fall in love with the [music in children's programs](#) like Peppa Pig, Teletubbies, Postman Pat, Thomas & Friends, and The Wiggles. They quickly memorize the melodies and lyrics of the many songs they hear.

Music helps children learn new things. Most children will learn how to count, how to say the alphabet, and how to pronounce certain words with the help of music. Some of the many advantages of incorporating music into the classroom, include:

Music helps children's literacy and communication skills

[When a child learns a new song](#) and begins to sing it with other children, they will improve their literacy and develop a greater understanding of the meaning of specific words. Music will also help them improve their communication skills. by helping them to pronounce new words and develop better fluency of speech.

Music games can help a child develop – physically

Many music games involve children clapping along or playing percussive musical instruments. These games will help the children improve their coordination skills and develop a sense of timing. Their motor skills will improve and they will learn how much fun playing a musical instrument can be.

Music games give children self-confidence – and social skills

Children can gain a lot of self confidence by successfully participating in musical games. They discover that they can sing and become confident about using their voice to communicate with others. Music games can also enhance the social skills of children and encourage them to participate in group events.

Music improves cognition –

Researchers have discovered that listening to music can change how the brain works. It can dramatically improve concentration, memory, thinking skills, spatial intelligence and other cognitive capabilities.

The best music games for the classroom

Here are some of the best music games for the classroom. We'll start with a few music games for younger children then move onto music games for teenagers.

1 – Little Maestros

This fun music game is perfect for classroom environments and is a great way to introduce young children to the idea of reading or writing sheet music.

What you will need

- Sheets of paper
- Pencils or pens

How to play Little Maestros

Start by designating some symbols for the different sounds that the children can make using their bodies. You could assign different symbols for clapping, whistling, tapping the table, stomping, slapping themselves on the thighs, shouting a word and so on. The symbols need to be things they can write quickly, like lines, circles, waves, and triangles. Assign at least 4 symbols to different sounds.

Next, demonstrate how to write down a simple rhythm that you have made up. Once the children understand the concept, write a few more examples on the white board and have the children “read” the musical rhythms. Encourage the children to write their own unique rhythms and have the class perform them.

2 – Freeze Dance

This is a very fun game that kids love to play. The rules are simple which makes it ideal for young children in kindergarten. It can help improve the children’s cognition, motor skills, and social skills.

What you will need

- Some music to dance to

How to play freeze dance

Tell the children they should dance while the music is playing. However, when the music stops, they have to freeze in their dancing position. The game works best with uptempo tracks. Tell the kids to look around to check out the funny poses that their classmates are stuck in.

3 – Hear it! Clap it! Write it!

This is a great game for teaching young children the fundamentals of writing rhythms. Start by teaching each child how the 4/4 time signature works and explain what whole notes (semibreves), half notes (minims), quarter notes (crotchets), and eighth notes (quavers) are.

Give each child a dry erase marker and a plastic covered piece of cardboard with 16 squares (four rows of four). Then, clap out some basic rhythms and have the children clap them as well. Ask the children to then write the rhythm into the squares. Gradually build up to more advanced rhythms.

Once the children have learned the basics, split them into groups and have them clap different rhythms to each other.

4 – Musical clothes

This is another **game that is often played at parties** by translates to the classroom very well. It is a lot of fun and works well with younger students.

What you will need

- A bag of unusual clothing and accessories (**whacky hats**, rubber noses, **wigs**)
- Chairs
- A device to play music on

How to play musical clothes

Start by arranging the chairs in a circle. Turn the music on and have the children hand the bag of crazy items to one another in a clockwise direction. When you press pause, the child holding the bag must grab an item from the bag and put it on. The child with the whackiest costume when the bag is empty is the winner.

5 – Animal dancing

This classic game requires children to be creative and helps them socialize with their classmates in a fun way.

How to play animal dancing

Play some music for the children to dance to. Once they get a groove on, shout the **name of an animal** or point to a picture of an animal. At this point, the children must start dancing like that animal. They can also make the noises that the animal might make in the wild.

