

**MAKING MUSIC**

*If you can walk, you can dance.  
If you can talk, you can sing.*  
—Zimbabwe Proverb

Everyone has a need to sing, dance, make music, and we can fulfill our own needs as we fulfill that of our child. It is important to eliminate background sounds—that the child at this age cannot screen out—and to make all sounds count. A child's musical taste is formed early in life so we should provide an

environment rich in beautiful music and high quality musical instruments.

**SINGING**

The adult doesn't need a beautiful voice to model singing for children—just a song at any time during the day, the child joining in as he pleases. Singing is therapeutic for the whole body, and gives practice in language—words and language patterns which would otherwise not come up in everyday speech.

*A new form of educational system will not appear until we give serious*

*consideration to the fact that we have a "double mind." Children at any age must be offered a balanced experience of VERBAL and INTUITIVE thinking to help develop the great potential of the human mind. The results will not only include better functioning of the brain but also greater happiness in personal and social life.*

*In Western education, we tend to separate them, because many of the things the right hemisphere (intuitive) is able to do are not highly valued in our civilization. So from a very young age,*

**WEE SING FOR BABY  
CD & BOOKLET**

This is the most complete set of favorite first songs we have heard. There are 65 songs, by children or adults, introduced in the native language and sung in the native language and sometimes in English. The CD includes these favorites: *This is the Way the Ladies Ride; Ring around the Rosy; Rock-a-Bye-Baby; Twinkle, Twinkle, Little Star; Hickory, Dickory, Dock; Pat-a-Cake; Pease Porridge Hot; Heads and Shoulders; German Cradle Song; Sleep, Baby, Sleep.*

All of the songs have been tried and tested for years and remain favorites of children.

The booklets contain guitar chords for many and the complete lyrics for all selections. Approximately one hour in length.

**CL115 \$10.00**

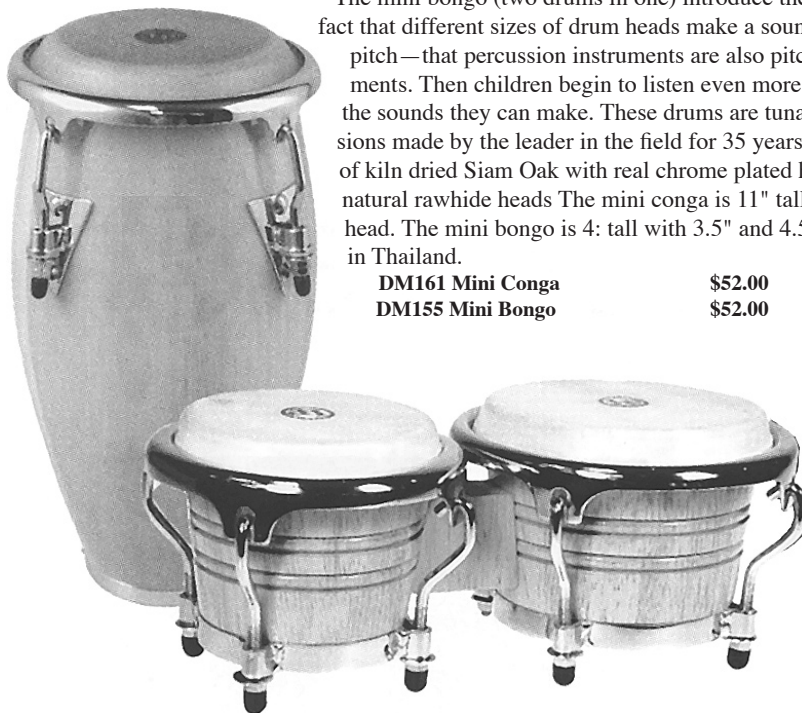


**PROFESSIONAL DRUMS FOR THE VERY YOUNG**

We are struck by the attraction children have to the superior sound of adult drums rather than drums made to be used by children. These two drums are made to be used by adults who want a true sound in a size they can carry with them on camping trips, or drumming circles.

The mini bongo (two drums in one) introduce the child to the fact that different sizes of drum heads make a sound in a different pitch—that percussion instruments are also pitched instruments. Then children begin to listen even more carefully at the sounds they can make. These drums are tunable mini versions made by the leader in the field for 35 years, constructed of kiln dried Siam Oak with real chrome plated hardware and natural rawhide heads. The mini conga is 11" tall with 4.5" head. The mini bongo is 4: tall with 3.5" and 4.5" heads. Made in Thailand.

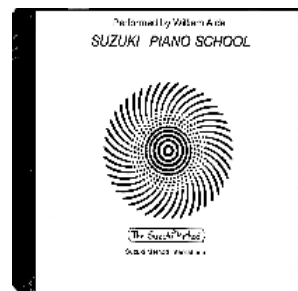
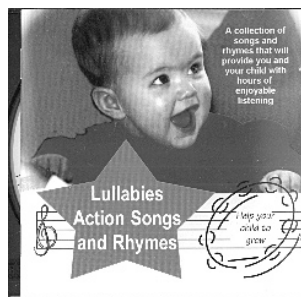
**DM161 Mini Conga \$52.00**  
**DM155 Mini Bongo \$52.00**



**SUZUKI BABY CLASS CD & BOOKLET**

At an international Suzuki conference where I was speaking about Montessori a few years ago, I saw a presentation of the Suzuki Baby Class that was very inspiring. The CD in this set contains the basic lullabies, action songs and rhymes used by the Suzuki Baby Class teachers. The 12-page booklet gives an overview of the following: the Suzuki philosophy, Suzuki early childhood education, ideas for creating a stimulating environment at home, the baby class curriculum, developmentally appropriate activities, the baby class skills list, and the lyrics of the songs. The Suzuki piano CD should be played in any home or infant community where future instrument lessons are a possibility, or just for pleasure.

