

# Working with the Reggio Emilia Approach within a Music Department in an International School – A case study from Mexico

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**Abstract:** The following research paper will investigate the importance of the Reggio Emilia Approach within Music Education in an International School setting. A case study from a Top Independent College in Mexico where the focus for the Daycare, Early years, Reception and Nursery classes is a combination of the International Early Years Curriculum and Reggio Emilia inspired teaching. Several prominent researchers including Burgess, 2013; Edwards et al., 1998; Herzog, 2001; Hanna, 2013; Malaguzzi, 1998; Page-Smith, 2011 and Wood et al., 2015 have researched the benefits of introducing the Reggio Emilia Approach in a school curriculum. Teachers' assessment of their own and their learners' musical skills and knowledge contributed to their improved practice in music education. Study findings also supported the co-constructed design of the professional development model and confirmed the importance of researcher flexibility toward participant needs, practices, and the influence of setting on the mentorship. The model holds promise for future collaborations between music and early childhood professionals and asserts the value of site-specific engagements. Teaching the Reggio Emilia Approach within an International School can be exciting for a music teacher to explore. They allow learners in early years develop their analytical and critical skills preparing them for the Primary Years Programme (PYP) or International Primary Curriculum (IPC). Learners in Day Care, Pre-School and Reception are given the opportunity to be creative by exploring their musical ideas and perceptions through the use of Orff Instruments and melodic and non-melodic percussion instruments. They will understand how chords are created by adding three notes together that forms the chords. These are good exercises to train their ears to differentiate between the major and minor chords and understand how these work within music. Through the use of music technology, learners have the opportunity to explore the various timbres available for them and how to distinguish between brass and woodwind instruments for examples. For they have listened to various examples demonstrating that there is a difference between a saxophone, which is a woodwind instrument and a trumpet, which is classified as a brass instrument. The difference between the various elements of music. Whether music that they listened to are fast or slow music. Whether it affects their emotions and how the composers use melodies to create different textures. It is an informative way to learn music in an exciting programme which the learners particularly enjoy. For International teachers exploring the Reggio Emilia Method of teaching for music education can allow learners to grow and experience new ideas and perceptions, allowing teachers to make lessons exciting and fruitful experience for learners to attend the music education classes.

**Keywords:** Case study, Elements of Music, Mexico, Music education, Reggio Emilia Education Approach, Reggio Emilia Inspire Education.

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## I. INTRODUCTION

Having taken on the role of Director of Expressive Arts encompassed the researcher to be responsible for the music curriculum in Early Year, Primary, Middle and the Secondary School. The International School in Mexico believed in a holistic approach to education and practices of Reggio Emilia for preschool was used within most private schools in Mexico. The importance of understanding the Reggio Emilia approach to early childhood education is imperative within

any International School setting focusing on the approaches to allowing learners to develop through exploration. Several researchers have conducted intensive research on the benefits of Reggio Emilia education (Burgess, 2013; Edwards et al., 1998; Herzog, 2001; Hanna, 2013; Malaguzzi, 1998; Page-Smith, 2011; Wood et al., 2015). The findings were conclusive with those of Burgess (2013: v) who suggest the following:

*Study findings illustrate how participants' self and community identity impacted their adoption of new instructional strategies in music education and that their musical awareness improved over time. Teachers' assessment of their own and their children's musical skills and knowledge contributed to their improved practice in music education. Study findings also supported the co-constructed design of the professional development model and confirmed the importance of researcher flexibility toward participant needs, practices, and the influence of setting on the mentorship. The model holds promise for future collaborations between music and early childhood professionals and asserts the value of site-specific engagements.*

The researcher strongly agrees with Burgess as one can argue that children learn at a different pace and International schools are gearing more towards inquiry-based learning, where learners use their critical skills to evaluate, explore, redefine and experiment within a global setting. Understanding how the world works and that you have people from different cultures who speak various languages and, in which inevitably is completely different from the mother tongue or language being spoken of the host country.

