

Music can also let children explore new ideas, think in a creative way, and gain confidence. If they are learning the guitar, their listening skills because they have to listen carefully to the music they are making. This is particularly important when they perform with other people.

One of the biggest benefits, of course, is that listening to music helps children to be less stressed. And creating music can make them feel the same way. And who knows? Maybe their musical knowledge will open up a great career path for them in the future.

31. According to the passage, which of the following statements is NOT true?
- A. Studying can help children learn languages better. B. Creating music helps improve children's listening skill.
C. Children with musical knowledge are certain to have a great career path.
D. There may be some links between music reading and maths.
32. The word "it" in paragraph 2 refers to
- A. their own language B. children's brain C. a second language D. musical training
33. The word "stressed" in paragraph 4 is closest in meaning to
- A. excited B. pleased C. satisfied D. worried
35. What is the main topic of the passage?
- A. The influence of music on babies B. The link between music and maths.
C. Career paths in music for children D. The benefits of learning music for children

VII. Đọc văn bản sau và trả lời các câu hỏi. (1,0 điểm)

TRAVEL AND TOURISM

Tourism has become one of the most popular activities around the world. Every year, millions of people travel to different destinations for vacations, business, or cultural experiences. Traveling allows people to explore new places, meet different cultures, and enjoy exciting activities. However, not all forms of tourism are beneficial to the environment.

Mass tourism can cause pollution and damage natural landscapes. Some famous tourist attractions become overcrowded, leading to problems like littering and noise pollution. On the other hand, eco-tourism promotes responsible travel, helping to protect nature and support local communities. Choosing sustainable ways to travel, such as using public transport and staying in eco-friendly hotels, can make a big difference.

To make the most of a trip, travelers should plan ahead. Booking flights and accommodations early, researching destinations, and packing wisely are important steps. Whether visiting a bustling city or a peaceful countryside, being a responsible tourist helps make the experience enjoyable for everyone.

29. Why do people travel to different destinations?

30. What are some problems caused by mass tourism?

31. Should travelers plan ahead before a trip?

32. Is eco-tourism good or bad for the environment?

VII. Chọn một phương án A, B, C, hoặc D ứng với câu viết đúng nhất từ những từ cho sẵn. (0,5 điểm)

33. It's polluted/ city/ people/ move away.

- A. It is so a polluted city that people move away. B. It is such a polluted city that people move away.
C. It is so polluted city that people move away. D. It is such polluted city that people move away.

34. They/ often/ English songs/ free time.

- A. They often listen to English songs in their free time. B. They often hear English songs in their free time.
C. They often watch English songs in their free time. D. They often look at English songs in their free time.

VIII. Hoàn thành câu thứ hai sao cho nghĩa không thay đổi so với câu đã cho. (1,5 điểm)

35. "Will you join the yoga class next week?" Lan said to Peter.

→ Lan asked Peter

36. The city is very clean, and people can enjoy fresh air. (enough)

→ The city

37. Watch English movies regularly, and you will expand your vocabulary.

→ If you

38. There aren't many green parks in my neighborhood.

→ I wish

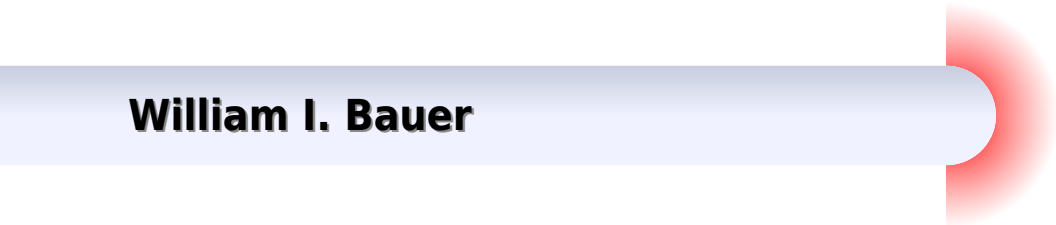
39. I cannot speak English as fluently as my sister.

