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Incorporating Music into the Classroom

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Abstract

Music itself has a way of changing what we all think and how we behave. It simulates the mind, body, and soul. Although, music changes with different generations and it remains one of the most important ways to teach students, from early childhood education through elementary school. As teachers we see the successes of each student and sometime with one it just takes, "... a moment in the middle of the song when [she] suddenly felt every heartbeat in the room and after that [she] never forgot that [she] was part of something much bigger" (Andreas). The idea of bringing music into-elementary classrooms may be considered difficult for some teachers. What if with the support of teachers, music integrated academics could support students' concentration and memorization, and lead to a more engaged learning environment? Therefore, the purpose of this study is to discover the strategies that teachers use to create a classroom full of music, one that incorporates music into the classroom daily. This study addresses the following research question: How does the use of music in a general education classroom affect the learning of elementary school students? In order to collect data, the researcher observed music in the classroom in two different elementary school classrooms in California. Observations notes were taken at the time when teachers incorporated music into academic lessons. The anticipated results indicate that teachers use a variety of different approaches to incorporating music in the classroom. The researcher is anticipating how teachers might change their curriculum based on the positive results on attention and academic performance.