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# Band Camp-training with children under 6 years old

Ritjärvi, Eveliina

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## Band Camp-training with children under 6 years old

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Tämä toiminnallinen opinnäytetyö esittelee mallin opettaa musiikkia bändilähtöisen mallin mukaan. Tässä lapset, alle 6 vuotiaat tarhalaiset, harjoittelevat tuttuja lastenlauluja yhdessä opettajien ja eri instrumenttien kanssa. Tämä bändi treenaaminen on ylimääräistä aktiviteettia toteutettavaksi normaalien musiikkituokioiden rinnalla valitussa päiväkodissa. Tämä opinnäytetyö pyrkii luomaan mallin opettaa musiikkia bändin kaltaisella kokoonpanolla. Opinnäytetyön tavoitteita ovat tutustuttaminen lapset erilaisiin soittimiin, sekä näyttää ja ohjeistaa kuinka soittimia soitetaan yhdessä ja erikseen. Tämä opinnäytetyö esittelee myös konseptin bändi ja opettaa lapsille taitoja ja ymmärrystä kuinka musiikkia voidaan luoda ja soittaa yhdessä. Opinnäytetyö on saanut inspiraationsa kirjoittajan ja päiväkodin johtajan yhteisestä kiinnostuksesta musiikkiin. Kuten myös nykypäivänä pidetään tärkeänä kuinka lasten päivät tulisivat olla mielenkiintoisia ja idearikkaita, luova toiminta ei tällöin ole lapsille koskaan pahitteeksi.

Toiminnallinen opinnäytetyö antaa kirjoittajalleen maanläheisemmän lähestymistavan aiheeseen kuin tutkimuspohjainen opinnäytetyö. Tässä opinnäytetyössä esitellään yksityiskohtaisesti 14 eri session suunnitelmat, jotka toteutettiin yhdessä Teddy Bear Daycaren lasten kanssa. Lapset olivat jaettuna kahteen ryhmään, Pandat ja Koalat ja tämä jako on päiväkodin oma ryhmäjako. Näin lapset ovat alkujaankin olleet 16 hengen ryhmissä. Sessiot ovat suunniteltu niin, että jokainen 3-6 vuotias lapsi on voinut toteuttaa tehtävät oman taitotasonsa mukaisesti. Suunnitelmien jälkeen opinnäytetyö esittelee kuinka suunnitelmat toimivat käytännössä, ja tuliko suunnitelmia muuttaa millään tavalla sujuvuuden takaamiseksi.

Yleisesti ottaen lapset ovat innoissaan kaikesta uudesta. Kun aktiviteetti on esitelty niin että jokainen lapsi sen ymmärtää, ovat lapset vastaanottavaisia ja innokkaita osallistujia. Kaiken kaikkiaan johtopäätös on seuraavanlainen: yleisen ilmapiirin ja aktiviteettien onnistumisen jälkeen voi todeta projektin onnistuneen hyvin. Lapset nauttivat niin sanotusta bändi soitte- lusta. Osa lapsista innostuivat todella paljon soittamista, joita sessioiden aikana esiteltiin. Vaikka tilat joissa projektia suoritettiin olivat pienet eivät ne dramattisesti vaikuttaneet lopputulokseen. Instrumentit ovat erittäin tervetullut käsite joita lapset haluavat kokeilla. Bändilähtöinen musiikinopetus tulisi nähdä toimintana toteutettuna rinnakkain normaalien musiikkituokioiden kanssa. Kantava teema toiminnassa ovat instrumentit. Tavalliset lastenlaulut voidaan muuttaa bändimäisempään muotoon vain soittamalla perus rytmiä muutamalla eri soittimella. Tämä malli joka opinnäytetyöhän on luotu voidaan myös muuttaa liiketalouden ideaksi jota voitaisiin jalostaa ptikälle sosiaalialalla.

Eveliina Ritjärvi

**Band Camp-training with children under 6 years old**

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This activity based thesis introduces a band camp-training model, where children under 6 years old can practice song together with teachers and instruments. This band camp- training is an extra activity held for the children outside the regular music sessions in the chosen day-care. This thesis aims to create a model for teaching music playing in a band or assemble. The objectives are to introduce children to different instruments and show and teach how to use them individually and in a group. The project will also introduce the concept of a band and give tools to children to understand how music can be created and performed together. This thesis got its inspiration from the writer's and the daycare director's own interest towards music. As developing new activities for children and trying to keep the days interesting and pleasant, a creative activity is never bad for children.

Activity based thesis gives more "hands on" approach than a research thesis, where the aims and objectives cannot be measured or put into numbers. This thesis contains detailed plans for 14 sessions held together with the Teddy Bear Daycare children. Children were divided into two groups, Pandas and Koalas, which is the daycare's own system to divide the children into a group of 16 children. The sessions were planned so, that all the children from 3 to 6 years old could execute them on their own skill level. After the plans the execution part reveals how the plans worked in real life and did the plans needed to be altered in any way.

Children are generally always excited when something new happens. When an activity is explained and shown in a manner that everybody understands what is going on, children are very eager to take part. An overall conclusion is, that the project itself was successful and children enjoyed the band camp-training. Some of the children got very excited about the instruments introduced during the sessions and even though facilities were fairly small, that did not effect on the outcome. Instruments are a very welcome concept that children are eager to try out. The Band Camp-training should be seen an extra activity for children that can be executed side by side with the regular music sessions. The theme of the band camp-training lies on the instruments. Regular nursery rhymes can be transferred into band songs just by playing the basic rhythm, with two or three different instruments. The model created for this thesis can also be turned into a business model for further development.

Keywords: band training, music education, early childhood education, creativity

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## 1 Introduction

Music is an integral part of the young child's life. Even young children can recognize familiar tune and sing them with a fair degree of accuracy, and by the time they are in kindergarten, approximately 90 % of children say they enjoy taking part of musical activities. When asked about specific types of musical experiences, children express the greatest preference for dancing and moving freely to music. This is followed by singing songs and playing musical instruments. (Hughes, 2010, 248.) Sadly in early childhood education in Finland, daycares' musical activities do not incorporate instruments that often, which is understandable taking into consideration the age and physical qualities of the participants. In this thesis that point of view is going to be challenged as the aim of the thesis is to introduce instruments and Band camp-training to children under 6 years old.

This thesis aims to create a model for teaching music playing in a band or assemble. The objectives are to introduce children to different instruments and show and teach how to use them individually and in a group. The project will also introduce the concept of a band and give tools to children to understand how music can be created and performed together. This thesis is a project based thesis which takes place between August 2016 and January 2017. It is done together with a working life partner from Lahti, English language immersion daycare Teddy Bear Daycare. The daycare has approximately 30 children and 6 staff members. Children are divided into two groups; Koalas and Pandas. The band camp-training is going to be executed for two weeks in a month, once a week for Pandas and once a week for Koalas during the afternoon hours. The aim is to have band camp session two weeks in a row, as children would then remember the last week's events. As the daycare has its own schedules, it was discussed that the amount of 10 session with each groups is enough to introduce the band camp- model for the children and give the other teachers the tools to continue during the spring term if they wish so. The grand final of the project will be on the Christmas show, in December 2016, when the staff, children and parents gather together to celebrate Christmas and the ending of the autumn term.

