Steady Beat Vocal Rhythms

Track 5: Awareness and Expression
Category: Voice Expression

Age: 3 -6 years

Group/Individual: Group/Individual

Materials: List of Vowel/Consonant Combinations

Prerequisites:

- "Toning Long Vowel Sounds"

Guide Preparation:

- "Working with the Child Who is Sensitive to Sound"
- "Guidelines for Toning: How to Protect Your Voice"
- "Voice in the Body"

Repetition and Duration: Progress variations over 8 times over 1 year

Presentation:

4 Beat Vowel Rhythms

1. Let the children know that you are going to create a vocal rhythm. Tell them to listen first and then make the same rhythm in sync with you.
2. Choose a rhythm that feels comfortable for you. To keep a steady rhythm, tap on your leg during the exercise, especially during the pauses in vocalization. You can also use a metronome.
3. Exaggerate the lip movements for each vowel sound.
4. Tone each vowel sound (*Uu, Oh, Ah, Eh, and Ee*) in a 4-beat sequence, 4 times. Between each repetition pause for 4 beats**.** The first of the 4 is done to demonstrate. Have the children join you for the last 3.

Uu Uu Uu Uu (tap 1, 2, 3, 4) *Uu Uu Uu Uu* (tap 1, 2, 3, 4)...

Uu Uu Uu Uu (tap 1, 2, 3, 4) *Uu Uu Uu Uu* (tap 1, 2, 3, 4)... PAUSE

Oh Oh Oh Oh (tap 1, 2, 3, 4) *Oh Oh Oh Oh* (tap 1, 2, 3, 4)...

Oh Oh Oh Oh (tap 1, 2, 3, 4) *Oh Oh Oh Oh* (tap 1, 2, 3, 4)... PAUSE

Ah Ah Ah Ah (tap 1, 2, 3, 4) *Ah Ah Ah Ah* (tap 1, 2, 3, 4)...

Ah Ah Ah Ah (tap 1, 2, 3, 4) *Ah Ah Ah Ah* (tap 1, 2, 3, 4)... PAUSE

Eh Eh Eh Eh (tap 1, 2, 3, 4) *Eh Eh Eh Eh* (tap 1, 2, 3, 4)...

Eh Eh Eh Eh (tap 1, 2, 3, 4) *Eh Eh Eh Eh* (tap 1, 2, 3, 4)... PAUSE

Ee Ee Ee Ee (tap 1, 2, 3, 4) *Ee Ee Ee Ee* (tap 1, 2, 3, 4)...

Ee Ee Ee Ee (tap 1, 2, 3, 4) *Ee Ee Ee Ee* (tap 1, 2, 3, 4)... PAUSE

5. Note when students are off rhythm. If they are, slow down the rhythm.

Consonant Rhythms

1. Choose a rhythm that feels comfortable for you. If you need help keeping a steady rhythm, try tapping on your leg.

2. Create a simple rhythm by using consonants. Do each 4 beat sequence twice. Between each repetition pause for 4 beats. Keep tapping the same rhythm during the pauses between the consonant sounds. The first of the 4 is done to demonstrate. Have the children join you for the last 3 in sync.

   Ba Ba Ba Ba (1, 2, 3, 4) *Ba Ba Ba Ba* (1, 2, 3, 4)...

   Da Da Da Da (1, 2, 3, 4) *Da Da Da Da* (1, 2, 3, 4)...

   Ga Ga Ga Ga (1, 2, 3, 4) *Ga Ga Ga Ga* (1, 2, 3, 4)...

   La La La La (1, 2, 3, 4) *La La La La* (1, 2, 3, 4)...

   Ma Ma Ma Ma (1, 2, 3, 4) *Ma Ma Ma Ma* (1, 2, 3, 4)...

   Pa Pa Pa Pa (1, 2, 3, 4) *Pa Pa Pa Pa* (1, 2, 3, 4)...

3. Exaggerate the lip movements for each consonant sound.

4. If doing call and response show the listening ear as you do the first rhythm so the children listen clearly to hear and understand the consonants, rhythm and pauses.

5. For Call and Response - Do each 4 beat sequence twice. Pause as the children repeat.

   Ba Ba Ba Ba Children: *Ba Ba Ba Ba*

   Ba Ba Ba Ba Children: *Ba Ba Ba Ba*

   Da Da Da Da Children: *Da Da Da Da*

   Da Da Da Da Children: *Da Da Da Da*

   Ga Ga Ga Ga Children: *Ga Ga Ga Ga*

   Ga Ga Ga Ga Children: *Ga Ga Ga Ga*

La La La La	Children: *La La La La*
Ma Ma Ma Ma	Children: *Ma Ma Ma Ma*
Ma Ma Ma Ma	Children: *Ma Ma Ma Ma*
Pa Pa Pa Pa	Children: *Pa Pa Pa Pa*
Pa Pa Pa Pa	Children: *Pa Pa Pa Pa*

Different Tempos

1. When comfortable, try the above exercises at different tempos.
2. Try slow, medium, and fast rhythms.
3. Go progressively from really slow to really fast, until no one can keep up. Keep this fun and silly.