## II. THE AIMS AND SCOPE OF THE RESEARCH

- *Understanding the basic principles of the Reggio Emilia Approach?*
- *The hundred languages of the learner?*
- *The image of the learner?*
- *The role of the environment?*
- *The role of the teacher?*
- *The value of relationship and interaction of learners in small groups?*
- *Observation and documentation?*
- *The curriculum?*
- *Investigation?*
- *The music education programme?*

## III. UNDERSTANDING THE BASIC PRINCIPLES OF REGGIO EMILIA APPROACH

The understanding of basic principles of the Reggio Emilia Approach derived after the World War II where Loris Malaguzzi and the mothers of Reggio Emilia began to rebuild their lives inspired by the work of Dewey, Piaget, Bruner Vygotsky promoting a social constructivist foundation grounding their philosophy based on the best possible practices for early childhood education. This particular movement became progressive worldwide and highly successful according to researchers Burgess (2013: 38) and Page-Smith (2011).

Burgess (2013: 38) states the following:

*At the heart of the Reggio philosophy is the child as protagonist: learning is child-centered, focused on the child's competencies rather than her deficiencies. Driven by the "hundred languages of children," this approach embraces the rich and varied modes of communication, intelligence, and expressions important in nurturing young children. Collaboration is central to the approach, urging children, teachers, and parents to become co-constructors of knowledge in a setting that nurtures the role of culture and promotes the interdependence of individuals (Hertzog, 2001). In Reggio schools the environment is described as "the third teacher", underscoring the importance of the aesthetic, practical, emotional, and managerial aspects of the entire school environment (Malaguzzi, 1998). Documentation is held as a highly effective form of communication and offers key evidence into the thinking and learning processes of children in Reggio schools. Teachers and students embrace multiple media like photographs, drawings, and other art-based media,*

*as well as text-based evidence of student work (The North American Reggio Emilia Alliance, 2008).*

One can argue without to be competent in anything one has to have a hands-on approach. The diversity the Reggio education offers through immense communication and expression. Music is a form of expression and it is the core of the foundation for early years.

#### IV. THE HUNDRED LANGUAGES OF LEARNERS

The term “hundred languages of learners” refers to the many ways that children have of expressing themselves. Reggio teachers provide children with different avenues for thinking, revising, constructing, negotiating, developing and symbolically expressing their thoughts and feelings. The goal is for the adults and children to better understand one another. Language acquisition is important to understand and how the Reggio programme fosters a level of appreciation and understanding of languages. Through creative exploration, learners have the opportunity to express themselves in their mother tongues and communicate effectively.

Most Reggio educators have the understanding that learners have the capacity for representing a range of ideas in a wide variety of symbolic and graphics modes. Learners need to further develop these tools to investigate and make connections of an object through curiosity. Teachers usually emphasize visual and expressive arts and symbolic tools which connects to languages. The hundred “languages” are the many modes of expression, such as speech, writing, movement, drawing, painting, sculpture, shadow play, collage and music, through which learner communicate and learn about their world. Various media, when combined to tell a story, form a hundred languages. Teachers learn to listen to the “hundred Languages” that learners use to express themselves as individual learners and as “teachers” in their own right ([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)).

These are beneficial for learners in the preschool as they explore and collaboration between departments is important to learners can make these connections easily. If the art and music department works well together internalization of concepts are easy for learners to grasp and understand.

#### V. THE IMAGE OF THE LEARNER

First impressions always last and learners have the capabilities of creating and developing their own image, perception, and ideas. Having studied Educational Psychology, it is important to acknowledge that the most important skill for any young learner is to acquire self-esteem. To become a confident learner is imperative to understand your learners' needs and work around ways to develop an exciting programme that allows them to develop into responsible citizens and preparing them for the outside world where they can excel academically in their own areas of expertise.

The educators in Reggio Emilia first and foremost always speak about the image they have of the learner. Adults in general view learners as competent, full of potential and active in constructing his or her own knowledge through interactions with others. Adults try to understand as fully as possible the learners' viewpoint and abilities. All learners have potential, preparedness, curiosity, and interest in engaging in social interaction, establishing relationships, constructing their learning, and negotiating with everything the environment brings to them. Teachers are deeply aware of the learners' abilities and potential and construct all their learning and the environment of the learners' experience to respond appropriately. As learners participate in their activities, it is important for them to make and correct their own errors. This approach provides the necessary opportunity to become practiced in creative problem-solving. Teachers must have enough respect for learners in order to permit these processes to occur. Reggio teachers neither provide solutions nor leave learners to their own resources. The learner-centered curriculum of Reggio Emilia schools is based on this image of learners as full of life, power and confidence, rather than full of need ([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)).

The research fully agrees with the above statement by allowing learners to always be creative and build a positive image about themselves and how their peers perceive them is very important. Teachers should be sensitive to these learners needs and attributes.

