

# Music

Music can be played on the computer, CD player or an MP3 player.

## Role of music:

- Inspiration for students of go to new height of achievement.
- Relaxing after stress or after getting discouraged.
- Collects or aligns and brings a whole group together.
- Motivates the groups to get up and get going.
- Rapport builder with and brings a whole group.
- Energizes and brings new life to the group.
- Comforts when the situation calls for it.
- Something to have fun with when you need a change of mindset.
- Boosts achievement by activating the thinking portion of the brain.
- Harmonizes situations when the group seems on edge.
- Classical music is very powerful way to get in touch with your higher nature, and tap into greater sources of creativity. No other music supports the inspiration and spiritual intuition we need.

## Listening/ Music

Instrument	Somatosensory	Sounds
Violins	Fine Detail Auditory	Higher Tones Attention Detail
Flute	Speech	Mid High
Harp	Direction	Vision/Attention
Piano	Vision	
Guitar		
Cello		
Organ	Vestibular	Low Tone
Drums	Proprioception Movement	Rhythm Vibration

## Know Beat About Music:

- IT affects the state of the audience.
- How it is done is by lyrics, but primarily by volume and beats per minute (BPM)  
Low beats per minute 40-60 (relaxation)

Moderate = 60-70 (Alert)

High = 70-120 (Active)

All must have a beat and how is the beat of the music. It affects the breathing and heartrate of the listener.

- Choose music carefully based on the state you want to achieve.
- Know what your intention is for the child. Your intention will be portrayed in the selection. If the child is uncomfortable then change the music. Position, fun and loving attitudes will come through in your selection.

### When and how to use music:

Use in the following situations:

- Background music during presentation (Baroque)
- Celebration of success (Fanfare or hallelujah)
- Introduce new topic (special flavor or themes)
- Mindset for learning (Baroque or Classical)
- Singing and expression (traditional vocals)
- Storytelling (Classical or Baroque)
- Testing/performance (Baroque)
- Transition time (popular music)
- Visualization/imagery (New Age)

**Function of Music:** Nature provides us with such a rich array of sounds on our planet earth, it was only natural for humanity to copy them and use them. Most of our music in the therapy/classroom with variations of animal or other natural sounds. The use of music as a learning aid is an old and quite ancient idea. Primitive man used it in many ways.

Results show that music affects the emotions, the respiratory system, heartrate, the posture and mental images of the listener. These effects can dramatically alter the composite mood, state and physiology of a person.

Be careful of the gradient of expectations in your person you are working with during treatment time. The length of music depends on the reaction of the child and the extent of your relationship you have with them. In general, you will need to explain that you listen to music. You might be able to start off very strong with all gun barrels blasting and music all the time. With other more sensitive child, start slower and build up. In other words, do some research on your child/adult ahead of time. Turn the volume slowly and turn it down slowly when you use it. This makes it easier on the ear. It's just liked the eye's sensitivity to light so do it gradually. Look for the non-verbal cues of the child.

**The Key is when you change the state of the listener; you get direct access to behavioral changes. Simple stated, music could change the behavior or your students. The effects are documented in many books.**

Good collection is about 23 CD's

- 6 Baroque Tapes (2 of them form the later romantic time)
- 2 jazz tapes
- 6 special effect tapes including comedy, fanfare stretches music, TV tunes and others.
- 3 focused slower tapes
- 2 New Age upbeat
- 2 popular rock n'roll
- 2 custom tailored for the child.

#### Nuts and Bolts:

- Make sure your system is set up. Know this is an investment. Make your speakers separate so they can go in directions across from each other or pointing in a certain direction to the middle of the floor.
- Know all your music and the goals.
- Make sure labeled them according to the situation in which they might be most useful. Color-Coding them with peel-off dots for quicker identification
- Have everything at your fingertips so you do not take time to find what you are look for in the CD's. This will ruin the moment.

#### Types of music to use:

**Baroque** (Composed 1600-1750): Best for background, harmony restful alertness. Examples: Vivaldi, Bach, Handel, Telemann and Correlli. (Primarily baroque (naturally this includes Bach, Corelli, Tartini, Vivldi, Albinoni, Handel, Fausch and Pachelbel. Have available music from other classical eras for dramatics, special imaging and storytelling such as Mozart, Satier and Rachmanioff. This can be used as a low background.... almost a "white noise")

**Classical** (Composed 1750-1820) Great for creativity background, storytelling and lectures. Examples: Mozart, Hayden, Rossini and Beethoven.

