Edwin Gordon	Kodaly	Dalcroze	Orff Schulwerk	Suzuki	Laban	Montessori
(American)	(Hungarian)	(Swiss)	(German)	(Japanese)	(Hungarian)	(Italian)
*Gordon Rhythm Language  *Music Learning Theory (Skill Sequence)  *Extensive research in music aptitude & music development in infants & young children	*Voice is the most natural instrument  *Singing is the best foundation for musicianship  *All capable of musical literacy  *Use of folk songs, nursery rhymes & singing games  *Oral/Aural before notation  *Use of "movable do"  *Music education begins from birth	*Music education is student centred  *Action rather than words  *Learning musical concepts through physical movement  *Teaching rhythm through movement (eurhythmics)  *Importance of Singing, solfege, ear-training & keyboard improvisation	*Learning by doing  *Engage in practice at one's own pace  *Children learn by imitation  *Exploration & extension  *Improvisation & Creativity  *Bar Instruments -Resonator Bars -Xylophone etc.  *Allow children's musicality to unfold-unhurried & natural way	*Learn in a group  *Every child can be taught music successfully  *Learn music like learning "mother tongue"  *Learn by rote & imitation (not reading notes)  *Listen to recorded music  *Aural and technical skills before music reading  *Parental involvement is key to success	*Father of modern dance in Germany  *Move to learn, learn to move  *Dance for everyone, not only artistic few  *Creative exploration of movement for children  *Locomotor/Non-locomotor assist with dev. of body awareness & dev. of spatial and temporal awareness	*Child-centred  *"Follow the child"  *Pedagogy guided by child psychology  *Learn through senses, movement, manipulation, sensory games etc.

## MUSIKGARTEN'S CURRICULUM

(Dr Lorna Heyge & Dr Audrey Sillick, USA)

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