Language: Vowel * Consonant * 4 beat * Call and Response

POINTS OF INTEREST	DEVELOPMENTAL VALUE
Volume: Note how the volume of your toning affects the children – creating calmness or activation.	
Keep a Steady Beat: If a children become agitated at all, make sure your rhythm is consistent. If necessary, use a metronome to learn to keep a steady beat rhythm.	Consistent rhythms create steady brainwaves that entrain the child into a state of physical, mental, and emotional coherence, resulting in overall peace and harmony.
Disengagement: Note when students are unengaged. Adjust exercise accordingly. Children will engage over time.	

PURPOSE	RESEARCH AND ASSUMPTIONS
Overall Connection: ➢ **Presence**	The quality of being present creates focused attention on the child's sounds, movements, and reactions. This establishes a basis for attachment and bonding that will aid in the development of peace, awareness, emotional intelligence, self-confidence, and social connectedness.
➢ **Coherence**	Consistent tones create steady brainwaves that entrain the child into a state of physical, mental, and emotional coherence, resulting in overall peace and harmony. This coherent state strengthens immunity and overall health, while also generating a sense of bonding. Vocalizing a consistent tone slows down the heart rate and respiration, while synchronizing brainwaves to help release tension and create a coherent state in the mind and body.
➢ **Consistency**	Consistent rhythms entrain the child into peace, creating physical and emotional stability through the development of steady brainwaves, thought patterns, and focus. This stability strengthens immunity and overall health, while also generating a sense of bonding. In addition, the development of in sync timing is foundational for cognitive thought, movement, sensory response, and vital functions. Repetitive speech catalyzes a parasympathetic response of the nervous system and increased vagal tone by stimulating the vagus nerve.
Emotional Connection: ➢ **Emotional Engagement**	Consistent emotional engagement supports the integration of multisensory stimuli, social connection, self-regulation, self-awareness, self-esteem, and empathy. Additionally, emotional excitement created through these engagements enhances memory and learning.

	Emotionally engaging with nonverbal communication (body language, facial expression, eye contact, tone, and intention) aids in right brain development.
➢ **Emotional Stability**	Consistent rhythms and tones entrain the brain into a coherent state that supports emotional stability. When consistent tones or harmonious melodic intervals are listened to or produced by the voice they create emotional and physical harmony. Emotional stability contributes to overall well-being, self-confidence, sense of security, emotional intelligence, and positive social behavior.
➢ **Confidence and Self-esteem**	Secure attachment supported by emotional engagement provides a foundation for developing confidence and self-esteem. Confidence and healthy self-esteem effect overall well-being, playing an important role in feelings of security, acquiring and mastering new skills, likelihood to succeed in the world, and forming healthy relationships.
Mental Connection: ➢ **Brainwave Entrainment**	Consistent tones and rhythms create brainwave entrainment, a process whereby the brain synchronizes to the frequency of the external stimuli. This allows the brain to entrain into certain brainwave states, such as delta, theta, alpha, and beta. These brainwave states have been proven to enhance sleep, meditation, creativity, presence, focus, learning, and mental processing.
➢ **Whole Brain Synchronization**	Music, rhythm, and geometry engage both sides of your brain and help them work together, creating whole brain synchronization. This stimulates the corpus callosum, strengthening the bridge between the two brain hemispheres. Whole brain functioning

	improves cognition, focus, memory, creative thinking, problem solving, overall mental health, and the ability to perceive connections between seemingly contradictory concepts.
➢ **Speech and Language Skills**	Auditory discrimination of vowel sounds is a necessary foundation for the future development of speech and language skills. Word associations with vowel sounds further support language learning. Rhythm exercises support future language learning, as similar to music, language has strong rhythmic patterns. The timing of syllables in language helps define one speech sound from another and it's the ability to identify these differences that helps babies learn to speak.
Sensory Refinement: ➢ **Auditory Awareness and Stimulation**	Auditory stimulation is important for normal brain growth and connectivity. Non-auditory changes, such as attention, memory, and cognition, play an important role in auditory development.
➢ **Temporal Awareness**	Differentiating between short and long sounds is important for auditory processing and the optimal development of temporal awareness. The ability to differentiate short and long sounds involves the awareness of time, which serves as an important aspect of language learning and the development of social intelligence. It also contributes to speech and language skills.
➢ **Auditory-Visual Integration**	Visually locating the source of a sound in space enhances auditory-visual integration, supporting optimal sensory development important for preverbal logic and language

	learning.
➢ **Multisensory Integration**	Multi-sensory input and output create higher brain functioning. Infants can perceive emotions as they learn to discriminate these emotions in multimodal contexts. Attention to relationships between faces, tones of voice, and emotional states develops with experience.
➢ **Novelty**	The auditory system adapts in response to novel stimuli, allowing for neural plasticity, a key feature of development throughout the nervous system.

Future Learning:

- Nonverbal and preverbal communication, language preparation
- Developing steady beat rhythms for playing more complex rhythms
- Emotional stability