→ My sister can

40. I eat vegetables every day although I don't like them. → Despite

Music Learning Ideas

William I. Bauer



Music Learning Ideas:

Music for Early Learning Linda Bance, 2012-08-21 Is my singing good enough What should I do with instruments How can I create a rich and exciting musical environment which will allow for both child and adult led musical activity Singing dancing and music making comes naturally to young children but we as adults often lack confidence in our musical ability This easily accessible book will help you to realise that everyone can be a creative music maker with young children It aims to inspire you to take young children s enthusiasm for music and create a musically rich environment that supports all areas of learning and development and at the same time celebrate music for music s sake Packed with activities songs and musical games this book includes Recognising musical development in young children and the benefits of music making in the early years Advice on inclusive practice Guidance on using musical instruments Ways to develop your own musicality Help with planning and assessment Chapters linking musical activities to each area of learning and development How to create a balance between adult led and child initiated activities *Music for Early Learning* also includes downloadable resources containing 23 songs and listening activities linked to each area of development which can be used as a standalone resource or alongside the music manuscript and Guitar and Ukulele tabs provided as well as lyrics to each of the songs This practical text will help you to realise the wonderful opportunities that music can offer young children and is an ideal resource for Early Years Practitioners Early Years consultants and trainee teachers as well as those on Nursery Nursing and Childcare courses at Further and Higher education levels

Learning to Teach Music in the Secondary School Chris Philpott, 2001 Learning to Teach Music in the Secondary School is intended to support student teachers newly qualified teachers and more experienced music teachers in their professional development Topics covered include the place of music in the curriculum the nature of musical learning planning managing and assessing musical learning school examinations and music music outside of the curriculum One of the main premises of the book is that music needs to be taught musically with specific reference to both the nature of music itself and its metaphorical significance It is important that music itself guides what goes on in the music classroom if we are to motivate our pupils and help them to fulfil their potential as musicians This book will help student teachers to develop their subject knowledge teaching skills understanding of the wider issues and their ability to reflect on classroom practice

Making Music in the Primary School Nick Beach, Julie Evans, Gary Spruce, 2010-12-16 Making Music in the Primary School is an essential guide for all student and practising primary school teachers instrumental teachers and community musicians involved in music with children It explores teaching and learning music with the whole class and provides a framework for successful musical experiences with large groups of children Striking the perfect balance between theory and practice this invaluable text includes case studies and exemplars carefully designed activities to try out in the classroom as well as a range of tried and tested teaching strategies to help you support and develop children s musical experience in the classroom Grounded within a practical philosophical and theoretical framework the book is structured

around the four key principles that underpin effective music teaching and experience Integration how can we join up children s musical experiences Creativity how can we support children s musical exploration Access and Inclusion how can we provide a relevant experience for every child Collaboration how might we work together to achieve these aims Written in a clear accessible and engaging style Making Music in the Primary School will give you all the confidence you need when working with whole classes whatever your musical or teaching background

Music in the Early Years Joanna Glover,Susan Young,2002-01-04 Music in the Early Years is for teachers working across the 3 to 8 age phase who want to make music integral to the life of the nursery and early years classroom Music has often been taught as if it were different something outside the mainstream curriculum with teaching approaches quite at odds with early years work This book takes children s development as its basis and works towards building a music pedagogy within early years practice A readiness to listen observe and reflect is central to the practice which threads through the book Based on the authors extensive experience and drawing on that of other teachers and researchers lots of well tried practical ideas show how teachers parents and carers can help children fulfil their music potential Sample activities model ways of working with children and have been written in such a way that they can be substituted with other material and adapted for further use Earlier and later stages of learning and progression are described as a basis for matching activities with children s learning needs as well as a companion book Primary Music Later Years