The idea to execute a project like this has gotten its inspiration from the writer of the thesis herself and also the daycare owner's own interests and hobbies related to music. As an entrepreneur, you may have more freedom to choose in what direction to take your company to. Private daycares have more freedom to choose the special subjects or themes they want to emphasize in the curriculum, of course keeping in mind the regulations and objectives of the Early childhood education curriculum in Finnish language known as VASU (Varhaiskasvatussuunnitelma). In Teddy Bear Daycare the English language is clearly the driving force when educating the children, but as the working methods of language immersion kindergarten become more familiar it is easy to support this method through arts and music and

other activities. Being creative and offering children upscale education is not depending on the language, but the creativity in one's mind.

## 2 Background

This thesis aims to create a model for teaching music playing in a band or assemble. The objectives are to introduce children to different instruments and show and teach how to use them individually and in a group. As mentioned above, the inspiration for the thesis rises from the individual's talents in the music field and the possibility to combine work and a dear hobby. The working life partner has successfully mapped out the workers' best qualities and skills in order to achieve the best possible care and education for the children. Music itself is a huge part of Early Childhood Education already and kindergartens in Finland pay attention to it equally together with sports and arts. In Finland the guidelines for Early Childhood education are defined in early childhood education curriculum, more commonly known as VASU. These guidelines are used as a base for all the activities done at Teddy Bear Daycare.

### 2.1 The working life partner

Bilingual early childhood education aims for exploiting the sensitivity era when children are more sensitive towards language and its development. This can be done by offering more comprehensive language education. The children are given opportunities to absorb languages and use them through activities and play. The aim is that being in a multilingual environment should activate the child's curiosity towards languages and an urge to experiment. Also different cultures encounter more naturally in early childhood education institutions. (Opetushallitus, 2016, 19.)

Bilingual early childhood education is divided into two sections; narrow and vast. In the narrow aspect of the education, the aim is to wake the interest towards the language and give a positive experiences to support it. This could include play schools or afternoon clubs that happen in another language than the mother tongue. In the vast aspect of the education the aim is to create and develop skills and attitudes work and communicate in bi-or multilingual environments. Language immersion daycares are the perfect example for this category. (Opetushallitus, 2016, 19.)

Teddy Bear Daycare is an English language immersion daycare in central Lahti, offering clients the chance to learn English language in a multicultural environment. Teddy Bear Daycare has been running for over 16 years and is one of the two facilities offering English language immersion daycare in Lahti. The daycare's main aim is to offer the child the skills needed to face more culturally diverse society. (Teddy Bear Daycare, 2016.) In Teddy Bear daycare

there are 30 children with 6 staff members. Also students and practitioners are helping around. The kindergarten's daily schedule is formed as following;

7.30 Kindergarten opens

8.00-8.30 Breakfast

8.40 Morning circle

9.00 Daily activities starts (depending on the date it is either art, music, teddy school, sports)

10.00 Playtime outside

11.00 Lunch

12.00-13.15 Nap time

14.15 Story time

14.45 Snack

15.30 Playtime outside and going home

17.00 Kindergarten closes

The Band camp-training sessions are planned as so, that they can be carried out in the afternoon during story time as this is the time during the day when all the teachers are working and most of the children are present. When executing this project the new laws and legislation concerning group sizes needs to be taken into consideration as government decided new laws on the matter. Starting from 1.8.2016, one kindergarten teacher/ worker with proper education, may have 8 over 3-years old children under care simultaneously. (OAJ, Opetusalan Ammattijärjestö, Varhaiskasvatuslaki, 2016.) This increases the kindergarten's capacity to take in more children, and thus the groups are growing, the Band Camp-training sessions should be planned and timed so, that everything would operate in an appropriate manner.

## 2.2 Band Camp-training

Training in a band is a very common form of practicing music and performing among musicians. When playing in a band, it is crucial to learn what other instruments are doing, what melody or key are they following. Training in a band can possibly give some insight on how other instruments work, how PA systems are build and taken care of and also how music can be recorder and edited for your own requirements.

Band training is nowadays offered in different facilities such as school, music schools, conservatories, youth centers and so on. One can also participate on educational courses, which will not offer a degree in music but transferable skills in order to apply to the degrees. The main aim is to teach playing in a band, through the theory of music and putting the skills in action. Lahden Musiikkiopisto, for example, offers band training in the following assembly; guitar, drums, keyboard/piano, bass/bass guitar, singing and wind instruments (Lahden Musiikkiopisto, 2016). Band training is also a popular method used among youngsters in youth work.



It is crucial to recognize at this point, the differences between this project and the music school for small children. In music schools the children learn the basics of music by playing and easily understandable theory. Sure the objectives of this thesis are quite the same but it has to be kept in mind how this thesis aims to bring these two different worlds, music schools and daycares together. Music schools for young children aims their activities to be considered as hobbies, that prepare the child to continue the musical journey through out the comprehensive school. In this thesis the Band Camp-training tries to offer extra activity to support the guidelines of early childhood education curriculum and break the routines in a daycare.

### 3 Music in Early Childhood Education

As we know, the early years of human development are the crucial one. These years develop us, in psychological and physical level. Music in early childhood does not only develop the knowledge and skills in music but music also effects on our whole process of creating our personality and concept of self. Through out the decades music has been a familiar element on children's lives, whether it was podcasted through CD or cassette, or heard in concerts or music programmes seen on television. Also our parents have been a source of music as children songs and lullabies may have been sang by our mothers, fathers, grandparents and so on. In this following chapter the music in Early Childhood education will be looked through briefly, combining the theory to the plans of the activity sessions. It is also crucial to research the relationship between children and instruments as instruments are a very important part of Band Camp-training.

#### 3.1 Early childhood education curriculum

In Varhaiskasvatussunnitelman perusteet (2016. 38.) it is said how important it is to choose a working method suitable for the children. One should use a certain method after evaluating the children's age, needs and skills, in order to practise good early childhood education. Creative and more activity based methods are more suitable for children and they support the natural development and learning of a child. (Opetushallitus, 2016, 38.) The aim in early childhood education is to support the learning process and offer goal-directed support in child's musical, artistic, verbal and non-verbal communication. It is also crucial to introduce children to different cultural heritages and different fields of art. (Opetushallitus. 2016. 41.) Music and the different elements of music have always, in some form, been part of human culture (Hongisto-Åberg, Lindeberg-Piironen, Mäkinen. 1998. 19). When a early childhood education succeeds in music it can create a life long relationship between a child and music itself. And this way give the opportunity later on to handle emotions in a constructive manner, even the negative one. Music also has the power to empower the listener and it has

been studied how music can decrease stress and anxiety. (Hongisto-Åberg, Lindeberg-Piironen, Mäkinen. 1998. 17.)

