



Music Starts Before the Notes

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

Day 5 - Lesson 5

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 5:

When Music Becomes a Story

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

Hello and welcome,

Today is about how stories help children organize musical experience.
Throughout this week, children have explored music through:

- listening
- movement
- rhythm
- voice

Stories bring these experiences together.

When music lives inside a story, children connect sound, movement, and imagination in a meaningful way. They recognize musical ideas because they are part of something familiar: characters, actions, and images.

Stories allow children to:

- follow musical changes over time
- notice contrast naturally
- participate through sound, movement, and imagination

This approach fits naturally into story time. Your role today is to use story as a musical experience.

With sound and curiosity,

Kaeyllane Dias

Kaeyllane Dias

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Before the Story

Setting the Experience

Bring children into a shared listening space.

- gather them close
- sit or stand where everyone can see you
- use a calm, inviting voice

Introduce the story as a shared experience.

- “This story has music inside it.”
- “Let’s listen and join the story as it happens.”

Before beginning the story, invite children to reflect briefly on where they already experience music in their lives. This helps children connect the story to familiar experiences and prepares them to recognize music beyond songs.

- “Where do you hear music?”
- “Do you hear music anywhere else?”
- “Is music only in songs?”

Allow children to respond freely.

♪ nature ♪ birds ♪ rain ♪ wind ♪ footsteps ♪ clapping ♪ machines ♪ voices

Acknowledge their ideas by naming them.

- “Yes, music can be in nature.”
- “I hear music in footsteps too.”
- “Voices can make music.”

This short conversation helps children understand that music exists all around them, not only in instruments or recorded songs. It also prepares them to recognize the sounds and movements that appear inside the story.

After this brief exchange, transition naturally into reading.

During the Story

Inviting Participation

As you read, invite children to do what the characters are doing.

You are not acting out the story for them.

You are opening moments where children can step inside it.

While reading, you can invite children to:

- tap when the characters tap
- hum when the characters hum
- walk fast or slow when the characters move
- pause when the story pauses
- add sounds when the story names them

These invitations can be simple and brief.

- “Let’s tap like they do.”
- “Can you hum with them?”
- “Let’s walk fast... now slow.”
- “Let’s listen here.”

Children may join fully, partially, or quietly.

Each response reflects musical understanding.

After the Story

Noticing and Naming

After the story ends, notice how children respond.

You may see:

- continued movement
- repeated sounds
- quiet focus
- spontaneous play

Your role is to name what you observe.

You might say:

- “I see bodies moving.”
- “I hear humming.”
- “I notice fast and slow.”
- “I see listening.”

This helps children recognize their experience as music.



Why This Works

Stories organize musical ideas naturally.

Through this story, children experienced:

- rhythm through footsteps and tapping
- melody through humming and voice play
- dynamics through loud and soft sounds
- tempo through fast and slow movement
- silence through pauses and listening

These ideas live inside the story, not as vocabulary, but as experience.

This approach supports:

- music learning
- language development
- attention and memory
- inclusion and confidence

It works in:

- preschool classrooms
- general education settings
- ESL environments
- homeschool learning

Closing

Stories remind children that music belongs to them.

Music was never lost.

