The University of the West Indies  
St. Augustine Campus  
Faculty of Humanities and Education  
Caribbean Studies Project  
HUMN 3099

COVER PAGE
STUDENT NAME: JAHIRA HARRIS  
STUDENT ID NO.: 810004934  
DEGREE PROGRAM: MUSICAL ARTS (SPECIAL)  
SUPERVISOR: MR. SATANAND SHARMA

TITLE OF THESIS:  
THE USE OF MUSIC IN EARLY CHILDHOOD EDUCATION IN FOUR

Declaration

1. I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

2. I authorise The University of the West Indies to make a physical or digital copy of my thesis/research paper/project report for its preservation, for public reference, and for the purpose of inter-library loan.

3. I consent to have my attached thesis used in any publication comprising Caribbean Studies Projects by The University of the West Indies. I understand that I will receive no compensation. I hereby assign publishing rights for the contribution to The University of the West Indies, including all copyrights.

Signature of Student Jahira Harris  
Date: 20th April 2018
SELECTED PRE-SCHOOLS IN TRINIDAD AND TOBAGO

THE UNIVERSITY OF THE WEST INDIES

Undergraduate Coursework Accountability Statement

ACADEMIC YEAR: 2017-2018  SEMESTER: II
COURSE CODE: HUMN 3099  TITLE: Caribbean Studies Project
NAME: Jahira Harris  ID: 810004934

1. I hereby certify that I am the author of the attached item of coursework and that all materials from reference sources have been properly acknowledged.

2. I understand what plagiarism is and what penalties may be imposed on students found guilty of plagiarism.

3. I certify that this paper contains no plagiarised material.

4. I certify that this is my own work and that I did not receive any unfair assistance from others (including unauthorized collaboration) in its preparation.

5. I certify that this paper has not previously been submitted either in its entirety or in part within the UWI system or to any other educational institution.

6. In the case of group work:
   a. I certify that the individual work of each member of the group has been clearly indicated;
   b. that where no such indication has been given, I take the responsibility for the work as if it were the section of the paper for which I am solely responsible; and
   c. that I have not collaborated with any members of the group to breach the University’s regulations.

Signature: Jahira Harris

Date: 20th April 2018
THE USE OF MUSIC IN EARLY CHILDHOOD EDUCATION IN FOUR SELECTED PRE-SCHOOLS IN TRINIDAD AND TOBAGO

JAHIRA HARRIS

HUMN 3099 – CARIBBEAN STUDIES PROJECT
# Table of Contents

Dedication .......................................................................................................................... 5
Acknowledgement ............................................................................................................. 6
Abstract .............................................................................................................................. 7

## Chapter 1: Introduction .................................................................................................... 8
  1.1 Background .................................................................................................................. 8
  1.2 Statement of Thesis Topic ......................................................................................... 10
  1.3 Rationale .................................................................................................................... 10
  1.4 Purpose of Study ........................................................................................................ 11
  1.5 Methodology ............................................................................................................... 11

## Chapter 2: Literature Review ......................................................................................... 13
  2.1 Introduction ................................................................................................................ 13
  2.2 Music, Language and Literacy .................................................................................. 14
  2.3 Music and Fine Motor Coordination ......................................................................... 15
  2.4 Music and Attention ................................................................................................. 16
  2.5 Music and Socialization ............................................................................................. 16
  2.6 Pre-school Students’ Enjoyment of Music ................................................................. 17
  2.7 Pre-school Teachers and Music Education ................................................................. 18
  2.8 Music and Cognitive Improvement .......................................................................... 19
  2.9 Musical Instruments in Pre-schools ......................................................................... 19
  2.10 Music used in Pre-schools ....................................................................................... 20
  2.11 Conclusion ............................................................................................................... 21

## Chapter 3 - Presentation of Findings ............................................................................ 22
  3.1 Introduction ............................................................................................................... 22
  3.2 Background of Interviewees ...................................................................................... 22
    3.2.1 Kaneisha Mc Sween .......................................................................................... 22
    3.2.2 Saleena Hemlee ............................................................................................... 23
    3.2.3 Esther Wiggins ................................................................................................. 23
    3.2.4 Valerie Drayton ............................................................................................... 23
  3.3 Interview with Kaneisha Mc Sween on Wesley’s Pre-school .................................... 24
  3.4 Interview with Saleena Hemlee on Maraval Government Early Childhood Centre ..... 26
Dedication

This thesis is dedicated to my fellow musicians.