### 3.2 Music and creativity

Being creative is one of the key elements in this thesis, but a good question needs to be bear in mind. What is music and from what it is actually made of? Just like recipes and languages also music has its own structure and system to follow. Music works as a whole. But it can be divided into smaller pieces, basic elements, which can be used in different purposes or by themselves. (Hongisto-Åberg, Lindeberg-Piironen, Mäkinen, 1998, 22.)

It is also necessary in this thesis, to shortly go through some theories of learning and creativity as the project itself is so clearly linked with early childhood education and children learning how to play instruments together. In traditional models of pedagogy, learning is characterized as the passive absorption of knowledge, which is later tested in exam-based scenarios.

Piaget's theories of cognitive development and constructive theories suggest that learning occurs through active exploration and interaction with the environment. This provides the individual student with opportunities to construct knowledge and form their own understanding of the world. According to the constructivist approach, the important features of learning are as follows. First, learning is contextual. It is not possible to assimilate new knowledge without having an already existing knowledge structure. Second, one needs this knowledge structure to learn. Students learn by constructing meaning for themselves through active participation within various knowledge domains. Third, learning is a self-regulated process where each individual learns at a different rate depending on their prior knowledge and experience. (Truman. 2011. 202.)

Drawing on the social constructivist and socio-cultural accounts of Dewey, Vygotsky, and Rogoff and many other theorists, they view learning as a social activity that takes place through interactions with others and the external environment. This approach has a number of advantages. For example, by discussing their experiences with others, children develop shared understandings. This is especially advantageous in collaborative settings. (Truman. 2011. 202.)

In Finland the daycare and school system is heavily based on the Friedrich Fröbel's model of teaching, just like in the most parts of the Europe. In Teddy Bear Daycare the English language immersion is mixed with this approach. But as you can see, in this project it is very hard to determine what theory to follow when teaching children to play in a band, as the teaching does not only happen in a social interaction but also Piaget's cognitive development and learning theories are applied.

### 3.3 Children and instruments

As it has become quite obvious, different instruments play a huge role in this thesis and how the activity sessions have been planned out. On the following chapter the instruments used in this thesis are gone through together with some theory to support why the certain instrument was chosen, but also the relationship between children and instruments is looked through as well. What are the benefits instruments can bring to a music session, or what are the challenges to consider?

Body and voice are the first instruments a child has after being born. On this thesis the term body music has been used to describe the activities and song played with your own body. The usage of the instruments in your body requires a bit of imagination, but it is one of the most simplest way to introduce music and rhythm for the children. (Hongisto-Åberg, Lindeberg-Piironen, Mäkinen. 1998. 116.) One can use their voice to mimic different sounds, and basic rhythms can be carried out by using arms and legs to clap on one's own body or different surfaces. Also sports like dancing can be incorporated to body music as while dancing, children can make different type of sounds.

Wooden, simple instruments are probably the most used in daycares and they are considered to be the basic instrument for the child to have. One of the most popular wooden instrument are the rhythm sticks, very often used in this activity based thesis as well. The sound of the rhythm sticks is fairly pleasant when playing them with children, as children often play out of rhythm and they may use quite a lot of force when playing the instrument. The rhythm sticks also fit very nicely on the hand of the child, thus it making it so easy to play. During the band camp-training teacher are teaching the children how to hold the sticks properly in order to produce a clear sound from the stick. The hold should be open, one stick laying on the hand when the other stick hit it from the above. This way making sure there is enough surface to play. (Hongisto-Åberg, Lindeberg-Piironen, Mäkinen. 1998. 121.) The hold is the opposite to the hold of drummer's sticks.

In some occasion, and especially during the sessions closer to Christmas, a set of jingle bells can be introduced as well. There are bunch of different bell instruments; the ones you can hold in your hand, tie on your ankle or wrist, or then ones that actually have a handle or a stem. Using jingle bells as the only instrument to play the basic rhythm is not the best idea, but as an added element together with other instruments jingle bells work just fine.

(Hongisto-Åberg, Lindeberg-Piironen, Mäkinen. 1998. 125.)

A maraca is also one of the basic instruments a child can have. Instead of maraca the children in this project used rhythm eggs, which is basically the same as maraca, without the handle. An instrument like this is easy to play and usually get children very excited as the sound mimics the sound of a baby toy. When you play a rhythm, egg or a maraca, and shake it or hit it against your hand, you are able to get a steady rhythm with an instrument like this (Hongisto-Åberg, Lindeberg-Piironen, Mäkinen. 1998. 123).

Fipple flute, in this thesis referred as just a flute, is a new element added to the list of instruments. As one of the teachers had a strong background in playing a flute, it was exciting to add an element of a surprise for the children. With a flute like this children are able to test and try out some melodies. As this flute is more suitable for 6 years and older in this project the 4 and 5 year old who were interested and had the needed fine motor-skills, got the opportunity to pick their own flute and test it out during some of the sessions. (Hongisto-Åberg, Lindeberg-Piironen, Mäkinen. 1998. 136)

The thesis itself does not aim for the actual instrument teaching what is offered in other services outside the daycare, such as music play schools, music schools and so on. The aim is to wake the interest of the child towards the instruments and offer activity children enjoy doing on their free time. As there are also daycares where the curriculum is already heavily based on music, the thesis's objective is not to turn the English speaking daycare into one. But to offer other type of activity to spice up the routines in the daycare. The content and actual activities executed during the sessions are entirely up to the teachers to decide, this thesis only making it on the very basic level and form of education.

#### 4 Activity based thesis

This thesis is an activity based thesis, as it is more suitable option to plan and execute training sessions for children, than a research. More "hands on" method gives the author of the thesis more clear picture of how to manage the project and sessions in real life and are the children actually interested in band camp-training. This way the evaluation is also easier and accurate. In this type of thesis it is crucial to find a working life partner, who wants to help you to execute the activity sessions or project (Vilkka, Airaksinen, 2004, 16). An activity based thesis and a project based thesis go hand in hand. The activity based thesis is a perfect opportunity to make yourself noticed on the job markets and creating relationships to different service providers.

##### 4.1 The different phases of project work

A project is a goal-directed process that takes a certain period of time to execute and complete (Vilkka, Airaksinen, 2004, 48). When starting a project, it is crucial to check the phases what needs to be done in order to carry out a successful project. First of all, one needs to decide the project conception and initiation. An idea for a project will be carefully examined to determine whether or not it benefits the organization. During this phase it also needs to be recognized can the project be realistically completed. In this case the organization was more than happy to support the Band Camp-training, as the band practicing in general was a common interest of the staff and management. Just like regular music

sessions need to be planned and executed the band camp-training option could be carried out efficiently.