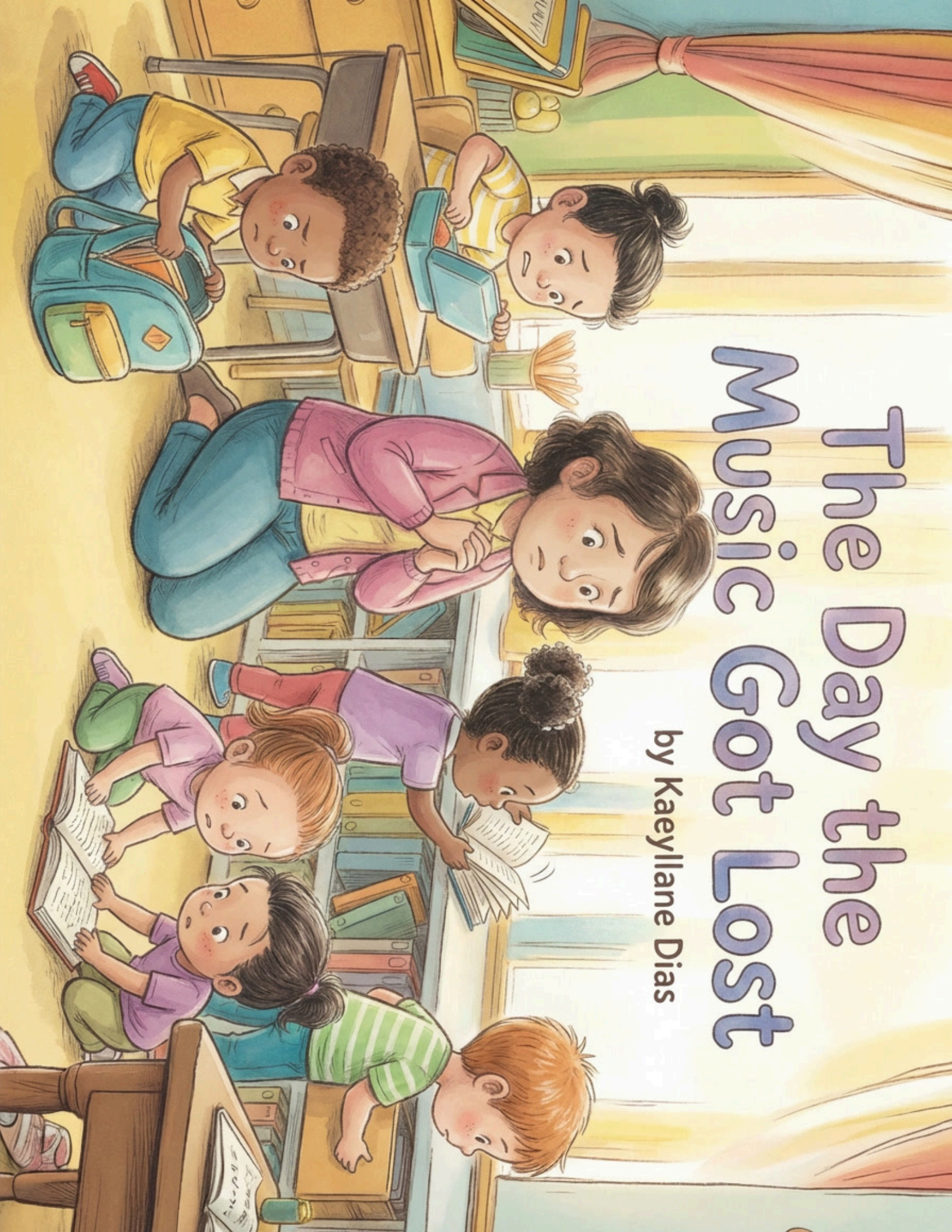
It was waiting to be played, felt, and imagined.

With sound and curiosity,

Kaeyllane Dias

The Day the Music Got Lost

by Kaeyllane Dias





**The school used to feel alive.
Children moved through the hallways.
Feet tapped. Voices sang.
Someone was always humming or laughing.**

A colorful illustration of five children in a classroom. A boy with brown hair and a pink shirt is on the left, looking towards the center. A girl with brown hair in a ponytail and a yellow and blue striped shirt is next to him, looking down. A girl with brown hair in a ponytail and a pink shirt is in the center, looking towards the right. A girl with dark skin and a purple shirt is next to her, looking towards the right. A boy with dark skin and a yellow shirt is on the right, looking towards the center. A boy with light skin and a green and white striped shirt is on the far right, looking towards the center. The classroom has wooden floors, a bookshelf, and a window with orange curtains.

**But one morning, something feels different.
Children still arrive.
The classroom still fills.**

**Yet everything feels flat.
Not quiet.
Just empty.**

The children stand up and try to move.

Step. Step.

**Their feet feel slow, like they forgot
how to dance.**



They clap their hands.