#### VI. THE ROLE OF THE ENVIRONMENT

The environment that the teacher creates for the learner to explore his inquiry mind is important. Through the conscious use of space, color, natural light, displays of learners' work, and attention to nature and detail, the environment serves as another teacher. The environment serves as an invitation to enter and participate. The schools are, of course, the most

visible aspect of the work done by teachers and parents in Reggio Emilia. They convey many messages, of which the most immediate is that this is a place where adults have thought about the quality and the instructive power of space. The appearance of each school is like that of an excellent, experiential museum for the learner. Commitment and creativity of teachers and parents are reflected in the attention to detail and design. Intrigue and curiosity result from careful placement of materials and products of children from previous years. Adults and learners personalize each school with their message boxes, art, documentation panels, and investigations. Many panels convey a sense of history and identity of each school. Colour, light, mirrors, shadows, recyclable materials and natural artifacts including plants are used to enhance the environment and provide discovery opportunities. The layout of physical space, in addition to welcoming whoever enters the schools, fosters encounters, communication, and relationships. As suggested by Reggio teachers and other researchers, "learners learn more effectively" when they are able to use a wide variety of materials in a wide range of activities and in cooperation with adults who help them ask good questions. In addition, it is desirable to provide environmental support that is a real collaboration among school, families and the community([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)).

Creating a positive learning environment for the learner to become a lifelong inquirer is important through allowing them to realize their potential abilities to create, analyze and internalize things happening in the classroom.

## VII. THE ROLE OF THE TEACHER

The teacher plays an imminent role within the Reggio Emilia approach as he/she becomes the person who guides and supports the learner to reach their full potential through inquiry-based learning and developing their artistic skills within the Arts Faculty or music classroom. Teachers need to be highly motivated and encourage learners and praise them regularly. They have to remember that learners come from unique cultural backgrounds. For some English might be an additional language so it is important to always apply differentiation in the classroom. Ensure you utilize all the resources available to you or implement technology to ensure that learning is informative and stimulating for each learner.

The teacher has an important role to fulfill being part of the learners' educational journey and ensuring that the learners understand how the world works through facilitating the learners' ability to represent what they know and imagine. Teachers mediate between learners' current understanding and what they are on the threshold of understanding by reviewing and helping the learner tell the story of their own learning; arranging new experiences, challenges, and problems; connecting learners with resources; facilitating group discussions and social interactions; reflecting learners' ideas; and facilitating the development of new skills. To know how to plan or proceed with the learners learning, teachers observe and listen to them closely. Teachers use the understanding they gain in this way to act as a resource for them. They ask questions and discover the learners' ideas, hypotheses, and theories. Then the adults discuss together what they have recorded through their own notes, or audio or visual recordings, and make flexible plans and preparations. Then they are ready to enter again into dialogues with the learner and offer them occasions for discovering and also revisiting experiences since they consider themselves to be partners in this process of learning which might proceed with pauses and setbacks, but which is an experience constructed and enjoyed together with the learner. The role of teachers, therefore, is considered to be one of continual research and learning process, taking place with the learners and embedded in team cooperation. Doing the research, reflecting, and listening to children together with other colleagues, contributes to a situation of the continuous individual and group professional growth ([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)).

The teacher is responsible for the well-being of the learner through mentoring and guiding the learner to achieve their best possible results. It is important to have a good relationship between the teacher and learner and foremost allowing learners to be creative, imaginative and reach their full potential that to the researcher is the important and rewarding aspect of teaching.

## VIII. THE VALUE OF RELATIONSHIPS AND INTERACTION OF LEARNERS IN SMALL GROUPS

The positive relationship in the classroom allows learners to become more confident learners and to be proactive in their own learning. To understand the value of relationships and interaction of learners within a small group setting where the teachers' ratio is usually small is important to value within an international school setting.

In preparing the space, teachers offer the possibility for learners to be with the teachers and many of the other learners or with just a few of them, or even alone when they need a little niche to stay by themselves. However, teachers are always aware that learners learn a great deal in exchanges with their peers, especially when they can interact in small groups.

Such small groups of two, three, four or five children provide possibilities for paying attention, hearing and listening to each other, developing curiosity and interest, asking questions and responding to them. It provides opportunities for negotiation and dynamic communication. This type of small group also favors the emergence of cognitive conflicts that can initiate a process in which learners construct together new learning and development ([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)).