Project always needs a plan or a scope in order to be executed correctly. It outlines the work one is about to perform. A project plan is similar to a plan used in activity based thesis. One needs to create a thesis plan in order to map out the core idea and aims and objectives.

During this phase the project workers/ project managers should prioritize the project, figure out the aim and objects of the project and calculate budget and schedule. Also it needs to be research what type of resources are available. One should be able to commit themselves to the thesis plan. Sometimes the planned methods are proven to be impossible to execute, but on the main level, theme and objective wise, one should be able to execute the promised thesis aims and objectives. If the methods need to be altered in order to execute the thesis, there should be nothing wrong with that. (Vilkka, Airaksinen, 2004, 27.)

This thesis aims to create a model for teaching music playing in a band or assemble. The objectives are to introduce children to different instruments and show and teach how to use them individually and in a group. As the daycare already had some instruments available the thesis plan is clearly using the equipment already provided from the organization. Some instruments like the flutes were ordered for the children, but that suggestion was given by another teacher and was related to her personal work and abilities. Luckily in Band Camp-training there is room for all sorts of instruments, and by this it was clear to include the flutes to the plan as well. Also the schedule needs to be sorted out in a way it suites not only the daily/weekly program of the daycare but also that it suites for the other teachers. In a small organization like Teddy Bear Daycare and where the facilities are as small, it is crucial to include all the teachers into the project and keep them informed what happens and what time. This is for keeping the daily structure still organized and by this making sure the children are not stressed about the project or feel uncomfortable participating. As the other group is having a story time while others are in Band Camp-training, it is important when switching the groups the next day, that the afternoon activities/stories stays the same for others as well.

Once the plan is finished it is time to execute the project. Below it is listed the detailed and clear plan how to execute each session. But as it always goes in social services, when working with other people one can never be sure that the plans can be executed 100% as they are written so the managers of the project need to have some backup ideas, so that the whole project does not fall on one mistake or one non-executed task. Project managers will compare project status and progress to the actual plan, as resources perform the scheduled work. During this phase, project managers may need to adjust schedules or do what is necessary to keep the project on track. In this thesis the manager of the project is also the one who is executing the project with a help of another teacher. But this teacher is depending on the information she is given by the project manager.

After project tasks are completed and the client has approved the outcome, an evaluation is necessary to highlight project success and/or learn from project history. Even though this thesis is an activity based thesis, it is crucial to maintain the exploratory attitude, even though the end result may not be a research. It is just as important to evaluate why the certain client group was chosen, what the outcomes of the project were and how do those correlate with the theory. (Vilkka, Airaksinen. 2004,154.)

#### 4.2 Activity sessions plans

In the following chapter I am presenting the plan and timetable to execute the band camp-training during the autumn term. All the sessions are having a clear structure what to follow during the training, this way making it interesting and easy to follow for the children. It also has to be recognized, as the client group is formed out of under school ages children, they depend on the routines quite a lot. Creativity in its broadest sense across all temporal arts activity rests on introducing novelty in the form of a new idea while remaining consistent with what has come before. The balance of variation with repetition over time has to be judged however. Variations introduce interest and can generate anticipation and thus sustain the play. Too much variation on the other hand can result in loss of continuity. (Young, 182) The session will be started with a warm up, which could be introducing the instruments or some vocal exercising. It is then followed by the main activity, the song we are learning together. At the end of the session we will close the session either with relaxation exercise or listening to a song one of the children has chosen.

With this project it is impossible to change the themes of the sessions or activities weekly as children in the daycare are so small. Repetition is required. Thus this reason both groups Pandas and Koalas will have two linked sessions per month, where activities are similar and instruments stay the same the gradually adding more dimension to the band camp. The plan presented below is exactly the same for Pandas and Koalas. Also another teacher is required to be present and help out as both of the groups have over 10 children present at a time. Duration approximately 30minutes.

##### 4.2.1 Sessions 1 and 2

The aim of this session is to introduce children to the image and context of a band. First two weeks we are practicing the song “Twinkle Twinkle Little Star” as it is one of the most known childrens' song in English but it is also recognizable for Finnish children.

**Starting:** Sit down and have a talk with the children, what is a band, what does it mean. What elements you need in a band. Make sure children understand the context also in Finnish, thus the reason using bigger children as interpreters.

**Activity:** The song for this session is “Twinkle Twinkle Little Star” Children are divided into 2 groups based on their age and motor skills. One teacher takes older children into another

room, where the first instrument flute is on display and children to try it out. Before the session the daycare has bought brand new flutes for children in order to give the willing participants one of their own. This way for example hygiene has been taken into account in a place where diseases spread easily. This one teacher is going through the flute and teaching the first basic holds from the flute. In this case the first note is H.

Other teacher is left with more smaller children to learn the dance/ hand movements that are part of the song. As the song is so familiar and been played on the daycare before, even the newcomers should learn it fairly quickly as others and the teacher are showing an example.

After practicing about 15 minutes the children are gathered in one room. Dancers will sit in the front and flute players are standing in the back. This way the correct children are able to follow the correct teacher, as teachers are showing example in the front. Then the “Twinkle Twinkle Little Star” will be played all together couple of times, to show children how making different activities together, we can make music and play a performance as a band.

**Ending:** Children will return their flutes and everyone will sit down on the floor. To calm down teacher will ask to perform a simple breathing exercise which is familiar to children from music sessions. Deep breath in through your nose for 3 seconds, blowing it out through your mouth for 3 seconds.

#### 4.2.2 Sessions 3 and 4

We are continuing with the song “Twinkle Twinkle Little Star”, this time adding more instruments to the show. Children who last time did not play any instruments are introduced to rhythm sticks.

**Starting:** Children are gathered in one room and explained what the day's band camp session is going to contain. Teachers are talking with children the previous week's events and memorizing the song together.

**Activity:** Children are divided the similar way as before. Bigger ones will practice with the flutes. This session's activity slot will be quite similar to the first week's one, as flute itself as an instrument is a new one for children. The ones who do not wish to play with the flute after the first session are offered to play bells in the same rhythm as the flutes.

In the other room, smaller children will go through the dance one more time before moving on to the rhythm sticks. The teacher will introduce the instrument by showing and playing it in front of the teacher. All children are given their own pair of rhythm sticks. After trying them out, teacher will show while singing the song, how the sticks are played in this song, with what rhythm. All together the group will play together “Twinkle Twinkle Little Star” so that as many children as possible will hear and realize the basic rhythm that goes on throughout the song.