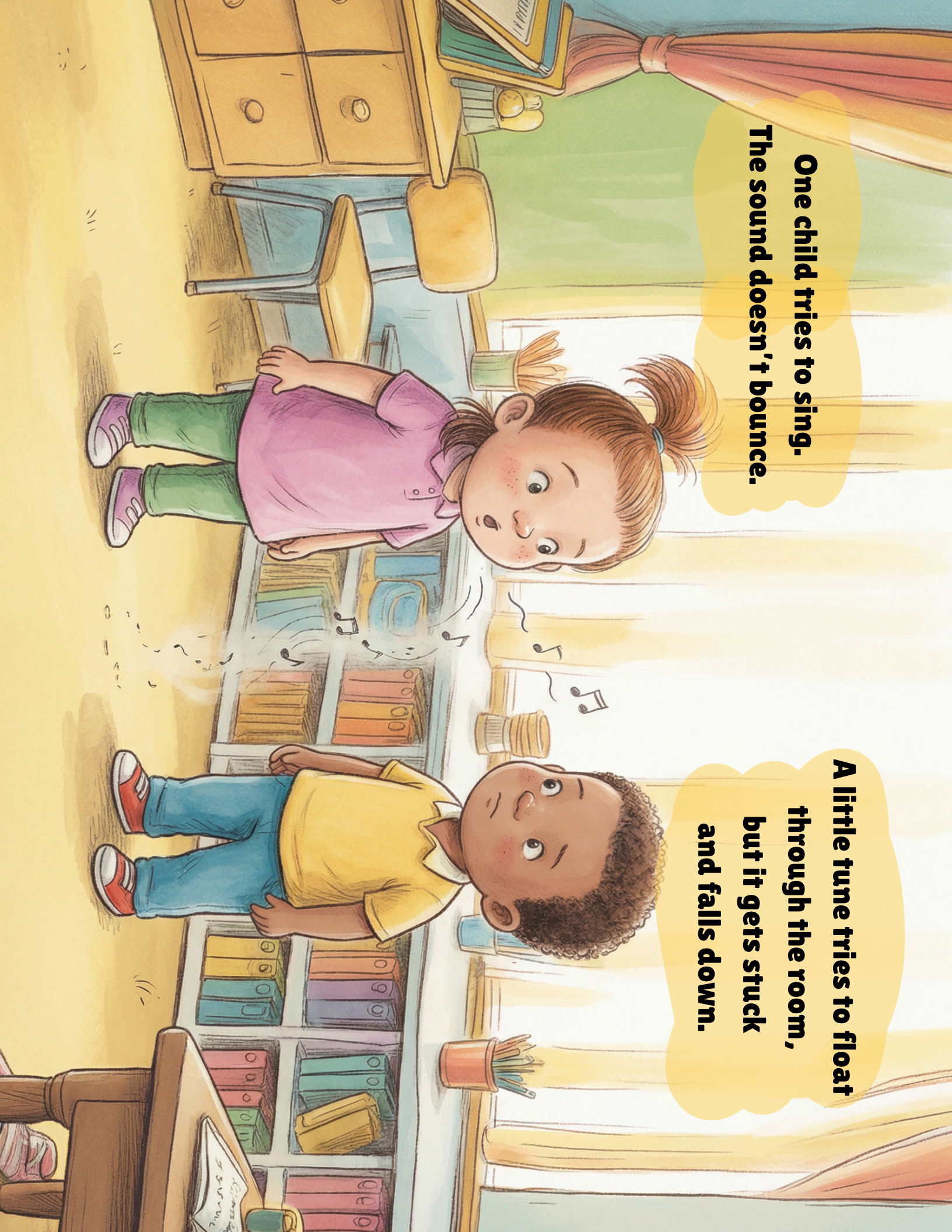
Clap. Clap.

**The sound is there, but it
doesn't sparkle.**



**One child tries to sing.
The sound doesn't bounce.**

**A little tune tries to float
through the room,
but it gets stuck
and falls down.**



**The children stop. They listen.
There are sounds everywhere.
Talking. Chairs moving.
Footsteps in the hall.
But the fun part stays hidden.**





**And the children understand:
Music isn't gone. It's hiding.
They decide to look for it.
They tap on the classroom table.
Tap-tap. Tap-tap-tap.
Something tiny wakes up.**



**They listen to a bird
outside the window.**

Tweet. Tweet.

**The sound wiggles in the air.
One child hums softly.**

Hmmmm.

The hum grows warmer.