6 – Pass the parcel

This classic game is often played at parties but can also be used in the classroom as a way to give the children a break from school work. It can be modified to make it more interesting by having children sing or clap along with the music.

What you will need

- Wrapping paper or newspaper
- Lollies or little toys

How to play pass the parcel

Start by wrapping some lollies or toys in several layers of wrapping paper. Have the children sit in a circle and play some music. While the music is playing the children will sing along as they continually pass the parcel in a clockwise direction.

When stop the music from playing, the child holding the present gets to unwrap one layer of wrapping paper. The child who unwraps the last layer gets to eat the treat or keep the toy. If you want to make the game feel more fair, give every child another treat when it is completed.

7 – Play homemade drums

One of the easiest ways to get young children creating music together is to have them play percussive instruments. You can make this activity even more fun and interesting by **creating homemade drums** with the class.

Use items like tin cans, empty yoghurt containers, boxes, and coffee containers. Clean the containers, then tape or glue some construction paper to the top to act as a drum head. Your homemade drums can also be decorated with stickers, illustrations, or glitter to make them more attractive.

The children are then be placed into groups to form a percussive orchestra. They will be taught different rhythms and the teacher will use hand gestures to tell them when to start or stop playing.

8 – Musical hot potato

This is a fun musical game for the classroom which acts as a great **ice breaker for children** who may not know each other particularly well. This **fun activity requires a whiteboard**. Start by writing 5 questions on a whiteboard. They should be questions which will help the students learn more about each other like “What is your favorite song?” or “Do you play an instrument?” or “What’s your favorite food?”.

Next, have the children sit in a circle. They will then pass an egg shaker or ball in a clockwise direction while the

music is playing. When you press pause on the music, the child holding the object must answer one of the questions on the white board.

9 – Name that tune

This is a great game for older children and teenagers who have started to develop a good understanding of contemporary music. Split the class into 4 or 5 teams. If you would like, let the **kids pick their team names**. Play 1 to 2 seconds of a song for a team and see if they can guess the song's title and the artist's name. The portion of the song you play can be from the beginning or half way through the song, depending on how difficult you want to make the game.

If the team guesses the song title and the artist's name, they will receive 3 points. If they don't know it, you can play another 2 to 3 seconds of the song. If they get it right on the second attempt, they will earn 2 points. The winner of the game is the first team to reach 30 points.

10 – Pop Song Charades

Pop Song Charades is a much more interesting **version of charades** that focusses on music. Split the class into two groups. Have everyone write down three of their favorite pop songs and the name of the artist who sings it on three separate pieces of paper. Place the pieces of paper into a bowl. Then, one at a time, a member from each team will act out the song and see if their team mates can guess it. The winning team is the one that correctly guesses the most songs.

11 – Describe what you hear

This activity helps students learn how to analyze the songs that they hear. It requires them to concentrate on a composition and use creative language to describe what is going on within the music. This task can be used with children of all ages, but tends to be more valuable when working with children who have some knowledge of basic musical concepts like rhythm, timbre, and melody. Simply play a song to the class and ask them to focus on its composition. As the song plays, allow students to walk up to the white board and write a single word that describes what they are hearing. After a few minutes, you should have a lot of words on the whiteboard.

Now, work with the class to group the words into categories. Find the words that relate to instrumentation, rhythm, time signature, genre, tempo, timbre, and melody. Discuss each aspect with the students to help them learn more about music appreciation.

12 – Create a “Stomp” rhythm routine

This is a fantastic activity for primary school children as it helps them to develop a sense of rhythm in a very fun way. Watch some videos of “**Stomp**” with the class. They are a musical group that uses a combination of everyday items and their own bodies to make percussive sounds.

Split the class into four or five groups and assign each group a particular set of percussive instruments. Give them 15 minutes to develop their own percussive routines that are inspired by Stomp and have them perform the routine in front of the class.

13 – Poison rhythm

The game starts with the instructor clapping a four-beat rhythm that is labeled the “poison rhythm”. They will then clap a series of four beat rhythms to the class, which the class must repeat. When the instructor claps the poison rhythm, the class should remain silent. If anyone in the class accidentally claps the poison rhythm, they are out of the game. This is a simple and fun way to help students recognize different rhythms.

