



**“What I hear, I forget.
What I see, I remember.
What I do, I know”**

~ Confucius

Music and Movement In Deaf Education Programs

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Introduction

aka - I've been working on the ...

- Early childhood development
 - Support for music and movement
- Nursery rhymes and songs
 - How do we make them visually accessible?
 - ASL poems
- Take it away...



Early Childhood Development

aka - Boom, Boom, ain't it great to be crazy!

- Language and literacy development
- Social/emotional development
- Mathematical thinking
- Physical development
- Cognitive development

Early Childhood Development

aka - Boom, Boom, ain't it great to be crazy!

- **Language and literacy development**
- Social/emotional development
- Mathematical thinking
- Physical development
- Cognitive development

Language and Literacy Development

- Understands and follows oral (signed) directions
- Develops a conceptual understanding of new words
- Discriminates and produces rhyming words and sounds
- Repetition/memorization
- Concepts of print
- Comprehension of literary texts

Early Childhood Development

aka - Boom, Boom, ain't it great to be crazy!

- Language and literacy development
- **Social/emotional development**
- Mathematical thinking
- Physical development
- Cognitive development

Social/emotional development

- Takes responsibility for own well-being
- Plays well with other children
- Shares and respects the rights of others
- Follows classroom rules and routines
- Uses classroom materials appropriately

Early Childhood Development

aka - Boom, Boom, ain't it great to be crazy!

- Language and literacy development
- Social/emotional development
- **Mathematical thinking**
- Physical development
- Cognitive development

Mathematical thinking

- Present mathematical ideas using words, symbols, visual displays or technology
- Shows understanding of number and quantity
- Sorts objects into subgroups, classifying and comparing according to a rule
- Identify, copy, describe, create, and extend non-numeric patterns
- Shows understanding of and uses direction, location, and position words.

Early Childhood Development

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- Language and literacy development
- Social/emotional development
- Mathematical thinking
- **Physical development**
- Cognitive development



Physical Development

- Recognize that skills will develop over time with appropriate practice and use of the correct cues
- Coordinates hand-eye movement
- Demonstrates throwing, kicking, and catching skills
- Demonstrates basic locomotor skills

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- Language and literacy development
- Social/emotional development
- Mathematical thinking
- Physical development
- **Cognitive development**

Cognitive Development

- Approaches problems flexibly
- Explores cause and effect
- Compares/measures
- Shows awareness of position in space
- Takes on pretend roles and situations

Cognitive Development



Now that you're convinced...

- How do we do that?!?



Nursery Rhymes and songs aka - Simple Simon

- Interpret
- Movement
- Modify
- Concept – ASL

- Interpret

If You're Happy and You Know It!

- Literally interpret the song in ASL

IF HAPPY KNOW-KNOW
Clap Clap.

If you're happy and you know it,
Clap your hands.

IF HAPPY KNOW-KNOW
Clap Clap.

If you're happy and you know it,
Clap your hands.

IF HAPPY KNOW-KNOW
FACE EXPRESSION.

If you're happy and you know it,
Then your face will surely show it.

IF HAPPY KNOW-KNOW
Clap Clap.

If you're happy and you know it,
Clap your hands.

- Movement

Twinkle, Twinkle Little Star

- Use your body to show the words
- Use physical repetition instead of verbal

Twinkle, twinkle little star
How I wonder what you are
Up above the world so high,
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are

- Movement

Twinkle, Twinkle Little Star



- Modify

Teddy Bear, Teddy Bear

- Physically act out & say/sign the rhyme

Teddy bear, Teddy bear,
Turn around.

Teddy bear, Teddy bear,
Touch the ground.

Teddy bear, Teddy bear,
Stretch up high.

Teddy bear, Teddy bear,
Blink your eyes.

Teddy bear, Teddy bear,
Turn out the light.

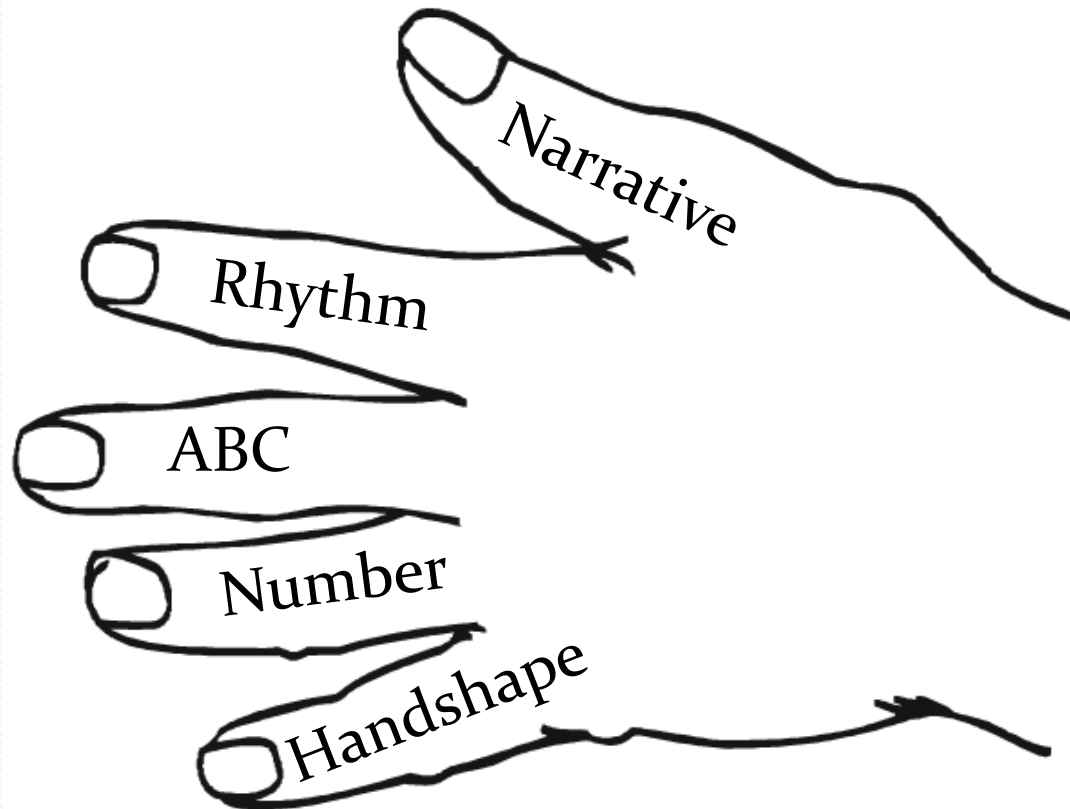
Teddy bear, Teddy bear,
Say good night.