After about 15 minutes the groups are going to be combined in a similar manner as previous week both groups following their own teacher for help and instructions. "Twinkle Twinkle Little Star" will be gone over couple of times or as many as children are up to it.

**Ending:** The teachers will ask one free chosen song to be played for the children and they can loosen up and dance around to the song. This way giving some brake from the very structured body of the band camp sessions.

#### 4.2.3 Sessions 5 and 6

We will continue with familiar children's songs for now, as the whole band camp concept is quite new to the children still. The song children are about to practice are "Itsy- Bitsy Spider" and "Mary Had a Little Lamb".

**Starting:** Introducing the new songs. Children will sit down in a big circle and teachers will give some tips and clues what could be the next songs they are about to play.

**Activity:** Children are divided to two groups, roughly by the age. Other teacher will take the children to other room to practice with instruments; rhythm stick and rhythm eggs. The smaller children will stay with other teacher to learn the game/dance moves belonging to these songs.

After a while of practicing the groups will come together to perform both of the songs. This way simulating the last session we have had in order to create some sort of familiar base and structure for the children. This way the concept of band camp-training becomes more clear in their minds.

**Ending:** The children will put the instruments away and sit down on the floor. Teachers can ask around how was it like, did the children enjoy the session and so on. The session will be finished with a breathing exercise introduced on the sessions 1 and 2.

#### 4.2.4 Sessions 7 and 8

This is a week four with children in Band Camp-training and the sessions will be quite similar to the session 3 and 4. Aim for these sessions is to introduce the term of basic rhythm to the children. We will be continuing with the same songs "Itsy- Bitsy Spider" and "Mary Had a Little Lamb" but adding a bit more challenge changing the instruments. On these sessions also an electronic drums are introduced to the children, but the teacher will be playing them.

**Starting:** Children will sit down together in a circle and the session will be opened with introducing the electronic drum set. A teacher will be playing the drums in order to give a clear image for the children when to play instruments and give a beat for the song. This is how children are also introduced more in listening to the rhythm and playing according to that. Of course children are different, and not all individuals, children or adults have the ear to hear a rhythm in a song. Thus this reason these activities are not to be taken too seriously



but to bare in mind everything is for the children and for them to learn and explore the environment.

**Activity:** The children are divided as they have been in previous sessions. We will continue with the same songs as last time. Bigger children will go with the other teacher, to practice these songs with a flute. An instrument the children have tried before in the previous sessions. If some children feel that the flute is too difficult, they are offered other instruments like bells or triangle and they can sing the song.

Smaller children will warm up a bit going through the song and dances once with the other teacher. After this they are handed rhythm sticks. Both of the songs will be practiced so that children would aim to play the stick at the same time as the teachers in banging the drum. Children are also advised to try to sing at the same time as they are playing their stick. After a while of practicing the children will come all together in one room to play the songs together and see and hear how all the instruments and singing go together and how it sounds.

**Ending:** When the instruments have been put away we talk sit down and have a little chat what we have done during this session. After these tasks that have required so much concentration and attention, the children can choose a song to dance with. This is to unwind and relax children, even though it is dancing, but children enjoy it a lot when they get to move around freely with music.

#### 4.2.5 Sessions 9 and 10

Introducing a new song for children. It is called “Hakuna Matata” from the Walt Disney Movie “The Lion King”. The children will be singing the chorus of the song. As we have now introduced some instruments to the children, it is also important to notice how music does not always require actual instruments. The themes for the October sessions are body music and singing.

**Starting:** “Hakuna Matata” as a song is familiar to some of the older children in the daycare. The sessions is started with translating the song, what the title means in English and in Finnish.

**Activity:** Children are divided into two groups. Bigger once and smaller once. All of the children have the same theme while practicing but according to the age and motor skills the tasks are divided as so. Smaller children will be practicing the lyrics and clapping the basic rhythm at the same time. Bigger children will have more complex choreography incorporating hand and leg movements.

After practicing the children will be brought together to perform the song, as we have done in all other sessions so far.

**Ending:** As the theme of the whole academic year on the daycare, multiculturalism plays also a role in Band Camp-training. At the end of the session, we are taking the children a walk in Africa. The children are asked to sit down and listen to the nature sounds played to them. The children are asked to recognize the animals playing on the background and act as the

animals. For example if the children hear a lion roar, they are asked to show how lions move or roar. After a animal or two, there is an animal chosen which children need to demonstrate how does the animal sleep. This way we get the children to lay down and relax.

#### 4.2.6 Sessions 11 and 12

This is the final session before the Christmas season starts. We are still making music with out bodies, incorporating the previous plan. Children are singing the chorus of "Hakuna Matata"

**Starting:** Start with the game introduced on the previous sessions ending. This time not ending the game on how some animal sleeps but how animals jump, eat, run and so on.

**Activity:** Children are divided into two groups, same once as on the previous Band Camp-training. Memorize with children the previous sessions' body music dance. As it can be anticipated the last session and the body music parts could be quite difficult for children who has not done activities like this before, it is crucial to use TOISTO quite a lot. To add some difficulty the teachers may play either the electronic drum set or rhythm sticks to show the basic rhythm of the song and ask children to follow that rhythm. This also supports the theoretical side of music and music education, how all songs have PERUSSYKE.

After practicing the children are asked to perform the song all together. At this point as this has become a routine for children, some places could be mixed around or children could be asked to stand in smaller groups. This is only to create some sense of dimension and how space can be used in a performance as well.

**Ending:** Breathing exercise presented above in previous sessions together with listening to African nature sounds.

#### 4.2.7 Sessions 13 and 14

As this is the last session before the Christmas show, the children are being prepared for the following week where the daycare practices the Christmas show quite many days in a row. This is the perfect time to introduce children to the songs they are playing together as a band. Children will be singing one song, all together. Thus this reason the variation of instrument for a song is kept quite simple.

The teachers are going to be choosing the song for the Christmas party. The songs is going to be a familiar one, used on earlier years so that learning the lyrics does not take too much time. Children are going to perform "Rudolf the Red Nose Reindeer" Instruments used in the song are going to be rhythm sticks, rhythm eggs, electric drum set and children's own bodies to make music. The children are divided into three groups by the instruments and roughly by the age. Smaller children could use their hands in order to clap the basic rhythm together with the electric drum set. Older children are given the rhythm sticks and eggs.

**Starting:** A short discussion about the Christmas show and explaining to the children how the Band Camp- trainings over the past few months have lead to the point that it is time to perform to teachers and parents all together.

**Activity:** Divide the children by clappers and instrument players and divide the instruments as mentioned above. Like every other session the children are asked to go to separate rooms to practice with a teacher. It is very important to take some time to go through the lyrics as well as the basic rhythm and instruments needed in this song.

After practising the song, children will come together and the practising continues all together. It is important that children and teachers go through the song as many times as the timetable allows, in order for the words and rhythm to sink in.