101 More Music Games for Children Jerry Storms,2001-11-13 This action packed compendium offers parents teachers and anyone else who works with kids a wide array of ingenious sound and dance activities from a variety of cultures to get kids singing dancing listening interacting and involved 101 More Music Games for Children includes games that facilitate musical development such as sound games rhythm games game projects and card and board games All of them have simple clear rules and they stress excitement humor challenge surprise and cooperation rather than competition Whether or not kids are musical or play an instrument these activities can help them develop musical skills such as spontaneous singing create play and recognize various rhythms appreciate the structure of sounds and learn how to play with all kinds of instruments Like its best selling predecessor this book encourages and enhances creative expression social interaction family relationships and kids budding powers of listening concentration and discrimination

Music Play Leon Burton,William O. Hughes,1979 So it is with the activities of this book The young child s musical awareness grows as he moves in time and space explores vocal and body sounds manipulates musical instruments and physical objects and works with ideas and concepts in a natural enjoyable and concrete way long before he is asked to master those concepts abstractly

MENC Handbook of Research on Music Learning: Volume 1: Strategies Richard Colwell,Peter R. Webster,2011-10-26 The MENC Handbook of Research on Music Learning Volume 1 Strategies brings together the best and most current research on methods for music learning focusing squarely on the professions empirical and conceptual knowledge of how students gain competence in music at various ages and in different contexts The collection of chapters written by the foremost figures

active in the field takes a broad theoretical perspective on current critical areas of research including music development music listening and reading motivation and self regulated learning in music music perception and movement The books companion volume Applications builds an extensive and solid position of practice upon the frameworks and research presented here Throughout both volumes in this essential set focus is placed on the musical knowledge and musical skills needed to perform create understand reflect on enjoy value and respond to music A key point of emphasis rests on the relationship between music learning and finding meaning in music and as music technology plays an increasingly important role in learning today chapters move beyond exclusively formal classroom instruction into other forms of systematic learning and informal instruction Either individually or paired with its companion Volume 2 Applications this indispensable overview of this growing area of inquiry will appeal to students and scholars in Music Education as well as front line music educators in the classroom

Come on Everybody, Let's Sing! Lois Birkenshaw-Fleming, 2000-04-24 Written by the author of Music for Fun Music for Learning the book incorporates a child's activities such as singing dancing playing instruments and body movements and gestures to develop the understanding of musical concepts musical literacy and an appreciation for different kinds of music as well as coordination motor and listening skills social skills and acquisition of basic facts Intended to be a useful and practical resource for teachers parents and leaders of all children Come on Everybody Let's Sing also encourages a greater use of music with special students The audio package offers songs from each chapter of the book professionally recorded and produced to provide both the teacher and students with excellent representations of the songs as set out in the book

Preschool Grade 6 *Teaching Primary Music* Alison Daubney, 2017-04-10 High quality music education can start children on a journey that lasts a lifetime This book gives beginning primary school teachers clear guidance on how to successfully teach music without recourse to specialised training It places music within the wider context of the primary curriculum with clear links to the new National Curriculum in England It also offers advice on how to provide evidence for and assess musical development and how to plan for music education across the EYFS and key stages 1 2 Useful information on using the musical resources in your local community to enhance the opportunities offered to your school is also provided This is essential reading for all students studying primary music on initial teacher education courses including undergraduate BEd BA with QTS postgraduate PGCE School Direct SCITT and also NQTs Alison Daubney is a music educator researcher and curriculum adviser at the University of Sussex