BEAR, BEAR,
Turn around. (actually turn)
BEAR, BEAR,
Touch the ground. (hit ground)

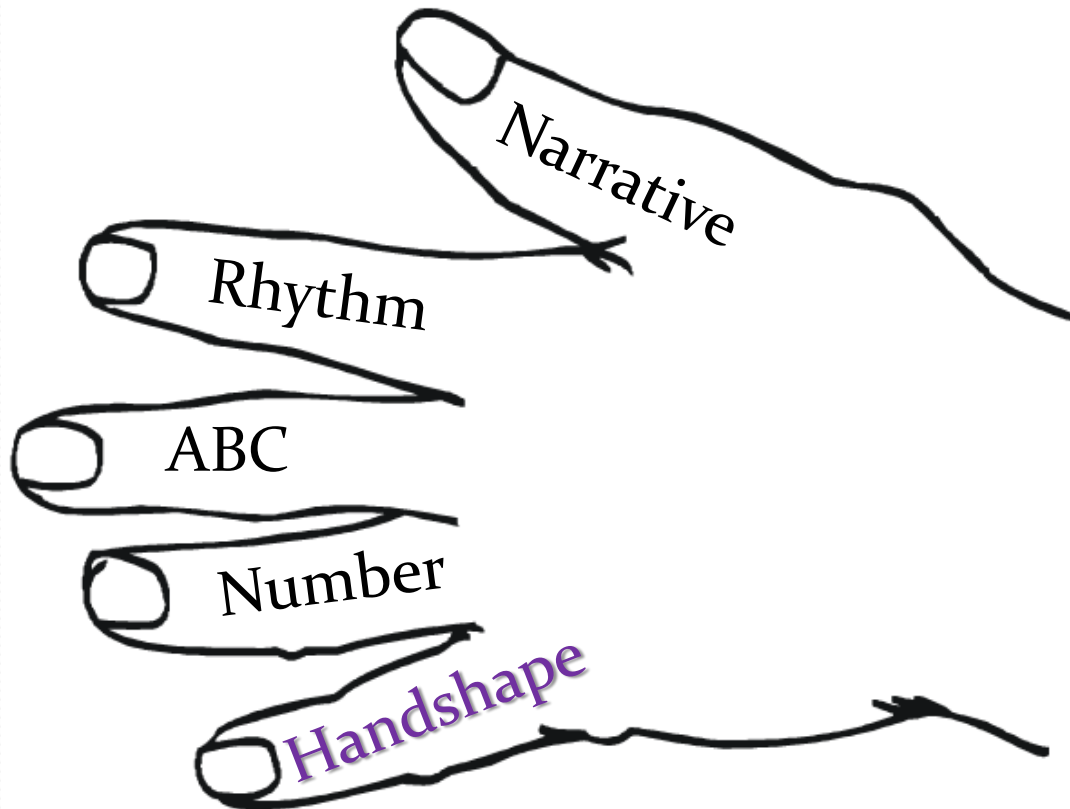
BEAR, BEAR,
Stretch up high. (reach arms up)
BEAR, BEAR,
Blink your eyes. (blink 3 times)

BEAR, BEAR,
Turn out the light. (mime flipping switch)
BEAR, BEAR,
Say good night. (lay down on the ground)

ASL poems/ASL literacy aka - Finger Plays



ASL poems/ASL literacy aka - Finger Plays



ASL poems/ASL literacy aka - Finger Play



Your turn!

aka -Fe! Fi! Fo! FUN!

- Modify
 - Show and say the rhyme
- Interpret
 - Change the wording to ASL
- Movement
 - Use your body to show the words
 - Use physical repetition instead of verbal
- Concept – ASL
 - Make up a poem or rhyme for your unit

References

aka -If All The World Were Paper

- Teaching Strategies (2002). *Creative Curriculum for Preschool*, 4th ed.
- Hap Palmer
- Maryland Model for School Readiness, 5th ed. (2009)
http://mdk12.org/instruction/ensure/MMSR/MMSR_FP.html
- Minton, S. (2003). Using movement to teach academics: An outline for success. *Journal of Physical Education, Recreation & Dance*, 74(2), 36-40.
- Pica, R. (n.d.) *Linking Literacy and Movement*.
<http://movingandlearning.com/Resources/Articles18.htm>

Additional Resources

- Creative Curriculum
 - <http://www.teachingstrategies.com/>
- Hap Palmer
 - <http://www.happalmer.com/>
- www.movingandlearning.com
- www.highscope.org
- www.readyatfive.org
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