14 – Compose a rap

Musical composition is a rewarding activity that gives children and teenagers a chance to express themselves. Rapping is a fantastic form of musical composition for children because they don’t need to be able to read or write music to create an engaging song.

Start by teaching the children some examples of the ABBA and AABB rhyming schemes often used in rap. You can also share some topics for the children to write about. Have them split up into groups of 3 or 4 and get them to write a short rap. Each student can rap a verse of the song. They will have a lot of fun while learning a lot about song writing and expressing their own creativity.

15 – Random rhythms

This simple game helps student learn more about writing and clapping rhythms. Each child is given a six sided dice. The instructor will assign a rhythmic value to each number of the dice. So, a 1 might be a crotchet, a 2 is a musical rest, a three is a triplet, and so on. The students will then roll their dice and place their random rhythm

onto a blank page. Once they have completed 16 bars of rhythm, they can clap it to the classroom.

16 – I Have, Who Has

At the start of this game, each student will receive a card that has two rhythms on it — one to identify (“who has”) and one to repeat (“I have”). The students will sit in a circle and clap their “who has” rhythm. When a child hears the rhythm that they have on the “I have” part of their card, they put their hand up. You can either make your own I Have, Who Has rhythm cards, or [purchase them here](#).

17 – Create a commercial

This is another game that focuses on musical composition. Divide the class into groups of 3 to 4 students. Give each group access to musical instruments like electronic keyboards, guitars, wind instruments, and percussive instruments. Give them a product that they must write a jingle for. The team with the best jingle wins! Your students will come up with very funny lyrics and corny melodies.

18 – What’s that sound?

This simple game will teach students about the many weird wonderful [musical instruments](#). Start by playing students short clips of various musical instruments. This should include unusual instruments that the students may not encounter in their daily lives, like the oboe, sitar, theremin, hydrophone, and djembe. Then, play some songs and ask the class which instruments they recognize in each track. Add in some world music tracks which feature uncommon instruments.

19 – Music trivia

Split the class into teams of 3 to 4 students. Ask each team to choose a funny music related name like “E=MC Hammer”, “Quizteama Aguilera”, or “Let’s Get Quizzical”. Each team gets a triangle or bell. Ask the class a series of music related questions. These could include technical question like “How many semiquavers can fit into a bar of 5/4?” or “What was the name of the Prince’s first album?”. The first team to ring their triangle and successfully answer the question gets a point. The first team to 15 points wins.

20 – Mood music

This is a great game for getting students to appreciate different kinds of music. It also gives them a chance to express themselves creatively and share a few laughs. Create a diverse playlist that features songs in many genres. This should include everything from John Coltrane and BB King through to Wagner, and Jon Hopkins.

Have the students stand in a circle. Ask them to close their eyes while you play a segment of each song. Tell the students to focus on the emotional qualities of the music and encourage them to express that physically by dancing on the spot. After 30 seconds ask them to open their eyes so they can appreciate each other’s dance moves. Have a quick discussion about the feelings that the song evoked before moving on.

Musical characters

Carl Orff (German: [\[ˈɔʁf\]](#); 10 July 1895 – 29 March 1982)[\[1\]](#) was a German [composer](#) and music educator

his father was an army officer with strong musical interests At age five, Orff began to play piano, organ, and cello, and composed a few songs and music for puppet plays.

Carl Orff believes that music is one of the closest types of arts to the child and love it to himself, it learns automatically through active participation in musical activities, which achieves the comprehensive and integrated growth,

Therefore, Karl Orff called for the importance of starting to teach music from a young age, and this is gradually in providing musical stimuli to the child in accordance with his tendencies, abilities and interests, to begin with experiences loved him singing and playing the theoretical rules come at a later stage.

Orff believes that playing the instruments is one of the most active in children, even if they are on simple instruments.

Orf's collective performance is a principle of grouping aspects of musical activities and disciplines so that a child can get used to group participation from a young age

To discover the experience of distinguishing the discrepancy between singing and group singing, it also depends on the distinction between the main and accompanying melodies in instrumental music.