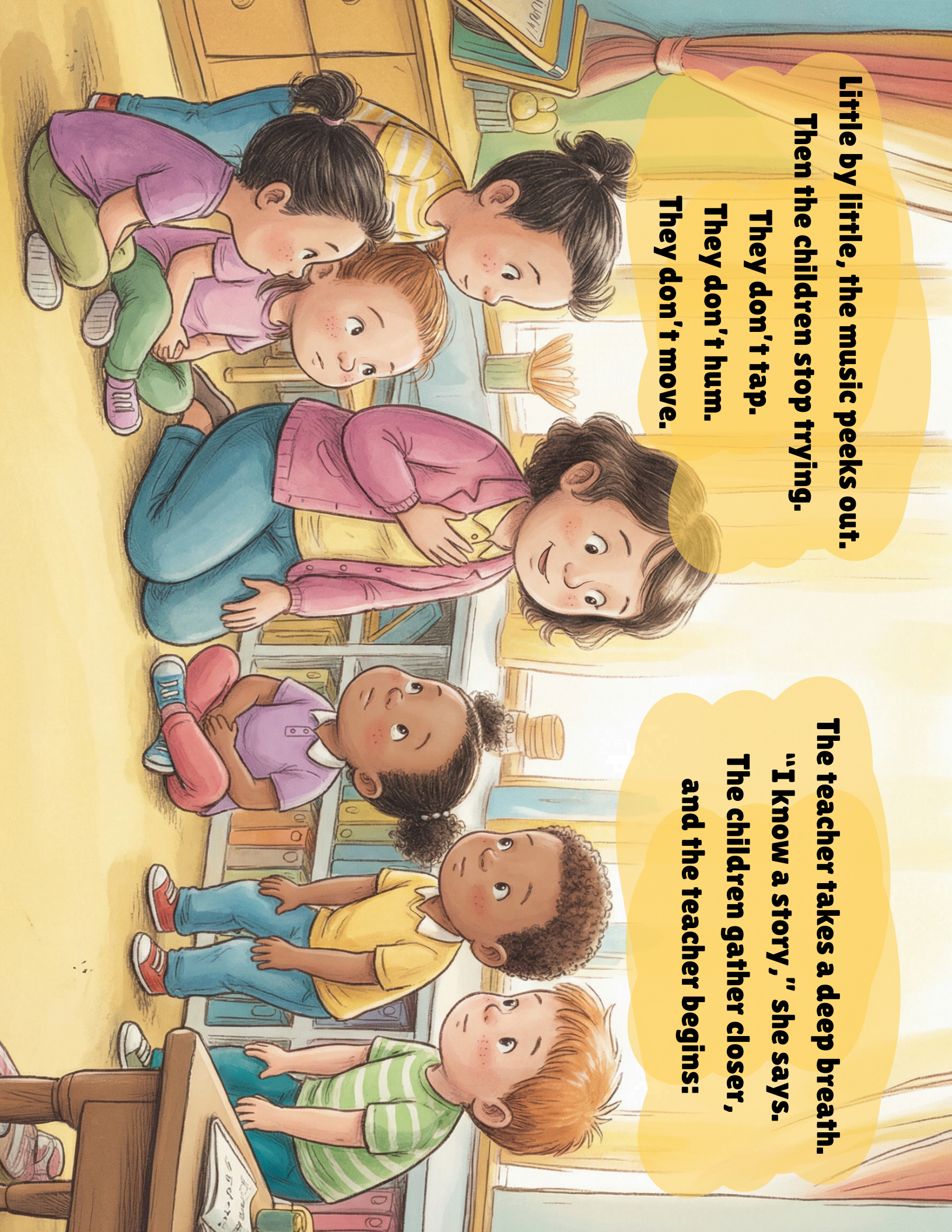
A colorful illustration of four children walking in a room. From left to right: a girl with dark hair in pigtails wearing a yellow and white striped shirt and blue pants; a girl with brown hair in a ponytail wearing a pink shirt and green pants; a girl with dark skin and hair in pigtails wearing a purple shirt and pink pants; and a boy with dark skin and curly hair wearing a yellow shirt and blue pants. They are all smiling and walking towards the right. In the background, there are bookshelves, a window with orange curtains, and a table with a green cup. A yellow speech bubble is on the left, and a yellow cloud-like shape is on the right.

**They walk fast.
Then slow.**

**Fast.
Slow.**

**With every step, something
begins to come back.**

**A bounce.
A wiggle.
A smile.**



**Little by little, the music peeks out.
Then the children stop trying.
They don't tap.
They don't hum.
They don't move.**