**Romantic** (Composed 1820-1900): Best for emotional writing. Examples: Shubert, Tchaikovsky and Brahms.

**Big Band/Jazz** (Composed 1750-1820): Use for upbeat movement, activity and teamwork. Examples: Miller, Brubeck, Brown, Kenton, Gillespie and Armstrong.

**Modern/Popular Jazz** (1960-present) Examples: Benson, Marsallis, Kenny G, Elliot and Spyro Gyra.

**Modern Popular Music** (1955-present) Big City, Country, Motown, New Wave, Pop Rock, Gospel and Rap. Pop groups and instrumental groups. (This music is good for break time or high activity) include a variety of upbeat popular music that has both an activity, fun beat to it and has positive lyrics. You'll really need to be selective, picking the music more by individual case, than by an artist. Examples of

upbeat positive music for adults include "I'm so Excited" by Pointer Sisters, "We are Family" by Sister Sledge, "Do You Believe in Magic?" by the Loving Spoonful and "You can Do Magic?" by America. For an older group you can play older music and individual sill relate to it.

For people born before 1970 be careful of the age of your music selections. Suggestion for more up-to date music such as "Respect Yourself", Bruce Wills, "It's a Miracle" by Culture Club, "Hold Me Now," or "King for a Day" by Thompson Twins, "Tenderness", by General Public, "Se La" by Lionel Richey or "The Future's so Bright, I Gotta Wear Shades" by Timbuck 3.

More inspirational popular music tries using "That's What Friends are For"; by Dionne Warwick, "What one Man Can Do" by John Denver, "You Are So Beautiful" by Joe Cocker, "We are the World" by Lionel Richey or "Greatest Love of All" by Whitney Houston.

**New Age Music** (1975–present) Best for relaxation tends to be uplifting; helps with creativity. Examples: Winston, Lanz, Grusin, Halpern and Lynch.

**Special Effects** (1950 present) Use the enclosed special effects tape for these effects. Best for fun, activity, suspense and celebration. Example: Disney, Olympics, Movie, TV and Cartoon themes. (use these for those moments when you need a song that says it all) Try theme from Twilight Zone, Mission Impossible, Rocky by Bill Conti, TV Cartoon Themes, Chariots of Fire, Eye of the Tiger by Survivor, Break on Through by the Doors, Mickey's Monkey by Smokey Robinson and the Miracles, the Curly Shuffle by Jump'n Saddle. You can set the tone of hurry up, slow down, have fun, get confident, etc. You can use the more standard special effects such as trumpet fanfare, applause and others.

**Background Music** (this is during an activity, such as small group discussions, used as mellow, upbeat filler.) Select light positive one such as "Sunshine Reggae" by Laid Back, "You are the Sunshine of my Life" by Stevie Wonder, "Jammin and Positive Vibration" by Bob Marley and the Wailers.

**Upbeat Popular Instrumentals** these are for Stretch Breaks or even a welcome back to the room Use exciting, fun or adventurous tunes such as movie themes (if you, do tailor them to your audience's age" or TV show themes. For your younger audience, try "Top Gun" anthem and "Beverly Hills Cop Theme Axel F." by Harold Faltermeyer. Tri "Miami Vice" theme by Jan Hammer, the Love Theme from "St. Elmo's Fire by David Foster and "Somebody's Watching Me" by Rockwell. Older audiences try "Star Wars", "Raiders of the Lost Ark" by John Williams, "OBLA-Di-O-Blā Da" by the Beatles and Hooked on Classics.

Information on Musical Selection

Musical Selection	Period of Music	General Effect	Possible Uses
<b>Pachelbel:</b> Cannon in D	Baroque	Calming, provide structure and grounding Balance Energizing	Study Story Telling Resting
<b>Bach:</b> Brandenburg Concertos	Baroque	Calming Balancing Energizing Sharpens mental Powers	Study/memorization Creative Writing Or projects Reading information aloud
<b>Vivaldi:</b> The Four Seasons	Baroque	Energizing Tranquilizing	For Low Energy Period Play in the morning to set the tone for the day. Silent Work Time
<b>Beethoven</b> Symphony No. 6	Classical	Exhilarating Stirs creativity Stimulates Imagination Awakens tenderness, Feelings of beauty, nature	Story telling or Reading Music Imaging
<b>Mozart</b> Eine Kleine Nachtmusik	Classical	Uplifting Energizing Inspiring	Use especially with Children conducting, movement for motivation for
<b>Handel</b>	Baroque	Motivating Energizing Centering	Adventure-type imagery Study and focus Story telling/reading
<b>Respighi</b> The Pines of Rome	Impressionistic	Structure Dreamy Evokes Imagery Stimulates Fantasy	Music Imaging Activities Drawing Creative writing

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