When there are positive relationships build between peers and learners they interact more freely and more determined to conclude projects and assignments. They ultimately have curious minds where they enjoy concluding research projects and exploratory learning. Self and peer assessment is important and always to ensure that learners are aware of the criteria and merits that they will be judged.

## IX. OBSERVATION AND DOCUMENTATION

It is important for the teacher to be organized and have their files in order and ensure that all documentation and assessments are updated regularly. These assessments should be concluded on a regular basis and parents given feedback on the educational, social and psychological needs learners require to ensure they achieve the best possible results and are consistently working towards reaching their full potential.

As the teacher's role becomes more of an observer and documenter, she becomes a facilitator and co-learner. The way the Reggio teachers facilitate the learning is by asking questions that lead learners to other thoughts and further actions. The teacher also provides books and other resources on investigation topics that the learner examines in order to make relevant decisions. The teachers explain that they learn how to work with children by continuously observing. The teachers do not rely solely on their memory but document interactions and learning by audio or visual taking, writing notes and taking slides or photographs of the learners. Transcripts of children's remarks and discussions, photographs of their activity, and representations of their thinking and learning using many media are carefully arranged by teachers, to document the learners' learning (and the process of learning) done in schools. This documentation has several functions:

- Documentation contributes to the extensiveness and depth of the learning gained by the learner from their investigations and other learning. <sup>[1]</sup><sub>[SEP]</sub>
- Documentation makes it possible for parents to become acutely aware of their learners' experiences at school. Parents are aware of their learners' experience and maintain their involvement. <sup>[1]</sup><sub>[SEP]</sub>
- Documentation is an important kind of teacher research allowing teachers to understand the learner better and to evaluate the teacher's own work, thus promoting their professional growth. <sup>[1]</sup><sub>[SEP]</sub>
- Documentation makes learners' aware that their efforts are valued. <sup>[1]</sup><sub>[SEP]</sub>
- Documentation creates an archive that traces the history of the school and the pleasure of learning by many learners and their teachers. <sup>[1]</sup><sub>[SEP]</sub>
- Documentation provides information about learners' learning and progress that cannot be demonstrated by tests and checklists ([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)). <sup>[1]</sup><sub>[SEP]</sub>

It is mandatory to ensure these files are easily accessible and in a central point for other teachers to access in case of the absence of the current teacher. To regular assessment and evidence to provide the necessary conclusions about the learners' progress is important. Teachers should meet regularly to ensure that action plans are in order to make provision for those learners not meeting the assessment criteria and standards.

## X. THE CURRICULUM

The curriculum needs to be reviewed regularly and create a positive atmosphere for learning to take place. To ensure that every learner develops and enquire the necessary skills to ensure they become life-long learners through inquiry-based learning. Through the creation of an exciting curriculum, the learners will benefit greatly by encompassing their creative minds to reflect upon their educational journey and make the necessary improvements to reach their full potential.

The curriculum is not established in advance. Teachers express general goals and make hypotheses about what direction activities and investigations might take; consequently, they make appropriate preparations. Then, after observing learners in action, they compare, discuss and interpret together their observations and make choices that they share with the learner about what to offer and how to sustain the children in their exploration and learning. In fact, the curriculum develops in

the process of each activity or investigation and is flexibly adjusted accordingly through this continuous dialogue among teachers and children. The learner pursues extensive investigations of their world, guided by teachers who share their sense of adventure and “amazement” ([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)).

The curriculum allows learners to express themselves especially in music with an exciting programme the learners will benefit. For early years it is important to introduce the learners to composition through the use of Garage band. By allowing them to perform regularly as a soloist or as part of an ensemble builds their self-esteem and confidence. For the pre-school movement is imperative so allow learners to explore their cognitive skills by allowing them to move to "happy" and "sad" music. Embrace their cognitive motor skills by allowing them to gallop, skip and walk to music. Creating a positive atmosphere for them to explore the various instruments available to them. Making theory informative and exciting through the use of technology and accessing the various applications available through the application store. There are various programmes and applications available for music education which will stimulate the learners' interest to enjoy music more. In Mexico, each learner has to explore and create their own rhythmic patterns through the use of percussion instruments. They have to play various melodies as a soloist or ensemble through Orff percussion play. These allow the learners to listen attentively to each other and perform confidently at assemblies.

