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### **Kidstunes Instructors**

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**Emily Killgo**

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Please help us wish a very Happy birthday to Kidstunes instructor **Delise Germond** on 2/6 and **Emily Killgo** on 2/29 (Leap Day!)

**CONGRATULATIONS** to **Tanya Day** who celebrates two years with Kidstunes on 2/16! We are so glad to have her on our team!

*Musical Children*



## Lara's Letter



**February  
2019**

Winter may be here, but things are continuing to “heat up” at Kidstunes! Please visit our website often ([www.Kidstunes.org](http://www.Kidstunes.org)) and our **Facebook page** ([www.Facebook.com/Kidstunes](http://www.Facebook.com/Kidstunes)) where you will find a taste of **Kidstunes** at home with information about our Curriculum, Instructor Biographies, Activities for home use, Musical Links, and details about other services we provide such as Birthday Parties, In-service Workshops, and much more! As always, we welcome your comments, suggestions, & references. **We would LOVE for you to share your child's musical experiences on our Facebook page.** Our success has been possible only through YOU - our students, parents, and schools. We are committed to providing the **highest quality music education** for your young child!

Did you help your child distinguish between high & low sounds? January was filled with lots of fun activities exploring Pitch and Melodic Direction (music moving up, down, or staying the same). This month, we will discover Musical Expression ~ Dynamics, Tempo, and Articulation (please see reverse for details), AND the correlating music symbols!



Again, there are many opportunities to incorporate these themes at home. Who didn't love the childhood classic, “John Jacob Jingle-Heimer Schmidt”? Try singing this familiar song softer & softer with each repeat (**diminuendo**), but always loud (**forte**) at the end! Watch and listen to a train as it begins very soft & slow, then gets faster and louder as it roars down the track... better yet, pretend you ARE a train and act it out with your child! The weekly email updates from your child's teacher will help you use the same musical terms they're learning in **Kidstunes**! Your efforts at home WILL make a difference!



We'll also have fun with Groundhog Day, Valentine's, & President's Day activities, so don't forget your little sweetie and share the LOVE and JOY of music with each other!

## February - Musical Expression

### PHOTO CONTEST FOR CENTERS - EXTENDED -



Our Facebook photo contest has been extended to February 28th! Centers can win a **FREE MUSIC CLASS** just by posting a picture on our Facebook page of their Kidstunes Instructor in action! We love to see our teachers interacting with students, but if you prefer to only include your Kidstunes instructor, that is fine too!

If for any reason you are unable to post on our Facebook page, please e-mail your pictures to [info@kidstunes.org](mailto:info@kidstunes.org).

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**Musical Expression** begins mid-January and emphasizes the differences in **Dynamics: loud (*forte*)** and **soft (*piano*)**, as well as **Tempo: fast (*allegro*)** and **slow (*largo*)**. These “musical variables” convey EXPRESSION. We hope students will develop an intuition for their sometimes subtle differences and grow to use them when making their own music. TIP: Young children often feel that *forte* (loud) is always *allegro* (fast), and *piano* (soft) is always *largo* (slow). Although this is often the case, we can help them avoid this assumption by exposing them to slow music that’s also loud - and fast music that’s surprisingly soft!

**Kidstunes** provides numerous examples and various combinations of these expressions. We will move, play, use voices, bodies, and instruments within the wide range of each style. Many will meet new puppet friends—a rabbit named *Allegro* and a turtle named *Largo* - to name a few. (Remember the story of the Tortoise and the Hare?) They will also be introduced to the dynamic symbols “*p*” (for *piano*/soft) and “*f*” (for *forte*/loud) used in written music. Lastly, lessons will explore **Style of Articulation**. This refers to the “feel” of the notes in a piece—either **Staccato**, short and detached notes (like popcorn popping!), or **Legato**, flowing, connected melodies (like slurping up a milkshake!). An excellent series for this topic is *Carnival of the Animals* by Camille Saint-Saens. The “*Aquarium*” section is great for “fly gently around like a bird—*legato*. Then, “*Fossils*” cues our little birds land on a tree and “peck, peck, peck!” - *staccato*!

## Musical Moments

### “Tempo”

♪ Here’s a tempo finger play that you can play with your child to help introduce fast and slow:

Slowly, slowly, very slowly, crawls the little snail,

(hand imitates snail crawling)

Slowly, slowly, very slowly up the garden rail.

(hand - snail crawls up arm)

Quickly, quickly, very quickly runs the little mouse,

(hand imitates mouse scampering)

Quickly, quickly, very quickly all around the house.

**Largo** turtle with his pet, **Lento** snail

(hand - use around body)

### “Dynamics”

♪ To introduce loud and soft (dynamics), pretend you and your child are in a parade. Play some upbeat music (a march if available) & adjust the volume as the child marches through the room. Sing & play gradually louder & louder as you “march INTO town”, then sing & play gradually softer & softer as you



“march OUT OF town!”