



Music Starts Before the Notes

● A 5-day music routine for preschool and early elementary.

Day 2 - Lesson 2

GOAL: Build musical understanding through sound, movement, and play

PLANNER

01

WHAT MUSIC REALLY IS

Music begins with sound, rhythm, movement, and feeling, long before symbols on a page.



02

HOW CHILDREN LEARN MUSIC NATURALLY

Why listening, imitation, and play come first, and why notes come later.



03

FEELING RHYTHM IN THE BODY

Simple rhythm games using clapping, movement, and voice, no instruments needed.



04

DISCOVERING MELODY THROUGH VOICE

Exploring melody through humming, echo songs, and call-and-response.



05

WHEN MUSIC BECOMES A STORY

How stories help children understand music deeply, and how this philosophy lives inside Tune Tales.





Day 2:

How Children Learn Music Naturally

Hello and welcome,

Today is about process and growth.
When children interact with sound, learning happens in layers over time.
You may notice children repeating the same sound, changing a melody midway, singing in their own pitch range, moving while listening, or pausing before trying again. These moments show learning in progress.

Children explore sound before organizing it.
They test patterns through repetition.
Curiosity leads the way as accuracy develops.
This kind of learning is gradual.
It grows through repetition, freedom, and time.

Children learn music through:

- Listening
- Imitating
- Playing and experimenting
- Responding

Your role today is to notice this process, allow it, and return to sound again and again.

For this 5-day lesson:

You can use your voice and simple sounds as your main tools.
This works in a classroom, a preschool circle, or at the kitchen table.

Today, you'll repeat the same three simple steps using your voice and contrasting sounds, so children continue learning in the way they naturally do.

With sound and curiosity,

Kaeyllane Dias

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Round 1

LISTENING + ECHO

Step 1 – Create a Listening Moment

Use your voice (10–20 seconds). Choose one simple sound.

Examples:

- Hum a gentle phrase on “mmm”
- Sing two notes: “so-mi” (like a playground call)
- Make a sound pattern: “ta ta taa”

Ask children to:

- Sit, stand, or lie down comfortably
- Listen quietly

Step 2 – Invite Physical Response

Ask one clear prompt: **“Can you echo this sound with your voice?”**

Let children:

- Hum it back
- Say part of it
- Copy the rhythm
- Move while echoing
- Listen and join later

Avoid correcting pitch or rhythm.
There is no “right” echo.

Step 3 – Name What They Experienced

Ask simple questions:

- “Did you try the sound back, or did you listen first?”
- “Did you echo the whole sound or just part of it?”
- “Did your echo sound the same or a little different?”

Name what you noticed:

- “I heard voices echoing.”
- “I heard people trying it back.”
- “I heard part of the sound repeated.”

Round 2

IMITATION + VARIATION

Step 1 – Create a Listening Moment

Sing the first short phrase of Twinkle, Twinkle Little Star

Ask children to listen first.

Then sing the same phrase again, changing one thing.

You can change:

- Speed (slower or faster)
- Volume (softer or louder)
- Make it go up at the end, or go down at the end.

Examples:

First: normal voice

Then: softer voice

Or: slower voice

Step 2 – Invite Physical Response

Ask one clear prompt: **“Can you echo it back?”**

Children may:

- Copy you exactly
- Copy just part of the phrase
- Sing it in their own voice
- Repeat only one note
- Listen and join later

Avoid correcting pitch or rhythm.

There is no “right” version.

Step 3 – Name What They Experienced

Ask:

- “What changed?”
- “Did it sound the same or different?”
- “Did you copy all of it or just part?”

Name what you noticed:

- “I heard the song echoed.”
- “I heard some voices change it.”
- “I saw careful listening.”

Round 3

PLAYING + EXPERIMENTING

Step 1 – Create a Listening Moment

Now invite children to make one small voice sound.

Say:

- “Hum one sound.”
- “Sing one soft sound.”
- “Let your voice lead.”

Model a simple example first:

- A hum
- One sung note
- A short, gentle sound

Step 2 – Invite Physical Response

Ask: “**What does your sound make your body want to do?**”

Let children:

- Move while they hum
- Tap while they repeat
- Try again
- Change it mid-way

This is voice play.

This is learning.

Step 3 – Name What They Experienced

Ask:

- “Was that your own sound?”
- “Did you keep it the same or change it?”
- “Did you want to try a new sound?”

Name what you noticed:

- “I heard original sounds.”
- “I saw experimenting.”
- “I saw confident choices.”



Preschool-Specific Language

You might say:

- "Listen first. Then you can try."
- "You can echo it in your own way."
- "You can use your voice softly."
- "Listening is part of learning."

If a child watches closely, that is listening.

If a child echoes part of the sound, that is focus.

If a child changes the sound, that is exploration.

Why This Works

Children learn music by doing and experiencing sound.

When you:

- Offer clear listening moments
- Invite echo and imitation without pressure
- Allow exploration within simple boundaries

You are building the foundation for pitch awareness, rhythm memory, and confidence, using sound and experience.

This approach works in:

- Preschool classrooms
- General education classrooms
- Homeschool environments
- Music classes

And it includes every child.

Get ready for Day 3

Tomorrow, we'll focus on rhythm in the body, and how clapping, stepping, and movement help children understand musical patterns long before counting beats.

This is where music begins.

With sound and curiosity,

Kaeyllane Dias