



*Magic Flute Montessori
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The Effects of Music Education on a Child in Early Childhood

Parents should take their child to music before it is too late. Early childhood music education immerses the child **in language, enhances brain functioning, fosters physical coordination, improves overall development, and decreases learning problems**. While studying higher brain function, scientists found a connection linking music lessons to improved spatial-temporal reasoning abilities in four to six-year-olds. Statistics show that 80% of students, who graduated from Harvard University with grades of A- or higher (3.47 or higher on the GPA scale), received a musical education in early childhood. Accordingly, musical experience at an early age is essential in a child's developmental process. There are several beneficial effects on a child who received a musical education in early childhood.

First, it is an acceleration in a child's brain development. The first six years of a child's life are critical for the foundation of the personality and brain. Music instructions stimulate brain development in young children, particularly in the areas of the brain responsible for processing sound, language development, speech perception, and reading

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skills, according to initial results of a five-year study by USC neuroscientists (Gersema, 2016). Referring to a 2006 study published in the journal *Pedagogical Psychology*, music lessons seem to improve IQ and children's performance (Kids, 2016). Moreover, the longer children learn music, the larger the effect.

Second, it is an establishment in social interaction. As stated in the book *El Sistema: Music for social change* (Witkowski, 2016): "Music brings people together." The child studies the laws of social interaction with other students in music group classes, be it a choir or an orchestra. Cooperative music learning strategies help students move from isolation to collaboration, involving students with different abilities to share experiences (Adamek, 2010). Accommodating learning activities increase interactions among all students because students are required to work together to complete a task. An example of social contact in music classes may be such as group music-making activities: playing instruments, singing, a movement to music, sharing instruments, and leading group.

Last but not least, it aids in the improvement in cognitive skills. A child in early childhood age with cognitive deficit may have difficulty with skills that are necessary for the learning process, including the focus of attention, appropriate attention span, and the ability to follow directions (Adamek, 2010). Some students with math and reading problems usually learn more slowly and need additional adaptation, support, and intervention to help them in this process. Therefore, involvement in music education as early as possible can be designed to help children improve their skills in these pre-academic areas. For all these skills, music education provides the student with exciting and motivating tools for responding, learning, and practicing that help to maintain interest at such an early age.

In conclusion, the central question is not when to start music lessons, but what the purpose of music education for young children is. Young children in music lessons will not demonstrate the rapid development of playing musical instruments or perfect vocalization, but they are getting life-long outcomes by accelerating the development of a child's brain, increasing social interaction, and improving cognitive skills.

References

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