

Music is Joy with Junior Jive



"Music is a more potent instrument than any other for education."

- Plato

Junior Jive is a specialised music programme which focuses on the skills and concepts needed to prepare your child to be primary school-ready.

- ♪ Singing songs
- ♪ Playing instruments including drums
- ♪ Creative and structured movement
- ♪ Participation in activities
- ♪ Listening activities
- ♪ Courtesy, cooperation, respect



To find out more about the many benefits of Junior Jive or for the Lessons Structure, please visit our web site:
www.juniorjive.co.za

Tel: 072 738 9391 • jenni@juniorjive.co.za

Junior Jive

Music is Joy. Musiek is Vreugde.

Music is a natural and important part of a young child's growth and development.

Early interaction with music positively affects the quality of all children's lives. Successful experiences in music help all children bond emotionally and intellectually with others through creative expression in song, rhythmic movement, and listening experiences.

Very young children are capable of developing critical thinking skills through musical ideas. Children use thinking skills when making musical judgments and choices.

All children have musical potential not only those perceived to be musical. Every child has the potential for successful, meaningful interactions with music. The development of this potential, through numerous encounters with a wide variety of music and abundant opportunities to participate regularly in developmentally appropriate music activities, is the right of every young child

Jennifer Morrison is the owner and curriculum developer of Junior Jive.

She has a Foundation Phase Teaching qualification, a Remedial Education qualification and a Music qualification. She has taught children from 6 weeks old to 18 years old over the last 21 years. During her years as a class teacher she used her experience and love of music in between activities and also to make teaching different concepts more fun!

She is also an accredited Monitoring and Evaluation Assessor and a qualified Positive Behaviour Trainer.

Four years ago she decided to move fulltime into teaching music and movement, especially to preschoolers. This is the time in a child's life where their brain is absorbing experiences at such a phenomenal rate and as educators we have this opportunity to use Music as the tool to make these experiences even more beneficial.

Jenni currently has three teachers helping her in and around Johannesburg to meet the needs of the growing number of schools. There are additional Licensees operating Junior Jive under license in Johannesburg and Cape Town.

MUSIC IS IMPORTANT

Music in early childhood creates a foundation upon which future music learning is built. In this way, enduring attitudes regarding the joy of music making and sharing are developed. Children who grow up hearing music, singing songs, and moving to the beat are enjoying what experts call "a rich sensory environment." Music affects the growth of a child's brain academically, emotionally, physically and spiritually.

Recent research has found that music uses both sides of the brain, a fact that makes it valuable in all areas of development. Research has shown that children who are actively involved in music and movement activities do better at Mathematics and reading when they start school, are better able to focus and control their bodies, better with others and have a better self-esteem.

Many schools in and around Johannesburg believe that Junior Jive is a wonderful programme, and therefore use us as part of their school programme.

JUNIOR JIVE MUSIC AND MOVEMENT PROGRAMME PLANS MUSICAL LEARNING ACTIVITIES THAT ACTIVATE THE WHOLE BRAIN

Auditory learners: We use activities and promote experiences that develop auditory discrimination. Auditory learners tune in to the sounds of music. They hear and imitate rhythms and melodies. They can discriminate between different types of sound (environmental, noise, and musical), pitches (high and low), and timbre (wood, metallic).

Visual learners: Visual learners recognize visual cues, musical notation, watching a performance, and looking at instruments as they are played.

Kinesthetic learners: Most children excel through kinesthetic means: touching, feeling, experiencing something with hands-on activities. Kinesthetic learners will enjoy playing instruments, singing songs, and moving to music.

THE JUNIOR JIVE MUSIC AND MOVEMENT PROGRAMME IS SPECIAL

The value of each child's self-worth is at the core of Junior Jive. We believe every child is a star who will thrive in a teaching environment geared to their individual needs. We recognize each child's personal value.

We value each child's ability to grasp basic music principles and teach music knowing that the ability to learn and understand lies within each child.

We value the unique creativity that each child brings to us and the love of music that children inherently possess. As teachers, our responsibility is to help children discover and express their own musical talents.

The Junior Jive Music and Movement Programme focuses on the skills and concepts needed to prepare your child for the big step of going to primary school, using the valuable medium of music.

The Junior Jive Music and Movement Programme is theme based. We have 2 to 3 themes per term and the music and activities are based around these themes.

We are Music specialists, who facilitate the child's path of music discovery and knowledge, which in turn develop their academic skills.

THE SCHOOL READINESS SKILLS WE FOCUS ON

Language and pre-reading

Nursery rhymes, fun songs, stories, rhythm games, recognizing sounds of letters, interest in books.

Cognitive skills

Understanding of basic concepts such as sequencing and planning skills, intellectual curiosity, persisting with challenging tasks. Concentration and organizational skills are also developed in the daily routine of the activities.

HOW DO WE TEACH MUSIC CONCEPTS?

- Singing along with the class
- Singing songs to accompany games and playtime activities
- Responding to music with creative movement
- Marching, stepping or clapping to a steady beat
- Playing a variety of simple rhythm instruments, including drums and other African instruments
- Playing simple instrumental accompaniments to songs, stories, and poems
- Using body movement to respond to dynamics and tempo
- Participating freely in musical activities
- Developing attentive listening habits
- Practicing Courtesy, operation and Respect

Numeracy

Counting, grouping and sorting, size, shapes, colours, rhythmic patterns, position in space, opposites, etc.

Social skills

Consolidating basic skills like please, thank you, sharing, taking turns, listening to others, working with a partner and in groups, appropriate behavior towards others and the ability to sit quietly and listen.

Physical skills

Gross motor: hopping, crawling, skipping, marching, balancing etc.

Fine motor skills: using percussion instruments with precision.

We also focus a lot on strengthening the core trunk muscles to counteract hypotonia (muscular low tone). The ability to sit still and play a variety of instruments in different positions help develop and strengthen core postural muscles, which are essential for sustained activities like sitting at a desk for longer periods of time.

Brain gym exercises form part of our daily routine to stimulate both sides of the brain.

Emotional skills

Developing a positive self-image, managing and developing the ability to express feelings in an appropriate way, waiting turns, and developing leadership skills are included as part of the activities.

THE MUSIC CONCEPTS WE TEACH

A sense of pulse: show a steady pulse or beat (e.g. marching, tapping, clapping)

A sense of duration: listen to and imitate patterns of long and short sounds

A sense of tempo: understand and differentiate between fast and slow rhythmic and melodic patterns

A sense of pitch: understand and differentiate between high and low sounds imitate melodies

A sense of dynamics: understand and differentiate between loud and soft sounds

A sense of structure: understand 'start' and 'stop'

A sense of timbre: play with and explore a variety of sound-making materials classify sounds by the way they are produced

A sense of style: listen and respond to music in different styles and genres.