



CERTIFICATION / TEACHER TRAINING COURSES:

The *Listen Like Learn* music program is divided into two sections:

- ***Your Baby Needs Music - for ages infant to 2 yrs.*** This program is open to anyone having an interest in working musically with children of this age. *Requirements:* Love of children and music! ***This course requires 24 hours (an intensive 3-day course can be arranged). Fee: \$432 + materials***
- ***Listen Like Learn - a music course for children aged from 3 - 7 yrs.*** In order to participate in the course for working musically with children aged 2-7 year. Prospective teachers should be able to read music, preferably have taken an Early Childhood Education course or have the equivalent teaching skills, and play an instrument. ***This course requires 40 hours (an intensive 5-day course can be arranged). Fee: \$720 + materials***
- ***OPTION:*** Set up a series of monthly workshops - or a course to be completed over the course of the year.

WORKSHOPS: Your Baby Needs Music (working musically with ages birth to two-years):

I present a 3-hour workshop (at \$540 teaching fee ; please add room, board, and transportation). This workshop offers participants a large amount of information, focusing on the ages from infants - 2 yrs. This workshop offers hands-on examples of children's songs and finger plays, instruments, props, dance, movement and even books! From the feedback I have received, I know many participants find this workshop informative and useful. Many feel comfortable enough to put their knowledge into immediate action where they work!

Truthfully, three hours isn't near enough time to cover this much information. Included here are a number of other options you might want to consider - especially if we live quite far from each other. All is negotiable. We can certainly discuss your particular needs and try to design a program suited to your specific needs.

I highly recommend a full day 8 hour workshop. There is just so much to be learned! (basic child development, musical development of the young child, singing, baby & child folklore, song repertoire, instruments, props, movement, dance, stories, drama, art!)

Please note that you will need to set up an actual demonstration class with children and their parents for observation and for students to experience actual teaching while I am there to guide them. Offering a FREE class to the community can do this easily enough - or maybe the students can invite friends and family. It is a good way to interest your community in continuing classes after I leave!

WORKSHOP FEES: Full courses (3 or 5 days), or a monthly series etc. can be negotiated.

- \$540 for a 3-hour YOUR BABY NEEDS MUSIC workshop
- \$1080 for a full-day YOUR BABY NEEDS MUSIC workshop (8 hours).
- ***You must also provide for:***
 1. Round-trip (plane) fare, including parking and/or transportation to and from the airport
 2. Food and accommodations
 3. Photocopying costs for printed material and handouts
 4. CD's & books are available for purchase

FAMILY ENTERTAINMENT: Why not book RAHEL for a performance as long as you've brought her over?

LISTEN LIKE LEARN

Barbara Cass-Beggs Music Program for Babies and Young Children

The title of this program sums up the Cass-Beggs philosophy of teaching music to babies and young children. First they must LISTEN, as music is a listening subject. Then they must LIKE listening, otherwise they will not learn, and from listening and liking they will LEARN.

One must start with the child as every child has a body and a voice therefore movement and singing are of prior importance. However, to enjoy music a child needs to understand the basic elements of music - rhythm, melody, harmony, dynamics, expression and form.

These elements can be acquired easily and happily through listening, moving, singing and participating in a program which encourages experimentation of sound, using a variety of percussive and melodic instruments.

By degrees the child learns to read music through the Paris Chevre time names and the Cass-Beggs Musical Family combined with the Curwen Solfege.

Because young children do not distinguish between music and other arts, the L.L.L. program relates closely to the arts of poetry, painting, dance, movement and drama.

Musical ability is important but the aim of these classes is to assist the development of the WHOLE child so that s/he can gain a sense of self-confidence and security.

YOUR BABY NEEDS MUSIC

Before birth the fetus is aware of pulse, movement and sound. At birth these familiar experiences can be recreated through music. Music stimulates movement so important for the baby's physical and mental development, while singing to the baby triggers speech.

Music encourages the ability to listen and thus to concentrate. Songs encourage speech and auditory discrimination. In every music class babies are introduced to high, low and medium pitch through vocal and instrumental sounds and learn to distinguish between quick and slow, loud and soft.

Music helps the baby to understand a variety of concepts, such as high and low, fast and slow, loud and soft. Music classes provide babies from birth to two years of age with a sociable non-threatening form of communication. A music group helps both mothers and babies to socialize, and most of all, such a group provides enjoyment.

These classes, given by trained teachers, help parents to get to know the songs, rhymes and musical exercises of babyhood.

Six babies and their mothers or fathers constitute a good group for six to eight sessions of one hour each. Babies are grouped according to age and as far as possible kept in their own area.

YOUR BABY NEEDS MUSIC
..Barbara Cass-Beggs' music program..