**DM090 Suzuki Baby Class CD and Booklet \$24.00**  
**AA19CD Piano 1 & 2, CD \$16.00**



**NOTE:** See song CD's and books on pages 42-43, the Age 1-3 Language section.

## AGE 1-3 - MUSIC

children learn not to express themselves completely with that hemisphere because they haven't been urged to give much importance to body-movement in dancing or in singing, drawing... all the arts.

In Eastern civilizations, however, greater importance tends to be given to the intuitive part of the brain; the logical hemisphere is considered irrelevant in solving the real problems of our existence.

It is a source of great hope for our immediate future that the most advanced human beings of both cultures are uniting

in the recognition that we need each other to become complete and that we have a lot to share.

—Silvana Montanaro, M.D.

### INSTRUMENTAL MUSIC

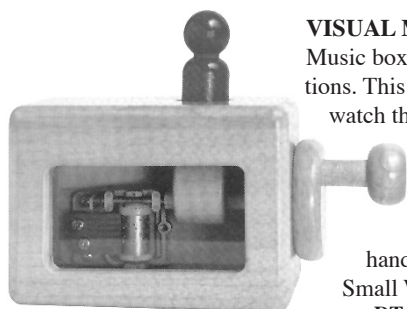
It is important for children to realize that music is always the result of body movements. Even if there are natural sounds, children need to understand that music is produced by human beings using various muscles of the mouth, hands and arms. They should . . . have the opportunity to witness how musicians

control their gestures so as to obtain different musical sounds.

—Dr. Silvana Montanaro

High quality non-plastic percussion instruments will accustom the child to the best of musical sound. We recommend real instruments from different countries of the world, as well as Western classical instruments, for quality, variety, and beauty of sound.

Most of all enjoy this experience with your child—music is one of the greatest joys of life.



### VISUAL MUSIC BOX

Music boxes have been favorites of children for generations. This one which has a window—so the child can watch the music being created—is our favorite. It is extremely sturdy and durable, hand-crafted of wood with a wooden handle that the child turns as he watches the musical element turn and produce the sound. The size, including the handles, is 7" x 5", and the song it plays is "It's a Small World." Made in the USA."

DT665

\$59.00



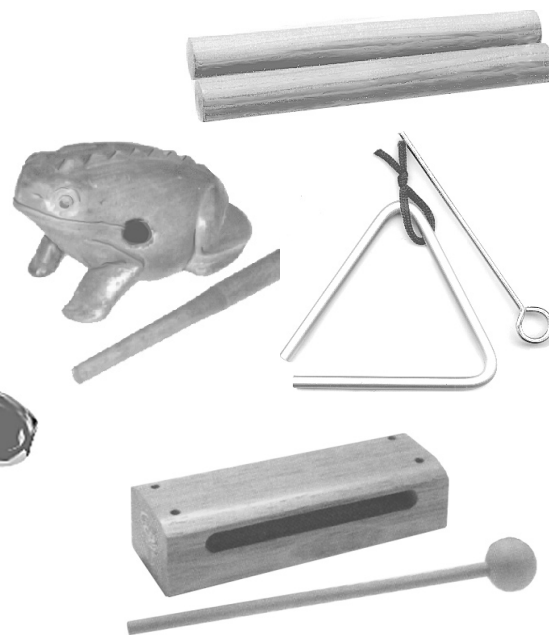
### LARGE MUSICAL INSTRUMENT PICTURES

Whenever possible try to arrange for the young child to hear musical instruments being played, by amateurs or professional. Then introduce a picture. They will love to learn the names. This is a set of ten 11" x 11," full color pictures of classical instruments: piano, guitar, violin, bass drum, cello, clarinet, flute, French horn, oboe, and trombone. This set is also in 3-6 and 6-12 classes; on the back of each is a list of 10 interesting facts to stimulate conversation, and a line drawing which labels the parts of the instrument.

NOTE: See page 60 for information on our special frame that holds the entire set of ten cards for storage and easy rotation. Made in the USA.

DL350

\$24.00



### CHILDREN'S PERCUSSION INSTRUMENTS

These percussion instruments are made for children, but they are still of very high quality, made of natural materials (no plastic) that meet our standards. Any of the following percussion instruments are appropriate for the home. For the infant community we recommend having several of each so the teacher can introduce the same kind of instrument at once to a small group of children.

The hardwood *claves*, typical of music all over the world, are 8" long. The 4.5" metal *triangle* comes from the USA. The wooden *frogs*, bass (bull frog, approximately 8" long) and treble (tree frog, approximately 4" long) which really sound like frogs when the striker is rubbed across the back ridges, come to us from Southeast Asia. The wooden *egg shakers* (2.25") and the strap of *sleigh bells* (9.75" long) are from the USA. Our 6.25" hardwood *wood block* is a professional instrument made in Thailand, striker included.

DM58	Claves	\$4.50
DM60	Triangle	\$5.50
CM140	Wooden Tree Frog, small	\$12.00
CM180	Wooden Bull Frog, large	\$22.00
CM05	Sleigh Bells	\$6.00
CM148	Egg Shakers (2)	\$9.00
CM150	Wood block	\$17.00