



The Role of Music in Children's Development

September 2017


Presenters:
Tal-Chen Rabinowitch, PhD




Session Objectives

At the end of this presentation, you should be able to:


- Describe research on the effects of music on children's cognitive and social development
- Understand how different types of musical interventions may enhance cognitive and social capacities in children
- Identify ways to implement these music interventions in your own setting





Session Agenda


Here's what we're doing today:

1. Review how music might influence children's cognitive and social development
2. Discuss why music may be linked to cognitive and social development
3. Examine strategies for enhancing children's cognitive and social development through music



 Music as a listening activity





 ECDTL


 Music as a performance activity



 ECDTL

 Music as a social activity



 ECDTL


How do you use music with children?



How have you used music with children?
Have you listened?
Performed?
Engaged in music socially?

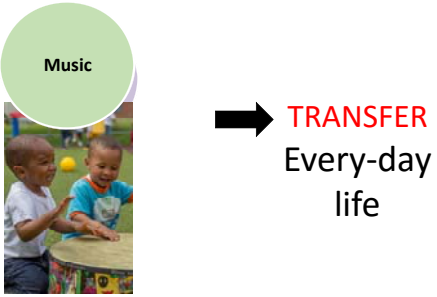
Type your responses in the chat box

Music in children's lives




ECDTL

A transfer effect

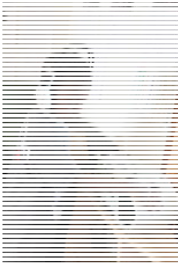


Music

➔ **TRANSFER**
Every-day
life


 Music as a listening activity: The 'What'

- Listening to music may make kids' spatial ability and creativity slightly better





Schellenberg, 2005


 ECDTL

 Music as a listening activity: The 'Why'


- Listening to music may require children to use their spatial ability and creativity in order to understand and make sense of it




 ECDTL

 Music as a performance activity: The 'What'

- Musical training boosts:
 - IQ (specifically in **reading**, **mathematical**, **spatial** and **verbal** abilities)
 - Children's **working memory**
 - Ability to learn a **second language**



 ECDTL


 Music as a performance activity: The 'Why'

- Additional enjoyable learning opportunities
- Develop specific abilities
- Music's abstract nature
- Type of personality





Corrigall et al., 2013; Schellenberg, 2005; Swaminathan & Schellenberg, 2016



 Music as a social, interacting activity: The 'What'

- Cooperation
- Sharing
- General prosocial skills
- A capacity for empathy






 Music as a social, interacting activity: The 'Why'

- Synchrony
- Imitation
- Attention





Music as a social, interacting activity: The 'Why'

SYNCHRONY ASYNCHRONY

Rabinowitch & Meltzoff, 2017

ECDTL

The diagram shows two swing sets side-by-side. The left swing set is labeled 'SYNCHRONY' and shows two children swinging in phase, with arrows indicating their movements are in sync. The right swing set is labeled 'ASYNCHRONY' and shows two children swinging out of phase, with arrows indicating their movements are not in sync.

Music as a social, interacting activity: The 'Why'

ECDTL


The left photograph shows two young girls sitting at a table with two white electronic devices, possibly tablets or sensors, on the table. They appear to be interacting with them. The right photograph shows two young girls standing at a table with a dark surface. One girl is reaching out to touch a red object on the table while the other looks on.

Music as a social, interacting activity: The 'Why'

ECDTL

This block is identical to the one above, showing two photographs of children interacting with musical instruments.


Music as a social, interacting activity: The 'Why'



➔ **TRANSFER?**

ECDTL

Music as a social, interacting activity: The 'Why'



➔ **EMPATHY**
Every-day
life

Rabinowitch, Cross & Burnard, 2013


ECDTL

Summary so far


- Forms of musical engagement
- Cognitive and social benefits for children
- Transfer effect
- Likely underlying processes for a cognitive transfer effect
- Likely underlying processes for a social transfer effect




ECDTL

 A few points to consider


- The importance is in how children perform the music activities rather than in the type of music being used
- Other mediums can also enhance cognitive and social skills in children; music is one of them






From Research to Practice:

- How to create more opportunities for children to engage with music?
- What kinds of activities can they do?





 Creating opportunities for children to engage with music



- Provide children with a playing device
- Take children to music concerts and shows
- Open children up to a wide variety of musical genres, styles and instruments



Creating opportunities for children to engage with music



- Provide children with musical tools to play with; any tool that can produce a sound is good!
- Learning how to sing or play a musical instrument is a wonderful way for children to perform music

NCECDL


Creating opportunities for children to engage with music



- Gather a few children together and provide musical instruments/tools to play with
- Group music classes especially for the very young children
- Participate in a choir, orchestra or ensemble


NCECDL


Activities for listening to music




- Ask questions about the music being played to deepen the child's engagement with it
- Provide the child with information about the origin and culture of the music being played


NCECDL

 **Activities for making music**




- Encourage the child to try out as many sounds and sound combinations as possible
- Providing a child with formal musical training is a great way to expand one's opportunities for engaging with music


 ECDTL

 **Activities for making music social**




- Synchrony games
- Imitation games
- Attentiveness games


 ECDTL

 **How will you use music?**

What kinds of activities are you inspired to try with children?

Type your responses in the chat box



 ECDTL

Wrap-up

- Music can be experienced in different ways
- Music can be beneficial for children's cognitive and social development by transferring skills from the music domain to other domains
- There are specific underlying processes that might be responsible for these transfer effects
- Ways to both create opportunities as well as activities for children to engage in music in a meaningful way

NCECDL

Thank you!



NCECDL