**Ending:** As the final session is coming to an end, teachers will explain to the children how this particular performance is going to be practised more during the next week or so. As the Band Camp-training sessions are coming to an end the children will continue their Christmas show practises combining this performance to other ones. Feedback will be asked from the children on the following way, using open discussion.

- How did you like Band Camp?
- Was there something you didn't like?
- What was your favourite song? What about a song you didn't like?
- What was your favourite instrument, and what was an instrument you didn't like?

## 5 Activity part execution

Here it will be explained how each sessions went down with the children, did the aims of the thesis become fulfilled, how much the plans needed to be fixed in order to carry out a session on that day. In this part the knowledge is based on what we have done and what states on the field notes. Keeping field notes has proven to be a very important tool when executing and evaluating a project like this.

### 5.1 Sessions 1 and 2

We start with sessions 1 and 2, where the aim was to introduce the context of a band. After sitting for a while and talking about it together with another worker as well, one of the older girls was able to explain what is "a band" in Finnish. The teachers were able to draw the same conclusion in both Panda and Koala groups. Children were explained how they are going to be divided into groups to practice the songs.

For a completely new element that has not been tested before in the daycare, the project introduces the flutes. Very basic model flutes. As one of the teachers masters playing the flutes, it was a nice addition to the instruments used in a daycare, and something completely different for the children to try out. Older children, who wanted and were able to hold the

flute, got their own flutes to play them from time to time during Band Camp sessions. As the first song is “Twinkle Twinkle Little Star”, which is universally well known children's song, it is an easy song to start with. Older children from the group leave the room and go to another to get to know the flutes and other instruments a bit better.

In the other room the younger children were learning the “Twinkle Tinkle Little Star” as most of the children had not been in the daycare for as long as others or had just started this autumn. First the children are singing the songs just to get to know the lyrics. After this the “dance” moves or hand movements are added in order to support the lyrics and help the children to memorize it quicker.

After practising children were asked to come together in one room and the song is sang through with hand movements and flutes playing the basic note on the background. After this it was time to put the instruments away and have a moment to relax with the children. The relaxation exercise was a familiar one to the children as it has been used in music sessions earlier. Breathing in through the nose and out through the mouth, aiming to concentrate on the breathing and introducing the idea of calming down before nap time.

## 5.2 Sessions 3 and 4

In these sessions, as they got started, one could tell how children were generally more interested in Band Camp-training. As the last week's concept was now somewhat familiar, it was easier for the children to follow and as the songs were the same as on the first session, the melody and lyrics were also manageable. The aim for these sessions was to actually learn the “Twinkle Twinkle Little Star” as it is a rhyme used very often in the daycare and is universally known song. The sessions got started with a brief discussion about Band Camp and memorizing the song from last week.

During these sessions the aim was also to continue with the flutes and bring in some easy instruments like rhythm sticks and rhythm eggs. As the children were divided like last time, the older children got to choose whether they wanted to use a flute or some other instrument. As the flute was a completely new element to the whole music sessions at the daycare, quite many children were eager to try it out. Even the ones who hesitated at first. The younger children got the rhythm sticks, as the trajectory is similar to clapping. Thus this reason rhythm sticks could be considered as an “easy” instrument to handle.

When playing with flutes, the teacher taught only the basic hand positions needed when holding a flute, and the underline note which in “Twinkle Twinkle Little Star” is KYSY TARJA.

After a while of practising children are asked to gather to one room where together with the teachers' lead the song will be played and sang couple of times. This was a success as for time to time the instruments played in harmony so well, and children had learned the lyrics of the song, so the singing was fluent as well. The session was ended with one of the children's

favourite song called “Sata Salamaa” by Antti Tuisku and children got to move and dance to the song, just the way they wanted. This last exercise was about breaking the more routine type of teaching and relax the mind and body.

### 5.3 Sessions 5 and 6

When we are down to the session 5 and 6, unfortunately there was quite many weeks in between the latest sessions and these, as some of the staff members were sick and away. The teachers used in Band Camp-training were needed else where to assist. Luckily no dates or times were written in stone and working in a daycare requires flexibility. As the sessions get started, children are asked to sit down in a half circle. As many weeks have passed, it is important to bring back to the children’s’ minds, what was Band Camp-training and what it meant. Luckily the older children were on top of things and eager to remind others what was band camp all about. The aim of these sessions were to teach two new songs for the children in a same matter as they were thought previously. This way creating repetition. Teachers gave some hints about the animals that were part of the songs, and quite easily children were able to put the pieces together. During these sessions children were playing “Itsy-Bitsy Spider” with the Finnish melody and “Mary Had A Little Lamb” with a made up dance by the teachers.

After the beginning of the session, children were divided into two groups roughly by their age; younger and older children. One older children was asked to stay with younger ones to help the teacher to translate if needed. Older children started to learn the songs by playing the rhythm stick and eggs. Children were asked to follow teacher’s lead and sign along. As the songs were quite familiar to some it was easy to add the element of instruments to bring some variety and difficulty to the song. Younger children started practising the songs through the dance moves, and as the songs were familiar from regular music session children were able to catch up quite easily. Movements on the songs were very simple and thought to for the age group and their motor skills.

Once the children had played the songs all together, it was time to relax and gather some thoughts from the children. A simple “Did you like it?” got a huge YES from the children and it was clear how children big and small ones enjoyed doing something different. For relaxation a simple breathing exercise was done in order to calm children down before snack time. Children where sitting on the floor, taking deep breaths in from their nose and blowing the air out from their mouth. This was done 3 times and with every blow children were asked to shrug their shoulders as well.

#### 5.4 Sessions 7 and 8

The project is continuing with the songs “Mary Had a Little Lamb” and “Itsy- Bitsy Spider”. The aim for this session was to introduce and explain the basic rhythm that can be found in all songs, and to demonstrate this. The daycare was able to provide an electric drum pad/ set for this. Before the session got started quite many children showed some interest towards the drum pad and they were able to connect the pad to Band Camp-training.

The session was started with the usual discussion and a reminder, why children were not participating to story time. As the Band Camp-training has been going on for 4 weeks now in total some sort of routine/ ideas has formed into little one's minds and it was easy to get an answer from the children. Some children are quite interested about the flutes and again during this session children were asking, if they could play the flutes. After this a teacher played the drum a bit and with a playful manner started to ask around what was the instrument, what do you do with it and so on. As the concept of drummer, drums and rhythm came a bit more familiar children were asked “How do you know how fast you need to go in a song”, meaning how do you manage to figure out and maintain the basic rhythm in a song.