Orp's starting point is rhythm as the dominant and most basic element, and the rhythm grows naturally through verbal patterns and from the rhythm of the rhythm the melody grows.

With the first song by the child accompanied by rhythm and this accompanying performances in various forms such as applause. Even clapping at Orff has two types: flat clapping by hand, which is cheerful and gives a pleasant sound,

This is one of the types of coloring in the performance and there are accompanying by knocking the foot and patting on the shoulders and cracking fingers.

Orff also relied on toys and took it as a way to teach the child and sees that the child's play and singing random and irregular can become a good way to educate him through raising his imagination and the development of creative aspects in his personality, through children's songs, tales and legendary stories

Suzoky, 1987

Suzuki believes that music is like language for the child and that all children can learn music from a young age, if the child constantly listens to music on a daily basis, provided that there is a good teacher educationally and music with emphasis on the importance of the role of parents or at least one of them to participate in the .education of music for the child

Suzuki believes that music generally contributes to the overall development of the child and helps to become a human being integrated, and Suzuki relies on simulation in .the education of children as it does in language education One of the factors considered to be important and helps in the acquisition of musical experiences and performance of its activities and achieve its objectives for the development of the integrated child and the existence of a music environment rich in exciting and appropriate for the child inside or outside the school through audio and video .recordings and various media

(1882- 1967) Zoltan Koday

He is a musician of Hungarian nationality interested in teaching music to children at an early age before entering school, so he was interested in pursuing his educational plan and authored many books from the kindergarten stage ie from the age of three until the last stages of .specialized education

Kudai used singing as the main focus for the education of children. He believes that human voice is the fastest means .of self-expression

Kodai did not rely on musical instruments to accompany the songs of children to a large extent, but was about the voice of the teacher at a great beginning, followed by the .tradition of children

The movement at Kodai is another area that has the same importance of singing in teaching music for the early childhood age This is because the child 's body naturally responds easily to the music he is familiar with and can love through The movement that the child expresses his taste for musical ideas and concepts such as speed, slow .strength, weakness sharpness and ruggedness

School songs and songs

The songs and school songs are important activities in the life of the child, where he participates with the rest of the group in singing and this collective work in itself is one of the most important elements in building the child's personality and his habituation to emotional participation .and working spirit of the group

Types of jingles

There are many types of songs according to the multiple purposes, the following are the most prominent

Religious songs

National Anthems

social songs

descriptive songs

The foundations of choosing the school anthem

It should be emphasized that the choice of songs and – songs is based on a good text and appropriate in terms of the simplicity of the word and clarity of meaning. The child .in his daily life

The melody

The melodic formulation of the song or school anthem must be proportional to the child's acoustic area

The rhythm of the anthem must be simple and clear

The melody should match the instruments of the child item

Methods of teaching songs

First the partial method

The teacher sings the anthem once for the children

The teacher divides the anthem into parts

The teacher starts singing the first part in front of the pupils and asks them to repeat it and then moves in the same way to sing the second part of the anthem

Students are asked to repeat the first and second parts together

This work is repeated until the anthem is completely sung

One disadvantage of this method is that it takes more time

One of its advantages is that it is more accurate in memorization

Second, the total method

Preferably used in easy and simple songs

The teacher sings the anthem several times in a row from beginning to end

When students are assured that they are asked to repeat the song or song for several consecutive times

The teacher divides the class into two competitive groups to identify errors as this method may occur by some language errors, which requires correction