Continue your positive art; it has a major impact on society.
Acknowledgement

In order for one to achieve, one must accept support from the persons whose intentions to assist are pure. I am grateful for all the persons who played a role in the stages of the development of my thesis; it could not have been completed without you. I would like to thank:

- The heavenly father for the grace of health and strength that I was given to complete this thesis;
- My children, Sy’Rai and Jayden Peters, for being my constant inspiration and motivation;
- My common-law husband, Sheldon Peters, who supported and believed in me throughout;
- My supervisor, Mr. Satanand Sharma, for taking the time to ensure that my flaws were corrected and that my thesis was remarkably done;
- My mother, Martha Harris and brothers, Jason and Jonathan Rodriguez for the constant support and;
- My interviewees, Kaneisha Mc Sween, Saleena Hemlee, Esther Wiggins and Valerie Drayton for taking the time to respond to my interview questions.
Abstract

This research paper is based on the use of music in Early Childhood Education in four selected pre-schools in Trinidad and Tobago. The four pre-schools that were examined in this paper were Wesley’s Pre-school (South), Maraval Government Early Childhood Centre (North), Esther’s Early Learning Centre (North) and Holy Cross Kindergarten (East). In this research paper, data was collected through an interview and three questionnaires. There were also observations of two of the selected pre-schools (Esther’s Early Learning Centre and Holy Cross Kindergarten) to observe how the pre-school students react to music. This thesis concluded by showing that there is a gap in the pre-school educators’ understanding of the varied potential uses of music in the pre-school classroom. However, the teachers researched do use music in the four selected pre-schools with some degree of success. This showed that there is hope for the development of music in pre-school programs.
Chapter 1: Introduction

“The most important reason to provide high-quality musical environments for young children is because this is a critical period for growth in their musical skills and understanding, as it is for other aspects of learning, and children should have the opportunity to develop all of their potential skills and possible talents.”

- Wendy L. Sims -

(PhD, Professor and Director of Music Education at the University of Missouri-Columbia)

1.1 Background

The kindergarten (pre-school) program was created in Germany by Fredrich Frobel in 1837 as an educational program where children acquired academic skills through play. In the article “Friedrich Frobel & the Kindergarten Movement,” Elsworth, USA researcher and writer stated:

Before Froebel, young children were not usually educated in a formal setting and playing was considered a waste of time. Froebel believed that children could become more aware of themselves and of their place in the universe if they were allowed to express themselves and be creative. To this end, he established the first "kindergarten, or "child's garden," called the Play and Activity Institute, in 1837. (…) They [children] sang songs, listened to stories, and developed social skills by playing with one another.
The kindergarten movement was created to educate children through amusement from an early age. It has continually developed and spread over the years and is today present in many countries.

Primary schools in Trinidad and Tobago take students from the age of five. For many years now there have been numerous private pre-schools that have kindergarten aged children. In 2006, the first National Early Childhood Care and Education (ECCE) curriculum guide was created by the Ministry of Education (MOE) in Trinidad and Tobago (TT). The MOE in TT believes in the International Commission of Education (1996) statement which is based on four pillars: learning to know, learning to do, learning to live together and learning to be. These four pillars can be achieved through the use of music. The government of the Republic of Trinidad and Tobago Ministry of Education (2006) in the National Early Childhood Care and Education Curriculum Guide stated:

> Children are born with natural talents in the area of the aesthetics. Three and four-year old’s love to move, dance, sing, and pretend as they express their feelings and ideas. In addition, the creative arts can be used to enhance children’s development of skills in all the curriculum areas. Opportunities in which children are free to express themselves, play, explore, invent and create must therefore be provided through a variety of media such as dance, drama, music, movement and the visual arts. Problem solving and higher order thinking skills can be developed and refined through creative and autistic opportunities. The arts also draw upon multiple intelligences because human communicate in multiple ways: visually, orally, kinesthetically and linguistically.” (49)
This quotation substantiated the fact that music can have a powerful effect on pre-school students and assists in various ways in the education of a pre-school child. This is why every pre-school child deserves the opportunity of being exposed to music in their everyday classroom.

1.2 Statement of Thesis Topic

This study examines the use of music in Early Childhood Education in four selected pre-schools in Trinidad and Tobago.

1.3 Rationale

The researcher enjoys seeing how children react to and interact with music. Children also love to play games, musical games with each other. They seem to enjoy learning much more through music. It seems evident, yet the researcher is not sure that educators of early childhood centres use music effectively and consistently to assist in teaching and learning. This is the reason for this study: to discover the extent to which music is used in the classroom in Early Childhood Educational institutions in Trinidad and Tobago and specifically in four selected pre-schools in Trinidad and Tobago.
1.4 Purpose of Study

This study examines the use of music in Early Childhood Education in four selected pre-schools in Trinidad and Tobago (TT). Specifically, two institutions are from the capital, Port of Spain; one from San Fernando and the other from Arima. This research paper aims to discover the following:

i. The music educational requirements of a pre-school teacher in TT;

ii. The extent to which music is used in the curriculum of four selected pre-schools in TT;

iii. How often music is used on a daily basis in four selected pre-schools in TT;

iv. The effect of the use of music in four selected pre-schools in TT;

v. The type/types of music used in four selected pre-schools in TT and;

vi. The use of musical instruments in four selected pre-schools in TT.

1.5 Methodology

Ten pre-schools across the island from north, south, central, east and west Trinidad were approached. However, only four institutions agreed to be a part of the study: Wesley’s Preschool, Mucurapo Government Early Childhood Centre, Esther’s Early Learning Centre and Holy Cross Kindergarten. These are located in San Fernando, Mucurapo, Maraval and Arima, that is, the first from South Trinidad; the second and third from North Trinidad; and the fourth from East Trinidad.