Courses are given for those wishing to work with parents and their babies (ages birth to 2 years). The YOUR BABY NEEDS MUSIC course is covered in a 24-hour term and includes homework and observation of other baby classes. The required textbook for the course is YOUR BABY NEEDS MUSIC by Barbara Cass-Beggs. A list of additional reference books is supplied.

In special circumstances it is possible to arrange an intensive course which can be completed in three days.

Prospective teachers should love children and be able to sing in tune.

LECTURE ONE: About Barbara Cass-Beggs. Why music is an important part of every child's education. Folk songs (recognizing your roots), choosing songs and building a song repertoire. Vocal techniques and singing. Watching a video.

LECTURE TWO: Why music should start with the parent and the baby. The different stages of development and the musical ability in the baby.

LECTURE THREE: Baby folklore: songs, rhymes, fingerplays, games, exercises, rhythm, pitch. Importance and use of lullabies.

LECTURE FOUR: Use of instruments (percussion and melodic).

LECTURE FIVE: Movement. Moving to the tambour, to songs, to music. Organized and free movement. Easy dances. Watching a video of movement specialist, Anne Barlin's, classes.

LECTURE SIX: The use of equipment - scarves, balls, sponges, etc.

LECTURE SEVEN: The 2 yr. old; Musical development; use of dynamics, introduction to pitch and melody through pitch games, the recognition of musical intervals with handsigns. Introduction to rhythmical notation through the Musical Family and percussion. Simple use of melodic instruments, simple orchestration and conducting. Use of stories, poems, simple dramatization and the other arts.

LECTURE EIGHT: Program planning (weekly/yearly/for private groups/for day-care programs).

LECTURE NINE: The logistics of setting up music programs (private groups, family day-care settings and pre-schools).

LECTURE TEN: Presentation of class projects that include a Music Book and a homemade instrument. Each student presents a brief demonstration class followed by questions and discussion.



Courses are given to train teachers to work in the Listen Like Learn music program for children aged from 2-7 yrs. Prospective teachers should be able to read music, preferably have taken an Early Childhood Education course or have the equivalent teaching skills, and play an instrument.

The L.L.L. training course is covered in a 40-hour term that includes homework and observation of other children's music classes. Under special circumstances, it is possible to arrange an intensive course that can be completed in five days.

The required textbook for the course is YOUR CHILD NEEDS MUSIC by Barbara Cass-Beggs. A list of additional reference books is supplied.

PROSPECTUS: The aim of the course is to learn to define and recognize perception criteria, starting from a universal variety of sound. This includes the voice, body, natural objects and a variety of melodic and percussion instruments.

LECTURE ONE: Why music is an important part of every child's education. The contribution of folk songs (recognizing your roots). Choosing songs, beginning to build up a song repertoire. Vocal techniques and singing.

LECTURE TWO: Why music should start with the parent and baby. The different stages of musical ability in the baby. Baby Folklore: songs, rhymes, fingerplays, games, exercises, rhythm and pitch.

LECTURE THREE: The use of the body. Moving to the tambour, to songs, to music. Organized and free movement. Use of equipment - balls, scarves, ropes etc. Rhythmic and melodic question and answer. Body percussion. Singing games, easy dances, stress and relaxation. Watching a video of movement specialist, Anne Barlin's, classes.

LECTURE FOUR: The theory and practice of time and rhythm through the French time names and the Musical Family. An appreciation of silence. Conducting and the use of percussion.

LECTURE FIVE: Understanding pitch and melody. Pitch games and the recognition of musical intervals through the Solfege notation and handsigns. Making use of melodic instruments. Scale patterns, Ostinato.

LECTURE SIX: Revision of time and rhythm. Recognizing 2,3,4,5,6 time, tied and dotted notes. Syncopation. Introduction to the Great Staff. Major and minor - easy chord patterns. Putting rhythm and pitch patterns together. Continuing to build a song repertoire.

LECTURES SEVEN & EIGHT: Introducing the use of the other arts; poetry, painting, drama and dance.

Poetry and Painting (7): How poetry can introduce movement, rhythm, get attention, help speech, number, color, describe moods, introduce music. Why painting music helps children to listen.

Drama and Dance (8): More difficult dance steps, making up dances. Dramatizing songs, poems. Stories using percussion instruments and body movement. Demonstrating quick-slow, loud-soft, legato-staccato, phrasing, cadences, binary, ternary and rondo form.

LECTURE NINE: Watching a video on the Listen Like Learn children's music classes. Questions and discussion. Program planning (weekly/yearly/over a three-year course) and logistics of setting up music classes.

LECTURE TEN: Presentation of class projects that include a Music Book and a homemade instrument. Each student presents a brief demonstration class followed by questions and discussion. A patterns together. Continuing to build a song repertoire.