



Music Starts Before the Notes

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

Day 3 - Lesson 3

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 3:

Feeling Rhythm in the Body

Hello and welcome,

Today is about feeling rhythm in the body.

Before children clap steady beats or read rhythmic patterns, they experience rhythm through:

- Movement
- Repetition
- Weight (stomp, tiptoe, heavy, light)
- Stillness

Children feel rhythm when they walk, run, sway, clap, rock, and pause. Children grow rhythmic understanding through time and embodied experience.

Rhythm lives in their bodies as they move, explore, and repeat.

As children grow, rhythm becomes more organized.

Patterns emerge through movement.

Coordination develops through repeated experience.

Your role today is to invite rhythm, notice it, and return to it again and again.

For this 5-day lesson:

You can use simple movement and your own body as the 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 clapping, stepping, and body movement, so children can experience rhythm in a natural, meaningful way.

With sound and curiosity,

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Round 1

CLAPPING PATTERNS

Step 1 – Create a Listening Moment

Clap a simple pattern using your hands (10–15 seconds).

Examples:

- Clap, clap, pause
- Clap, clap, clap, pause
- Clap, pause, clap

Ask children to:

- Watch your hands
- Listen quietly

Step 2 – Invite Physical Response

Ask one clear prompt: **“Can your hands try this rhythm?”**

Let children:

- Clap with you
- Clap part of it
- Clap slowly or quickly
- Watch first and join later

Avoid correcting timing.
There is no “right” clap.

Step 3 – Name What They Experienced

Ask:

- “Did you clap right away or listen first?”
- “Did you clap all of it or just part?”

Name what you noticed:

- “I saw hands waiting.”
- “I saw claps and pauses.”
- “I saw careful listening.”

Round 2

STEPPING + WALKING

Step 1 – Create a Listening Moment

Model a walking rhythm using your feet (10–15 seconds).

Examples:

- Step, step, pause
- Step, pause, step
- Slow steps
- Fast steps

Do not speak while modeling.

Step 2 – Invite Physical Response

Ask one clear prompt: **“What does this rhythm make your feet want to do?”**

Let children:

- Walk
- March
- Tiptoe
- Freeze
- Stay still and watch

Avoid labeling beats.

Use words like “fast/slow” and “stop/go.”

You are helping them feel contrast.

Step 3 – Name What They Experienced

Ask:

- “Did your feet move fast or slow?”
- “Did you stop or keep going?”

Name what you noticed:

- “I saw steady steps.”
- “I saw pauses.”
- “I saw different speeds.”

Round 3

WHOLE-BODY RHYTHM

Step 1 – Create a Listening Moment

Model a full-body rhythm (10–20 seconds).

Examples:

- Clap + step
- Step + freeze
- Sway + pause

Keep it simple.

Step 2 – Invite Physical Response

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

Let children:

- Combine movements
- Change the rhythm
- Repeat part of it
- Move or stay still

This is exploration.

This is learning in motion.

Step 3 – Name What They Experienced

Ask:

- “Did your body keep the rhythm or change it?”
- “Did you move the whole time or pause?”

Name what you noticed:

- “I saw bodies moving together.”
- “I saw pauses.”
- “I saw rhythm choices.”



Preschool-Specific Language

You might say:

- "Let your body show the rhythm."
- "You can move or listen."
- "Pauses are part of the rhythm."

If a child watches closely, that is listening.

If a child repeats part of the movement, that is focus.

If a child changes the rhythm, that is exploration.

Why This Works

Children learn rhythm by moving and experiencing time in their bodies.

When you:

- Use clapping and stepping
- Invite movement without pressure
- Name what children experience

You are building the foundation for rhythmic awareness, coordination, and internal pulse through movement and experience.

This approach works in:

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

And it includes every child.

Get ready for Day 4

Tomorrow, we'll explore melody through the voice, using humming, echo songs, and call-and-response, long before reading notes on a staff.

This is where music begins.

With sound and curiosity,

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