



Music Starts Before the Notes

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

Day 1 - Lesson 1

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.





Tune Tales
Where every kid is a star

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Day 1:

What Music Really Is

Hello and welcome,

If you teach young children, even if music is not your subject, you are already teaching music every day.

Music begins with how children experience sound in their bodies and emotions.

Before children can understand musical symbols, they learn music through:

- Listening
- Moving
- Repeating
- Responding

This is the same way children learn language. They hear it, imitate it, and play with it long before they read or write.

When music instruction begins with sound and movement, every child can participate, regardless of background or ability.

Your role is to create musical experiences.

For this 5-day lesson:

You can use sound, movement, and listening 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 contrasting music. The contrast is what helps children understand music deeply.

**With sound and
curiosity,**

Kaeyllane Dias

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Round 1

FAST Music

Step 1 – Create a Listening Moment

Play a very **fast** piece of music (30 seconds to 1 minute).

You can search on YouTube for:

- Wolfgang Amadeus Mozart – “Eine kleine Nachtmusik (Allegro)”
- Antonio Vivaldi – “Spring (Allegro)” from The Four Seasons
- Ludwig van Beethoven – “Symphony No. 5, 1st movement”

Invite students to:

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

Step 2 – Invite Physical Response

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

Let children:

- Run in place
- Tap quickly
- Jump
- Walk fast
- Freeze suddenly

Avoid correcting movement.
There is no “right” response.

Step 3 – Name What They Experienced

Ask simple questions:

- “Was the music fast or slow?”
- “Did it make your body want to move quickly?”

Name what you noticed:

- “I saw fast feet.”
- “I saw big movements.”

Round 2

SLOW Music

Step 1 – Create a Listening Moment

Now play a **very slow** piece (30 seconds to 1 minute).

Search on YouTube for:

- Mozart – “Piano Sonata No. 16 (Adagio)”
- Beethoven – “Moonlight Sonata, 1st movement”
- Vivaldi – “Winter (Largo)” from The Four Seasons

Invite students to listen quietly again.

Step 2 – Invite Physical Response

Ask the same prompt: “**What does this music make your body want to do?**”

Children may:

- Sway slowly
- Rock
- Stretch
- Lie down
- Move their hands gently

Avoid correcting movement.
There is no “right” response.

Step 3 – Name What They Experienced

Ask:

- “Was this music fast or slow?”
- “Did it make your body feel big or small?”

You’re helping them **compare**, not define.

Round 3

LOUD (Forte) Music

Step 1 – Create a Listening Moment

Play a very loud, powerful piece (30 seconds to 1 minute).

Search on YouTube for:

- Beethoven – “Symphony No. 9, Ode to Joy (full orchestra)”
- Vivaldi – “Summer (Presto)” from The Four Seasons
- Mozart – “Requiem: Dies Irae”

Step 2 – Invite Physical Response

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

Children may:

- Use big movements
- Stomp
- Stretch arms wide

Avoid correcting movement.
There is no “right” response.

Step 3 – Name What They Experienced

Ask:

- “Did this music feel big or small?”
- “Did it feel strong?”

Round 4

SOFT (Piano) Music

Step 1 – Create a Listening Moment

Now play a **very soft** piece (30 seconds to 1 minute).

Search on YouTube for:

- Mozart – “Piano Sonata No. 11 (Andante)”
- Beethoven – “Für Elise (soft opening)”
- Any calm solo piano (soft opening)

Step 2 – Invite Physical Response

Ask the same prompt again.

Children may:

- Tiptoe
- Move fingers quietly
- Sit very still

Avoid correcting movement.
There is no “right” response.

Step 3 – Name What They Experienced

Ask:

- “Did this music feel loud or quiet?”
- “What changed in your body?”



Preschool-Specific Language

You might say:

"Let's listen first. Then your body can answer the music. You can listen with your eyes, your hands, or your whole body."

Children listen in many ways.

Stillness, movement, watching, and waiting are all listening.

Why This Works

Children learn music by doing and experiencing sound.

When you:

- Play contrasting music
- Invite movement
- Name experiences

You build the foundation for rhythm, melody, dynamics, and musical understanding, using lived experience and sound.

This approach works in:

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

And it includes every child.

Get ready for Day 2

Tomorrow, we'll explore how children naturally learn music over time, and how starting this way supports later skills like rhythm awareness and pitch recognition.

This is where music begins.

With sound and curiosity,

Kaeyllane Dias