During the beginning a very emotional moment was shared among the teachers as one child from Koalas, and one child from Pandas, were able to explain the basic rhythm. Children explained it in a very understandable and childlike way, how one has to listen to the drummer and how long does the drummer count, in order to hear how “fast” one has to play or sing. After couple of examples other children realized what was asked and the term basic rhythm got more value in children's eyes. After these conversations it has been crucial that we either clap and count or drum and count before we start any song, to deepen the knowledge and the ear to determine the basic rhythm. The children mentioned above were seemingly proud of themselves and the conversation and the outcomes were specifically mentioned to their parents as well.

The sessions continued as the previous ones, in Koalas children were divided into groups. Roughly big and small ones (by the age). Older children were playing flutes and rhythm eggs. Smaller children were playing rhythm sticks. Due to sudden sick leave, Panda's weren't divided but everybody played the songs with rhythm sticks. The children were able to maintain the basic rhythm almost every time when the groups played the songs together. Even the smaller children were eager to try, of course not every time succeeding in the task.

To relax the children's minds from all the, a bit more, theoretical approach to music, the children were given an opportunity to choose a song they wanted to dance to. After putting the instruments away, a discussion was held in order to wrap it up, what the children did during the session and if they learned anything. Of course these conversations at times can be a bit one sided as some questions can be answered “yes” or “no”. But the teachers were left with

a feeling that these sessions were in one way a breaking point in order to see whether a project like this could ever be successful among children at this age.

### 5.5 Sessions 9 and 10

The thesis is now halfway through the plans and sessions of Band Camp. During these sessions the aim was to introduce the children of the concept of body music. Also through body music the aesthetics of music were easier to explain; how a sound whatever it is like can be music on one's opinion. And how there can be sounds and noises called music without instruments.

Using one's body as a tool to create music, is a great way to introduce children to their own bodies. It can be quite fascinating to hear the different sounds the body makes when clapping or stomping or moving your body. Hakuna Matata as a song is familiar to some of the older children already as it has been used during the regular music sessions last year. Hakuna Matata is also very suitable for this type of session as its lyrics and the chorus are easy to transform into a dance as well, and with a steady basic rhythm it is easy to go through your body and the elements of body music.

The session gets started with asking the children to sit down and introducing the song and translating the phrase Hakuna Matata, in English No Worries, in Finnish. Children are fully aware now of Band Camp and what it means. How others are having story time and others are making music. Children are divided roughly to younger and older children, like during the last sessions.

Younger, smaller children are taken into another room, where a teacher is singing with the children and they clap the basic rhythm with the teacher. Older children are with another teacher. Older children are asked to sing the familiar song while clapping different parts of their body. Children and the teachers in both groups are going through the sounds what a body makes when clapping and while older ones are concentrating on the full body, smaller children try the floor and tables. What sound does it make when one bangs a table, or a floor?

After practising children come together in one room and Hakuna Matata is gone through couple of times. Teachers are able to observe that body music as a theme is very enjoyable for children, and that "making silly things" like clapping your cheeks or bottom make children laugh and participate even more. For ending the session the teachers have chosen some animal sounds and children have to recognize the animal heard. After recognition children are asked to mimic the animal. Animals used were elephant, bird, snake and a lion. Some point it was observed how some younger children did not want to participate or rather wanted to look from the side how others were playing animals. So also this exercise taught some ability to empathize, which is needed when performing. When children recognized the lion and while mimicking it, teacher asked children to show how do lions sleep. This was a way to get the

children to lie down and relax for a moment, bringing the attention to the moment and calming down before snack time.

At this point it needs to be noted, how the Band Camp sessions and the regular music sessions can be linked with each other. Not all the sessions need to be their own “thing”, Band Camp-training can be linked to regular music sessions and the songs are then already familiar with children. And the same or similar theme can be continued through out the whole week/month how ever the teacher or worker in charge sees the need.

#### 5.6 sessions 11 and 12

Due to daycare own schedule, sick leaves and preparations for Christmas show, the teachers decided to leave these sessions out from the from the activity part. As the Christmas show is just around the corner some changes had to be made to the thesis schedule.

In a project like this it is crucial to recognize, when dealing with a tight schedule, what parts of the plan are okay to leave out. Meaning, are all of the sessions as important and what are the aims and objectives of the thesis and are the session left out crucially related to them.

Sessions 11 and 12 were left out as they would have only continued with the theme of body music and repeating the sessions 9 and 10. As Hakuna Matata was already introduced to the children and it was a song used previously during the regular music session. Thus this reason it was an easy choice to leave these sessions out and start practising for the Christmas Show.

#### 5.7 Sessions 13 and 14

The last sessions start at the Teddy Bear Daycare. Children and teachers are sitting at the floor in a circle. A short conversation is being held to remind the children about Band Camp. Children are now clearly understanding the new concept of music sessions and some of them can explain why we are doing Band Camp-training; so that we can learn to play music together. Teachers are telling the children how these sessions are the lasts ones to be held before the Christmas Party and Holidays. The aim for these sessions was to learn a Christmas song for children to perform at the Christmas show.

“Rudolf the Red Nose Reindeer” was the song chosen for these sessions as it is familiar to some of the children already from previous years and is universally quite known song. While practising, the intro of the song is being skipped and the structure of the song is being kept very simple. As the tempo in the song is fairly fast and children are asked to sing in English, which for most of the is not their mother tongue, it gives some challenge to children to learn the lyrics and play at the same time. But only after two rounds of the songs proves, how children are very eager to learn the song and as some of them do not know the song at all, they are mumbling along.



After a few rounds of practising children are asked to give the instruments away. As everyone is sitting on a circle the teacher explains how this was the last time of band camp and has a short conversation with the children using the questions showed above in the plan. Generally the feedback will be gone through more thoroughly on the next chapter but an over all experience left the teachers with the feeling of happiness and excitement coming from the children. The feedback groups were able to give were quite similar, so it is easy to come on some sorts of conclusions. Of course, when working with children at this age, it is always good to evaluate how reliable the given feedback is.

### 5.8 The Christmas show

For the Christmas show the original plan had to be altered, in order to make the show and the song come together successfully. When practising teachers faced the issue of the facilities when handling a lot of noise. As children were playing a lot out of rhythm, and the sound echoing around the apartment, the end result was not enjoyable music. Of course it can always be argued what is enjoyable music and what is not, but in this case a rule of thumb was used as how playing instruments should go within the same rhythm.

Also while practising another issue was faced. As the groups in Band Camp-training were fairly small, 14 children per group maximum, when the practise was taken to the next level bringing all the children to the stage at the same time, quite many individuals were unable to concentrate after this. Smaller children got confused and were unable to maintain the interest on the song.

So for the show, children sang and clapped "Rudolf the Red Nose Reindeer". This approach worked much better and children were able to concentrate on the song itself. By adding the clapping with signing the idea was to encourage the parents to clap and join the song as well, as it was the final song in the show. As teachers were helping and singing along, all the children participated to the song, and quite many individuals very eagerly sang along. The song was a perfect finish for the show, and tied the whole event together. The lack of instruments removed some stress from the children concerning the song, and so it was visibly more enjoyable for them to perform.

