



Music Starts Before the Notes

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

Day 4 - Lesson 4

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 4:

Discovering Melody Through Voice

Hello and welcome,

Today is about melody through the voice.

Children experience melody through:

- Listening
- Humming
- Echoing
- Playing with their voice

They slide (glide), repeat, change direction, pause, and try again as they explore sound.

These moments show melodic understanding growing.

Melody develops through time, repetition, and freedom.

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

For this 5-day lesson:

You can use your voice as the main tool.

This works in a classroom, a preschool circle, or at the kitchen table.

Today, you'll repeat the same three simple steps using humming, echo songs, and call-and-response, so children can explore melody naturally.

With sound and curiosity,

Kaeyllane Dias

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Round 1

HUMMING + ECHO

Step 1 – Create a Listening Moment

Use your voice (10–15 seconds). Choose one simple melodic sound.

You can use a short phrase from a familiar song, such as:

- Row, Row, Row Your Boat
- Frère Jacques

Or simply:

- Hum a short phrase on “mmm”
- Sing two nearby notes (like a small step up, small step down).
- Sing a gentle up-and-down sound

Step 2 – Invite Vocal Response

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

Let children:

- Hum it back
- Sing part of it
- Slide their voice up or down
- Listen first and join later

Avoid correcting pitch.
There is no “right” note.

Step 3 – Name What They Experienced

Ask:

- “Did your voice go up or down?”
- “Did you echo all of it or just part?”
- “Did your sound stay the same or change?”

Name what you noticed:

- “I heard voices humming.”
- “I heard sounds going up.”
- “I saw children waiting before trying.”

Round 2

CALL-AND-RESPONSE

Step 1 – Create a Listening Moment

Sing a short call-and-response phrase.

Examples:

- “Hello-oo” → pause
- “Who-oo” → pause
- “La-la” → pause
- “Do-Re-Mi” → pause

Keep it short and clear.

Step 2 – Invite Vocal Response

Ask one clear prompt: **“Can you answer my sound with your voice?”**

Children may:

- Echo exactly
- Change the sound
- Respond softly or loudly
- Listen and respond later

Avoid correcting melody.
Difference is learning.

Step 3 – Name What They Experienced

Ask:

- “Did your voice answer?”
- “Did it sound the same or different?”

Name what you noticed:

- “I heard answers.”
- “I heard different voices.”
- “I saw listening before singing.”

Round 3

MELODY PLAY

Step 1 – Create a Listening Moment

Invite children to create one small vocal sound.

Say:

- “Hum one sound.”
- “Sing one gentle sound.”

Model first:

- A hum
- One sung note
- A short melodic slide

Step 2 – Invite Physical Response

Ask: “**Does your sound want to go up, go down, or stay the same?**”

Let children:

- Repeat it
- Change direction
- Try again
- Stay quiet and listen

This is exploration.

This is learning through voice.

Step 3 – Name What They Experienced

Ask:

- “Was that your own sound?”
- “Did you change it?”

Name what you noticed:

- “I heard original sounds.”
- “I heard voices trying.”
- “I saw confidence.”



Preschool-Specific Language

You might say:

- "Listen first. Then you can try."
- "Your voice can explore."
- "You can hum softly."
- "Listening is part of learning."

If a child mouths the sound or whispers it, that is participation.

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

If a child changes the sound, that is exploration.

Why This Works

Children learn melody by using their voices.

When you:

- Offer simple melodic models
- Invite echo without pressure
- Allow vocal exploration

You are building the foundation for pitch awareness, melodic memory, and confidence, even if you never use note names or a staff.

This approach works in:

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

And it includes every child.

Get ready for Day 5

Tomorrow, we'll explore how stories unlock musical understanding and how imagination helps children connect sound, rhythm, and melody in meaningful ways.

This is where music begins.

With sound and curiosity,

Kaeyllane Dias