

## **Theories of Music**

There are 3 main theories that continue to influence music teaching in early childhood. They are by i) Emile Jaques-Dalcroze, Carl Orff and Zoltan Kodaly. Let us focus on them each at a time.

### **1. Emile Jaques-Dalcroze (1865 – 1950)**

Was a Swiss musician and educator and he developed a system of music that is still used in early childhood. His pedagogy originated in the early part of twentieth century as he studied approaches to ear training. His approach was three pronged including eurhythmics (unique form of rhythmic movement), ear-training, and improvisation. These elements required imagination, keen listening and prompt response to the musical stimulus. The approach thus was organized around the following:

#### **i) Movement**

This is the development of bodily movement as a means of fusing the movement activities of the child with intellectual experiences causing coordination. Eurhythmics were the core of Dalcroze's approach as they raised each person's musical sensitivity to the optimum level. Eurhythmics are activities through which children respond to music by doing whatever music tells them to do for example stopping according to the pulse. From preschool years, children can be motivated to use their bodies to illustrate salient (most significant) features of music. Through eurhythmics, the body becomes a personal instrument for realizing the music from the simplest to the complex.

#### **ii) Listening**

This is the process of developing an ear for sound and thus the ability to sing a melody. Ear training was the second critical component in Dalcroze's approach. Children were trained to identify tones and semitones.

#### **iii) Creating**

Creating is the capacity for free expression that integrates movement and Listening. This was the third component of the approach. Dalcroze believed in an integrated approach to music in which listening, moving and creating would be interrelated.