## 6 Feedback

In general the feedback was asked from the children and from the teachers of the daycare. With children teachers used the "thumbs up or down" system, where children either put their thumbs pointing up or down regarding the answer they are about to give. As it has been noted before, the children are 3 to 6 years old, and thus this reason it has to be valued how reliable the feedback given is. Children at this age are yet to learn the concept of "me" and executing tasks individually so some of the children clearly copied the answers others had

given. Also the language used in the daycare created its own difficulties as some of the children may have not understood the questions or the object or meaning of them.

Children's comments were very straight forward, just like the little questionnaire showed on previous chapters. Children were unanimous when it was asked did they like the band camp. Both groups were shouting a big "Yes", of course some individuals trying to mess around and shouting "No" afterwards as well. Of course not all the children may have liked the activities, or at least not all of them, but the general feel coming from the children indicated that the project was a success in creating activities that were new and exciting.

Some of the 4 and 5 year old children were actually able to give concrete feedback when the thumb method was being used. When asked from the children what did they like about the Band Camp, why the thumb was in an upright position, children pointed out the following. In general the songs were nice, and children enjoyed them. Also the instruments were very nice and quite many pointed out that the instruments were the best part of Band Camp. Children were able to point out some negative aspects as well, like the noise. At times the Band Camp got a bit too noisy for some of the children. For this there are multiple reasons starting from the facilities/ space all the way to the fact if someone was not listening or obeying the teacher when playing the instruments (banging, throwing, no correct way of handling the instrument).

The writer of the thesis also had two conversations regarding the Band Camp-training, how successful it was and what sort of feedback the daycare had. One conversation was with the other teacher who participated in the execution of this project, the other one was with the owner of the daycare. The teacher who participated into this project felt that the overall experience was quite successful. She felt the small group activities are "a big thumbs up" in daycares now days and it was convenient how children were divided roughly by the age, this way the activities were more aimed by the age as well. This is also a way to practise more individually concentrated practice. For challenges the teacher listed the facilities as in a smaller daycare where there is not that much extra room, the use of space needed to be thought very thoroughly.

The owner of the daycare expressed positive feelings towards the project and also pointed out some good points for further development. Over all the project was new and exciting part of the routine, thus the children were generally interested about it. The owner of the daycare also pointed out how this was a more modern take on music education instead of regular sessions where children would be singing and playing the basic nursery rhymes. At times the rhythms or the tempo of the songs were bit too fast for the children, and in the future it needs to be evaluated more, how children in different age groups behave and what are the levels of development and skills at that point. For the future the tempo should be slower. It was discussed how maybe this sort of practice is more suitable for children at the age of 6 and older. But on the positive side, these sort of practices not only develop children's relationship to music but also towards each other.

## 7 Reflection

As a conclusion it can be said, that a model like this could work with children as an extra activity offered among the regular activities. Or this project could be altered to supplement the already existing early childhood education plan concerning music. This thesis also has shown how one can spark the interest in child towards instruments even though instruments are maybe bit more often used in preschool and school. Also to borrow the idea of adventure themed early childhood education, one could use also everyday objects as instruments and this way creating even more interesting music session.

After the conversation together with the owner of the daycare, the possibility for a business model rose. This activity based thesis could be turned into a business as well, being a service the city or private service providers could buy for their daycares. For this of course the whole project needs to be taken into a whole new level, making sure the executor of sessions has the required education and training in order to teach the basic theories of music and working with children. This model could also be sold to the music schools in order for them to out-source their services. This would also be a perfect opportunity to earn more, as the cuts and new laws are testing everyone's wallets.

Music is a pathway to emotions, a language in some way. In order to understand this language one does not need a high intelligence quotient or grammar practice. Just like speech, the language of music also has a cultural context. In a socio-cultural approach it is evaluated how communities experience music and how it shapes the experiences. (Ahonen, 1997. 61) For this reason, as music touches all of us one way or the other, it is a natural method to use among people from different countries or culture. As the daycare's own agendas are to educate children to see and nourish the more multicultural environment, band camp-training supports these goals as well. By using this method with children or youngsters, one can create activity to bring clients together. And as band training needs team work in order to succeed it also teaches social skills in order to succeed in life.

Not everybody are musically talented, or not everybody show any interest towards music. This needs to be recognized from the client group, if the project would be turned into a business model. As the project is not trying to replace the existing curriculum, or the regular music sessions held in the daycare, it is good to keep in mind the resources and time used in this. This fact was handled in the project so, that the band camp-training was scheduled to be at the same time as the story time. This way children were divided so, that some of them still participated to the mandatory program, the story time, while others tried out the new project. And the next day the other way. As the band camp-training was not part of the regular music sessions but it was seen as an extra activity, it sparked the interest of the children towards the project. This is also a way to make sure, that the children who eventually do not care for music or the instruments could then participate to the mandatory program, giving the option to choose what to do. Of course in this project children wanted to participate as

band camp-training was being held quite rarely, not on weekly basis, and it introduced something that was not seen so often on the regular sessions.

Now days on the news, it has been discussed how in Finland generally the early childhood education is in a good shape compared to other countries and the level of education is still high and the services offered are satisfactory. Unfortunately the new law has developed some conversation about the real condition of early childhood education in Finland and how statistics and everyday life do not go hand in hand. Three daycare teachers wrote to Helsingin sanomat on Mielipide-section how now days in daycares there is only time for the basic needs of the child and nothing else. Daycares do not fulfil the aims and goals given in the early childhood education curriculum and thus this reason the high quality education is not happening either. (Helsingin Sanomat. 2016. 22.12.) Unfortunately this opinion is very familiar for quite many daycares in Finland, and for an understandable reason. So one cannot be naïve and walk into a daycare and start executing a project like this, without a thorough plan with other teachers or the director of the daycare. And even though at times the work conditions may be hectic and busy and the services are in motion towards the new arrangements what the laws bring, hopefully this activity based thesis can create some sort of inspiration towards music education with children. The challenge in the working life is not to go from there where the fence is the lowest and just push through day by day without expressing one's own creativity. For the workers only it is crucial to get the change to express themselves through teaching, but it is also more beneficial for the children.

Adults have a huge responsibility and opportunity to affect on the musical development of a child. Even though it is impossible to effect on the music what surrounds us through television and radio, adults can teach skills and manners how the child himself can make his own good choices. (Hångisto- Åberg, Lindeberg-Piironen, Mäkinen. 1998. 8.) Choices that will effect on one's individual development and relationship towards music. The biggest goal the teacher can achieve; the light and joy seen from the children's faces when creating music together is fun and exciting.

## Lähteet

### Literature

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