Music Learning Today William I. Bauer, 2020 Music Learning Today Digital Pedagogy for Creating Performing and Responding to Music presents an approach to conceptualizing and utilizing technology as a tool for music learning Designed for use by pre and in service music teachers it provides the essential understandings required to become an adaptive expert with music technology creating and implementing lessons units and curriculum that take advantage of technological affordances to assist students in developing their musicianship Author William I Bauer makes connections among music knowledge and skill outcomes the research on human cognition and music

learning best practices in music pedagogy and technology His essential premise is that music educators and students benefit through use of technology as a tool to support learning in the three musical processes creating performing and responding to music The philosophical and theoretical rationales along with the practical information discussed in the book are applicable to all experience levels However the technological applications described are focused at a beginning to intermediate level relevant to both pre service and in service music educators and their students This expanded second edition features an all new student friendly design and updated discussions of recent technological developments with applications for music teaching and learning The revamped companion website also offers a new teacher s guide with sample syllabi and lessons for each chapter

MENC Handbook of Research on Music Learning Richard Colwell, Peter R. Webster, 2011-11-23 Summarizes the latest research on music learning focusing on the profession s empirical conceptual knowledge of how students gain competence in music at various ages in different contexts

Teaching General Music Carlos R. Abril, Brent M. Gault, 2016 General music is informed by a variety of teaching approaches and methods that guide teachers in planning and implementing instruction Teaching General Music offers a panoramic view of general music pedagogy and critical lenses through which to view these frameworks and practices Including descriptions of each of the distinct approaches to general music teaching Dalcroze Informal Interdisciplinary Kod ly Music Learning Theory Orff Schulwerk Social Constructivism and World Music Pedagogy it provides critical analyses of teaching systems in light of the new ways children around the world engage with and experience music in their lives

Classroom Music for Little Mozarts -- Curriculum Book and CD, Bk 1 Christine H. Barden, Donna Brink Fox, Karen Farnum Surmani, Gayle Kowalchyk, E. L. Lancaster, 2004 This adaptation of the Music for Little Mozarts piano curriculum is designed to provide classroom music instruction for 4 5 and 6 year olds in the preschool or kindergarten setting It is a comprehensive approach to musical learning that develops singing movement and listening skills simultaneously with an introduction to musical styles and concepts Ten detailed lesson plans are included along with reproducible activity pages for the children The curriculum materials combine to create an exciting and imaginative atmosphere in the classroom No keyboard instruction is included but the classroom edition can serve as a recruitment class for the piano course Perfect for teachers with limited preparation time and all levels of musical experience The comb binding creates a lay flat book that is perfect for study and performance The CD includes all of the songs stories and activities For music teachers who want to offer this program piano accompaniments are included as an optional enhancement to the lesson Assessment materials and correlations to the National Standards for Music Education are also included

Learning Through Music Herbert D. Levin, Gail M. Levin, 1998 A collection of 42 musical activities designed for classroom teachers music teachers and music therapists to use in their work with children of various ages abilities and needs at the primary level With over 100 variations involving singing moving and playing instruments these developmentally sequenced activities have been carefully crafted to help children develop perceptual motor abilities attentional skills

behavioral limits speech and language skills and relational concepts The music is superb the piano accompaniments are easy the activities are great fun for the children and each one comes with complete instructions on how to engage children at various levels of difficulty Inasmuch as this a reprinting of their highly acclaimed original work of the same title the effectiveness of these activities has already been demonstrated in various settings **Music Express Early Years**

Foundation Stage Patricia Scott,Sue Nicholls,Sally Hickman,2012-01-01 Music Express Early Years Foundation Stage is a fantastic new edition of a long established resource for Early Years practitioners The new edition incorporates the whole Early Years age range from birth to five and includes old favourites alongside exciting new songs rhymes and activities Authors Sue Nicholls Sally Hickman and Patricia Scott have fully revised this edition to support the 2014 Statutory Framework for the Early Years Foundation Stage curriculum Music Express Early Years Foundation Stage comprises a book and three audio CDs and is supported by videos graphics and lesson plans on the Early Years section of the Music Express website Forty two starting points and holistic activities guide the practitioner through the revised curriculum for Early Years from birth to Early Learning Goals Arranged in popular themes within the areas of learning and development the content ranges holistically from songs stories and rhymes to dances and games for indoor and outdoor learning The fresh new design incorporates photographic images of children in real play situations and includes new features such as ideas for child initiated learning and parent participation plus even more activities for exploring the outdoor environment **Digital**