## XI. INVESTIGATION

The principle of investigations allows learners to think critically and evaluate their research through exploring and sharing their ideas with their peers. Through inquiry-based learning, learners have the potential to achieve greater success in all areas of the curriculum. Whether it includes the cultural programme of English as additional language research has proven that learners learn best when they inquire about information and seeking to improve their knowledge and understanding of how the world works. Prominent researchers including Davis et al. (2013), Gardener (1983) and Gordon (1990) researched multiple intelligences and how inquiry-based learning improves learners' attributes.

Investigations provide the backbone of the learners' and the teacher's learning experiences. They are based on the strong convictions that learning by doing is of great importance and that to discuss in groups and to revisit ideas and experiences is the primary way of gaining better understanding and learning.

Ideas from investigations originate in the continuum of the experience of the learner and teachers as they construct knowledge together. Investigations can last from a few days to several months. They may start either from a chance event, an idea or problem posed by one or more learners, or an experience initiated directly by the teachers.

Investigations can be based on any relevant topic such as shadows, reflections, dinosaurs or rain in the city.

Their distinguishing aspects included the following:

- The teacher's role is that of both facilitator and partner in learning; <sup>[1]</sup><sub>[SEP]</sub>
- Topic selection is based on student interests and experiences; <sup>[1]</sup><sub>[SEP]</sub>
- Collaboration occurs among learners, teachers, and parents; <sup>[1]</sup><sub>[SEP]</sub>
- Investigation content emerges from the learners' spiraling understanding; <sup>[1]</sup><sub>[SEP]</sub>
- Multiple experiences occur with the same and different media in order to represent cognition; <sup>[1]</sup><sub>[SEP]</sub>
- Repetition of activities takes place for different purposes; <sup>[1]</sup><sub>[SEP]</sub>
- Extended time may be devoted to an investigation; <sup>[1]</sup><sub>[SEP]</sub>
- Investigations are usually small-group rather than whole-class; <sup>[1]</sup><sub>[SEP]</sub>
- An investigation should include a broad range of concepts, such as maths, science, art, writing, social studies and music ([www.stcuthberts.school.nz](http://www.stcuthberts.school.nz)). <sup>[1]</sup><sub>[SEP]</sub>

Allowing learners to understand the importance of why it is to investigate things using the internet and reading a variety of books allows them to fully develop into natural inquirers. In the music classroom, the learners enjoy exploring what they are learning through using the I-pads to generate new ideas on a concept being taught. They particularly enjoy visual stimulation and reading about different facts and explaining how they perceive the information they have read with their peers, parents, and friends. These opportunities allow the learners to accept responsibility for their own learning and

continue to seek answers to questions that they might pose with regards to concepts being taught. For instance, if a lesson is covering membranophones they would read about the various African musical instruments and want to explore their understanding of ethnomusicology. At a young age they familiar with the term being used and that in Western society we have a classification for instruments including, Idiophones, Membranophones, and Chordophones according to Musicology. They also then understand that Musicology is the scientific study of music where researchers analyze music and explore their talents through composition.

## XII. THE MUSIC EDUCATION PROGRAMME

The Early years' programme allows learners to explore their musical talents through exploration. Part of the programme allows them to develop their fine motor skills and enhance their cognitive development by focusing on the theory of Multiple intelligences of Howard Gardener.

According to the music educationalist, Wendell Hanna, who researched the Emilio approach in depth with the research paper entitled: "A Reggio-Inspired Music Atelier: Opening the Door Between Visual Arts and Music". She focusses on the different approaches to connecting music and art as part of the arts programme. Hanna (2013: 1) notes the following with the *connection to music and the arts programme*:

*Visual arts are a central and accepted aspect of the Reggio approach. This may lead music educators to wonder, why visual art and not music? Early childhood music educator Andress (1998) first asked the question, 'Where's the music in Reggio Emilia?' (p.14) and argues that music would be a perfect fit for the approach. O'Hagin (2011) describes how a music atelier (a large area richly furnished with carefully selected and deliberately placed materials for problem-solving and discovery-making in music) could be created in a Reggio inspired setting. Ferris and Nyland (2011) believe that music used in the Reggio approach can foster citizenship in unique and appropriate ways. Smith (2011) observed the use of music in a North American Reggio preschool and determined music to be successfully incorporated into the approach. Bond (2012) observed how music was used in three North American preschools and found that music projects, taught in similar ways to Reggio projects, were excellent additions to these schools. In Melbourne, Australia music was integrated successfully through musical 'learning stories' in which the children were the protagonists in each story (Acker and Nyland 2012). Finally, in the town of Reggio Emilia, schools have been experimenting with projects such as 'Between Sound and Music' which focus on using musical instruments with children (Reggio Children 2009 The International Center for the Defense and Promotion of the Rights and Potentials of All Children in Reggio Emilia, Italy).*