الأغاني والانشيد

نشيد الحروف الابجدية

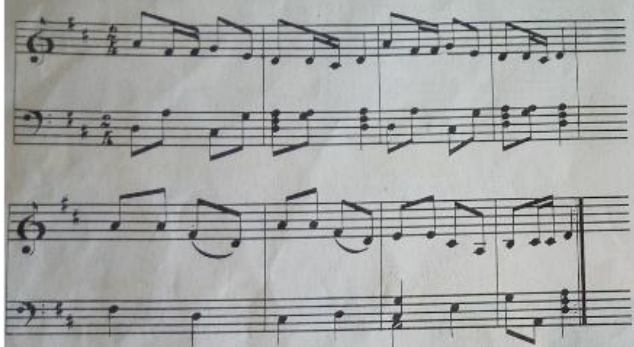


A B C D E F G H I J K L M N O P Q R S T U V
W X Y AND Z

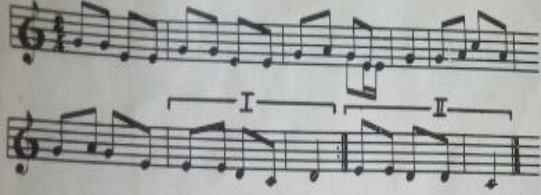
The image shows a musical score for the ABC song. It consists of two staves of music in 4/4 time. The first staff contains the melody for the letters A through V, and the second staff contains the melody for W, X, Y, and Z. The letters are printed below the notes on the staff.

القطار

عَشْدِي وَالْبُورُ سِكَّةَ حَدِيدٍ
 بَابًا جَانِبِي يَوْمَ الْعِيدِ
 يَمْشِي نُوْحْدَةً تَمَّائِرِيْدُ
 شُكْرًا بَابًا وَعَيْدَنَا سَعِيدُ



العصفورة



طيرى يا عصفورة طيرى في وسط البستان
 حول الورد بين الزهر طيرى في اطمينان
 اسمع صوتك لئلا نغنى احلى م الكروان
 افرح واسعد يا عصفوره وارقصع الانعام

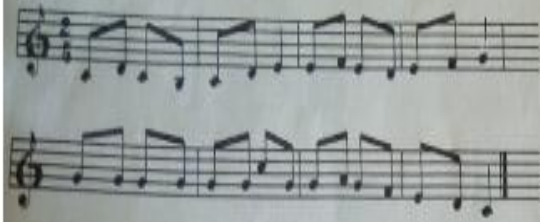


The illustration shows a street scene with two traffic lights. The top traffic light has a green light lit, and two boys in orange shirts and blue pants are running across the crosswalk. The bottom traffic light has a red light lit, and a boy in a blue shirt and black pants is standing still on the sidewalk. The musical score is written on four staves, with the first two staves in treble clef and the last two in bass clef.

أَفْرابُ المُرور

لَمَّا نَشُوفِ النُّورَ الْأَخْضَرَ حَاسِبِ إِوعَى إِوعَى تَمُرْ
 بَعْدَيْنِ يِيحِي النُّورَ الْأَصْفَرَ خَلَى بِاللَّكْ إِوعَى تَمُرْ
 لَمَّا تَلَاقَى النُّورَ الْأَخْضَرَ يَا لَاقِوَامَكَ عَدَى وَمُرْ

ملحوظة: الجزء الأول خاص بالنورا الأحمر ثم الأصفر والأخضر للأخضر



حيوانات وطيور تغني

صُوت القِطَّةِ يَقُولُ نَوْ أَمَا البُويِّ يَقُولُ هُوُ

الذِّيكِ يَدِنُ كُو كُو كُو وَالغُصْفُورُ صُو صُو صُو



يَا مُطَرَّةُ رُحِّي



يَا مُطَرَّةُ رُحِّي رُحِّي
عَلَى النَّوَى وَرَزِي وَنَجِي
رُحِّي وَأَمِي فِي الْغَيْطَانِ
مَتِي لِلزَّرِيعِ الْعَطَشَانِ
رُحِّي وَأَمِي فِي الْوَادِي
وَيَفْصَحُ وَرُزِي وَرُزِي
أَفْرُخٌ وَأَسْعِدُ أَوْلَادِي
فَضْبَهُ وَدَهَبٌ لِبِلَادِي
وَأُضِي وَأَشْكُرُ رَبِّي



left & right forward back left & right forward back sit down stand up
turn left turn right jump jump jump jump jump

Left and right	Forward back.
Left and right	Forward back.
Sit down	Stand up
Turn left	Turn right
jump, jump, jump, jump, jump	