Music Learning Resources Marcella Mandanici,Simone Spagnol,Luca Andrea Ludovico,Adriano Baratè,Federico Avanzini,2023-07-26 This book offers an overview of the complex world of digital materials for music education and of their possible use in the everyday practice of music teachers It presents a multidimensional taxonomy of digital materials for music education Through the taxonomy it is possible to derive a clear framework of the whole field and to perform analysis of the state of art The book shows the use of this flexible and powerful knowledge tool for reviewing the digital materials in the various domains and dimentions The book provides researchers and designers with an overview of what has already been designed proposed and tested in the field It also offers music teachers a wider perspective of the possibilities connected to current technologies in the field of music education and it suggests possible interrelationships between research and music education practices

Jumpstart! Music Kelly-Jo Foster-Peters,2020-03-04 Children develop their musicality best through engaging and participating and an effective and enriching music curriculum must focus on the development of practical music making skills Jumpstart Music therefore contains a wealth of ideas and activities that will support any teacher as they aid the musical learning of pupils aged 7 to 14 helping students not only to learn in new and exciting ways but also to enjoy themselves while they are doing it Inspiring any young learner to listen to make and create a range of music the book includes multiple simple to use ideas and activities with every chapter based around fun and engaging topics such as Storytelling History Media Modern music Technology The world With group suggestions as well as opportunities for the

students to develop their skills independently the games and ideas featured in this title all focus on the core skills in learning music listening singing playing improvising composing and SMSC spiritual moral social cultural and are all flexible enough to be adapted to fit each individual situation whatever the resources to hand Jumpstart Music is an essential classroom resource for helping young learners develop their musicality and musicianship and will support any teacher in delivering engaging inclusive and creative music lessons

Teaching Music in the Primary School Joanna Glover, Stephen Ward, 1993 This text looks at the nature of children's learning in music in the context of current thinking in primary education Two of the chapters are written by primary teachers It examines the assessment of children's music and explores links between music and the other areas in the curriculum The book gives practical examples and activities to help planning and includes up to date reference to the National Curriculum

Music Learning with Massive Open Online Courses (MOOCs) L.

Steels, 2015-11-24 Massive Open Online Courses known as MOOCs have arisen as the logical consequence of marrying long distance education with the web and social media MOOCs were confidently predicted by advanced thinkers decades ago They are undoubtedly here to stay and provide a valuable resource for learners and teachers alike This book focuses on music as a domain of knowledge and has three objectives to introduce the phenomenon of MOOCs to present ongoing research into making MOOCs more effective and better adapted to the needs of teachers and learners and finally to present the first steps towards social MOOCs which support the creation of learning communities in which interactions between learners go beyond correcting each other's assignments Social MOOCs try to mimic settings for humanistic learning such as workshops small choirs or groups participating in a Hackathon in which students aided by somebody acting as a tutor learn by solving problems and helping each other The papers in this book all discuss steps towards social MOOCs their foundational pedagogy platforms to create learning communities methods for assessment and social feedback and concrete experiments These papers are organized into five sections background the role of feedback platforms for learning communities experiences with social MOOCs and looking backwards and looking forward Technology is not a panacea for the enormous challenges facing today's educators and learners but this book will be of interest to all those striving to find more effective and humane learning opportunities for a larger group of students

The Oxford Handbook of Music Education, Volume 1 Gary E. McPherson, Graham F. Welch, 2012-09-13 The two volumes of The Oxford Handbook of Music Education offer a comprehensive overview of the many facets of musical experience behavior and development in relation to the diverse variety of educational contexts in which they occur In these volumes an international list of contributors update and redefine the discipline through fresh and innovative principles and approaches to music learning and teaching

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