The researcher will focus on a holistic private college in Mexico close to Esmeralda Verdes. The early years' programme offers the learner the opportunity to develop their musical skills and a focus especially in Early years and even in the Primary School is to give importance to the Emilio Reggio approach to music education. It is important for learners to develop utilizing all areas of multiple intelligences as highlighted by Howard Gardener. Particular focus is on bodily kinaesthetic and spatial where they understand how to enrich the fine motor skills, allowing room for cognitive development. It is important for learners to understand how the world work and be creative by exploring different sound and pitches as part of the elements of music modules. Learners are encouraged to move regularly to music whether they are walking to happy or sad music? They need to understand that music evokes human's emotions and that through exploring different sounds that they are able to create their own melodies. Learners have to opportunity to understand how the various pitches work and then able to create their own tunes accordingly.

### ELEMENTS OF MUSIC:

#### Pitch and Melody:

- Learners will differentiate between high and low pitches – Through the use of technology the learners will explore high and low sounds and the various instruments.
- Learners will listen to polyphonic melodies or examples where the two melodies blend together. Through the use of technology and ear training, the learners will develop their ears further by listening actively to various examples.

#### Timbre:

- Learners will listen to various examples of genres of music through various instruments including String, Brass, Woodwind and Percussion and that music affect peoples' feelings. Some music would make you happy and others would make you sad?

- Learners will explore the various instruments through the use of technology and see the pictures and listen to the sounds of the various instruments and identify them accordingly.

**Texture:**

- Learners will understand that in music there are different types of textures: monophonic, polyphonic and homophonic textures and understand how to differentiate between the three through actively listening examples for them to identify. Through the use of technology, the learners will create a single melody line (monophonic)
- Learners will understand the music exists through different layers being added together so when they explore composition through the use of technology and Garage Band that they understand that joining two melodies together create polyphonic textures.

**Structure:**

- Learners will actively listen to various examples of music depicting the idea of the Binary form (AB), Ternary (ABA) and Rondo form (ABACA). That music has a theme with variations through the use of listening examples where they can differentiate between the various structures.
- Learners must be able to compose a simple melody through the use of Garage Band demonstrating their understanding of Binary (AB) and Ternary form (ABA).

**Dynamics:**

- Learners will listen to examples of music played where they can differentiate between Loud and soft music.
- Learners will have to at least be able to demonstrate their understanding of five Italian terms:

*Piano (p), Forte (f), Pianissimo (pp) Mezzo Forte (mf) and Mezzo Piano (mp).*

**XIII. CONCLUSIONS AND RECOMMENDATIONS**

Teaching the Reggio Emilia Approach within an International School can be exciting for a music teacher to explore. They allow learners in early years to develop their analytical and critical skills preparing them for the Primary Years Programme (PYP) or International Primary Curriculum (IPC). Learners in Pre-School, Reception, Daycare are given the opportunity to be creative by exploring their musical ideas and perceptions through the use of Orff Instruments and melodic and non-melodic percussion instruments. They will understand how chords are created by adding three notes together that form the chords. These are good exercises to train their ears to differentiate between the major and minor chords and understand how these work within music. Through the use of music technology, learners have the opportunity to explore the various timbres available for them and how to distinguish between brass and woodwind instruments for examples. They have listened to various examples demonstrating that there is a difference between a saxophone, which is a woodwind instrument and a trumpet, which is classified as a brass instrument. The difference between the various elements of music. Whether music that they listened to are fast or slow music. Whether it affects their emotions and how the composers use melodies to create different textures. It is an informative way to learn music in an exciting programme which the learners particularly enjoy. For International teachers exploring the Reggio Emilia Method of teaching for music education can allow learners to grow and experience new ideas and perceptions, allowing teachers to make lessons exciting and fruitful experience for learners to attend the music education classes. The Early Year learners enjoy to move and learn their Jolly phonics through music. The young learners enjoy movement and body percussion and playing on non-melodic and melodic percussion instruments. They enjoy being part of the Orff ensemble and exploring the various elements of music including tempo where some music they perform are slow and others are fast. They also enjoy creating their own melodies using the Glockenspiels and Xylophones and experimenting with high and low pitches.

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