

## Why teach music in your primary French Immersion classroom?

- Children love music! Music is fun and inclusive, and leads naturally to oral participation and movement activities.
- *Intellectual and academic development - music can enhance:*
  - reading skills, motor development, abstract thinking, improvisation, and originality<sup>1</sup>
  - memory<sup>2</sup>
  - spatial reasoning (listening to Mozart and learning to play the keyboard have both been shown to positively affect spatial reasoning)<sup>3</sup>
  - literacy skills: phonological awareness, phonemic awareness, orthographic awareness, fluency, vocabulary acquisition, comprehension, narrative skills, grammar<sup>4</sup>
- *Social and emotional development - music can improve:*
  - classroom attitudes<sup>5</sup> and behaviour
  - relationships, social cohesion, self-esteem, social skills, empathy, respect and tolerance, cooperation, and problem-solving <sup>6</sup>
  - positive mood<sup>7</sup>
  - self-esteem<sup>8</sup>
- *Music facilitates second language learning:*
  - many of the same parts of the brain are implicated in learning music and a second language<sup>9</sup>
  - music is positively linked to improved grammar and comprehension in a second language<sup>10</sup>

Created by Emily Villavicencio © 2016 [www.musiquepourtout.weebly.com](http://www.musiquepourtout.weebly.com)

---

<sup>1</sup> Butzlaff, 2000

<sup>2</sup> Bilhartz, 2000; Butzlaff, 2000

<sup>3</sup> Hurwitz, Wolff, Bortnick, & Kokas, 1975; Kalmar, 1982; Rauscher, 1994

<sup>4</sup> Darrow, 2008; McEwing, 2011

<sup>5</sup> Gardiner, 2000

<sup>6</sup> Blandford & Duarte, 2004; Kim, 2004; Levine, 1997; Palmer, 2001; Peretz, 2005; Sawyer, 1991  
Spychiger et al, 1995

<sup>7</sup> Custodero, 1998

<sup>8</sup> Rickard et al, 2013

<sup>9</sup> Slevc, 2006

<sup>10</sup> Lowe, 1995

## References

- Bilhartz, T. D., Bruhn, R.A., & Olson, J.E. (2000). The effect of early music training on child cognitive development. *Journal of Applied Developmental Psychology, 20*(4), 615–636.
- Blandford, S., & Duarte, S. (2004). Inclusion in the community: A study of community music centres in England and Portugal, focusing on the development of musical and social skills within each centre. *Westminster Studies in Education, 27*(1), 7-25.
- Butzlaff, R. (2000). Can music be used to teach reading? *Journal of Aesthetic Education, 34*(3/4), 167–178.
- Custodero, L. A. (1998). Observing flow in young children's music learning. *General Music Today, 12*(1), 21-27.
- Darrow, A. (2008). Music and literacy. *General Music Today, 21*(2), 32-34.
- Gardiner, M. F. (2000). Music, learning, and behavior: a case for mental stretching. *Journal for Learning Through Music, 1*, 72-93.
- Hurwitz, I., Wolff, P. H., Bortnick, B. D., & Kokas, K. (1975). Nonmusical effects of the kodaly music curriculum in primary grade children. *Journal of Learning Disabilities, 8*(3), 167-174.
- Kim, C. (2004). Nurturing students through group piano lessons. *American Music Teacher, 54*, 28–31.
- Levine, D. (1997). Someday that might be me. *Educational Leadership, 55*(2), 33–35.
- Lowe, A. (1995). *The effect of the incorporation of music learning into the second-language classroom on the mutual reinforcement of music and language*. (Unpublished doctoral dissertation). Urbana-Champaign: University of Illinois.
- McEwing, H. (2011). Music, movement, and early literacy: A best practices primer for “gotta move!” *Children & Libraries, 9*(2), 29-35.
- Palmer, H. (2001). The music, movement and learning connection. *Young Children, 56*(5), 13–17.
- Peretz, I. (2005). The nature of music. *International Journal of Music Education, 23*(2), 103–105.
- Rauscher, F. H., Shaw, G. L., Levine, L. J., Ky, K. N., & Wright E. L. (1994). Music and spatial task performance: A causal relationship. Paper presented at the 102nd Annual Meeting of the American Psychological Association, Los Angeles, CA. Accessible online at: <http://files.eric.ed.gov/fulltext/ED390733.pdf>
- Rauscher, F. H., & Zupan, M. A. (2000). Classroom keyboard instruction improves kindergarten children's spatial-temporal performance: A field experiment. *Early Childhood Research Quarterly, 15*(2), 215–228.
- Rickard, N. S., Appelman, P., James, R., Murphy, F., Gill, A., & Bambrick, C. (2013). Orchestrating life skills: The effect of increased school-based music classes on children's social competence and self-esteem. *International Journal of Music Education, 31*(3), 292-309.
- Sawyer, R. K. (1999). Improvised conversations: Music, collaboration, and development. *Psychology of Music, 27*(2), 192–205.
- Spychiger, M., Patry, J., Lauper, G., Zimmerman, E., & Weber, E. (1995). Does more music teaching lead to a better social climate. In R. Olechowski, & G. Svik (Eds.), *Experimental research in teaching and learning*. Bern, Switzerland: Peter Lang.