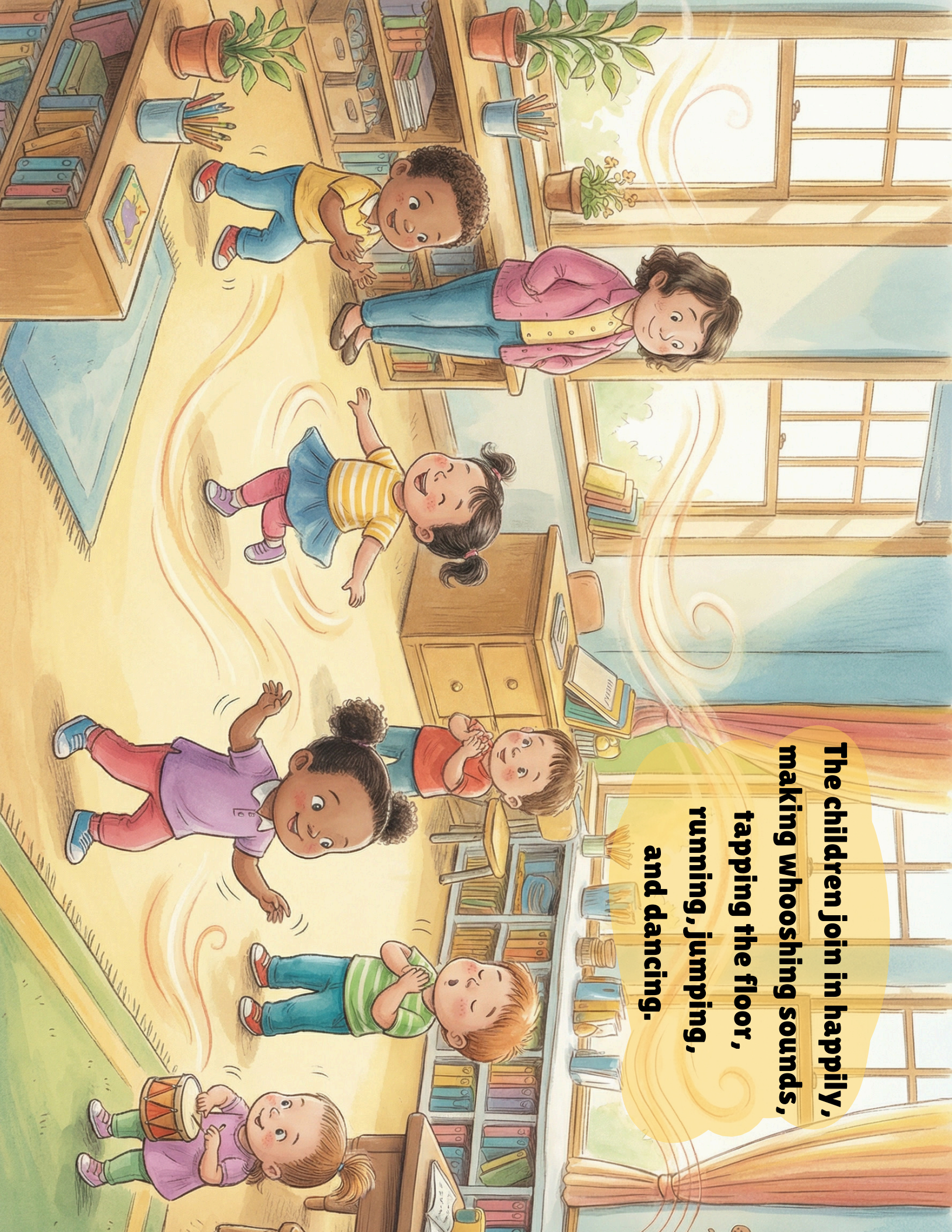
**The teacher takes a deep breath.
"I know a story," she says.
The children gather closer,
and the teacher begins:**



**The music is on the wind,
whooshing, whooshing,
through the trees.**

**The music is in the rain,
tapping, tapping,
on the ground.**

**The music is in every animal,
running, jumping,
being free.**



**The children join in happily,
making whooshing sounds,
tapping the floor,
running, jumping,
and dancing.**



**The music begins
to move again.**

Some sounds are loud,

others soft.

Some move fast,

others slow.

The room fills with sound.

Woosh.

Hmmmm.

Tap-tap.

Stomp-stomp.

A vibrant, cartoon-style illustration of four children in a room. The children, two girls and two boys, are standing with their eyes closed, appearing to be in a state of bliss or listening intently. The room is filled with warm, golden light and swirling patterns, suggesting a magical atmosphere. A large, multi-colored rainbow arches across the upper right portion of the scene. In the background, there are bookshelves filled with books, a desk with a lamp, and a window with sheer curtains. The overall mood is peaceful and joyful.

**The air feels lighter.
Voices lift and stretch.
The sounds move again.
They feel alive.**

**The children don't
see the music.
They feel it.
They know it.
It is theirs.**

**And suddenly, like magic,
music is everywhere again.**



**The classroom doesn't change.
But something feels different.
Children move freely.
They clap, stomp, and spin.
Someone laughs while singing.**



**Music shows up in footsteps.
In clapping hands.
In made-up songs and silly sounds.
The classroom feels full again.
Because music was never lost.**



An illustration of five children of diverse backgrounds dancing joyfully in a room. From left to right: a girl with dark hair in a pink shirt and blue jeans, a girl with brown hair in a pink shirt and green pants, a girl with dark skin and curly hair in a purple shirt and red pants, a boy with dark skin and curly hair in a yellow shirt and blue pants, and a boy with light skin and blonde hair in a green striped shirt and blue pants. The room has wooden floors, a bookshelf, and a window with orange curtains. The air is filled with colorful confetti and musical notes. A yellow speech bubble on the right contains the text.

**It was waiting.
Waiting to be played.
Waiting to be imagined.
Waiting to be felt.**