Qualitative methods were used to gather data on the use of music in Early Childhood Education in four institutions. This was done through the use of questionnaires via email, a
telephone interview, literature on internet websites and books, and observations at two of the selected pre-schools. The data collected is presented in Chapter 3 and discussed in Chapter 4.
Chapter 2: Literature Review

"Since the beginning of time, children have not liked to study. They would much rather play, and if you have their interests at heart, you will let them learn while they play; they will find that what they have mastered is child's play”.

- Carl Orff -

(Creator of the “Music for Children,” composer and conductor)

2.1 Introduction

Music is vital in a pre-school student’s education. According to Plato, “Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything” (qtd. in Woodall and Ziembroksi). Music has been in existence for many centuries. Although the accurate date of the beginning of music is unknown, music has evolved tremendously and continues to expand. In the article “Learning Through Music,” Carlton, music consultant at Highscope Educational Research Foundation in Ypsilanti, Michigan (USA), believes that quality music experiences enhance listening and facilitates with learning vocabulary, sound and pitch discrimination, emotional responses, creative responses, memory, and many hours of fun for children. This showed that music can help tremendously with the development of a pre-school students’ education in many ways. Music can be a key foundation in the education of a pre-school child.

During the investigation on the use of music in Early Childhood Education in four selected pre-schools in Trinidad and Tobago (TT), several subtopics will be scrutinized: music, language and literacy; music and attention; music and socialization; pre-school students’ enjoyment of
2.2 Music, Language and Literacy

Music assists with the preparation of a child’s literacy. According to Langfit (1994), “Many young children learn their ABC’s as a song long before they are acquainted with the shapes or sounds of individual letters” (qtd. in Jalongoo and Ribblett 15). This quotation showed that before a child learns to read or write, their first steps are listening to language, mimicking words that are heard, learning new vocabulary and developing their language, and this can be done through music.

Woodall and Ziembroksi (2002) in the US article “Promoting Literacy Through Music” stated:

The successful acquisition of reading and writing in early childhood depends on a solid background in oral language skills. …Oral language is an interactive and social process, and music is a natural way for children to experience rich language in a pleasurable way.

In essence, the authors claimed that language is crucial in every child’s education especially for communication and music is a great way for children to develop their language. While children sing nursery rhymes, there are numerous repetitions throughout thus providing opportunities for drilling and practicing their language skills. By learning several songs, children’s vocabulary is expanded and their language can be developed.
2.3 Music and Fine Motor Coordination

The development of a child’s fine motor skills is crucial in a child’s life. In the website *Sensory Processing Disorder*, the article “The Secret to Making Fine Motor Skills Activities for Children Fun” stated:

Fine motor skills activities for children are the best way to ensure proper development and practice of fine motor skills to promote the most functional use of a child's hands. You see, normal development DEMANDS that children are able to accurately and effectively use the small muscles (intrinsic muscles) in their hands. These intrinsic muscles will be used for the rest of their lives and for essential functional activities.

According to the US website *extension.org* (2006) in the article “Music Activities Teach Important Skills to Children in Child Care,” “[teaching of songs with hand movement] helps children practice their hand and finger control -- a skill necessary for writing and handling small objects.” This showed that music can be used to assist with the development of fine motor skills. While singing nursery rhymes such as “Eency Weeney Spider” and “Finger Family” which involve motions, fine motor coordination can be developed.
2.4 Music and Attention

Music is a great way of capturing a child’s attention. Howard Gardner (1985), American developmental psychologist stated, “Using rhythm, chanting, and songs with these students can increase their attention and interest while motivating them to learn (qtd. in Woodall and Ziembroksi). Brewer, American author and musician also believes that music captures one’s attention (qtd. in Lucas and education.com, “Boost Memory”). These quotations showed that music captures a child’s attention and opens their mind to learning. This can simply be done by playing or singing songs that are popular to children. The power of music leads to a pre-school child's attentiveness in a classroom.

2.5 Music and Socialization

Music encourages socialization in a preschooler’s world. While singing or chanting in groups, children naturally interact with each other. In the article “The Benefits of Using Music with Young Children,” Stein, US author, expressed that singing games encourages children to socialize and play. An example of socialization occurs during the nursery rhyme called “Ring Around the Rosy.” LittleBabyBum (2014) showed that the game begins where children join hands while dancing or hoping around in a circle singing:

“Ring around the rosy,
A pocketful of posies.
Ashes, ashes.
We all fall down!”

When the last sentence is sung, “We all fall down,” children are expected to drop themselves on the ground. Stein expressed that singing games assist children to socialize and play, instead of
just “pre-academic” skills. This showed that musical games encourage children to socialize. Whether a child sings or plays in a group, socialization is present. Socialization is a child’s first way of learning. Before one understands something on one’s own, one learns through socialization.

2.6 Pre-school Students’ Enjoyment of Music

Pre-school students have a tendency of naturally enjoying music. In the article “Child and Music: Benefits of Music in Child Development,” Bright Horizon, US provider of early education, stated:

Preschoolers enjoy singing just to be singing. They aren’t self-conscious about their ability and most are eager to let their voices roar. They like songs that repeat words and melodies, use rhythms with a definite beat, and ask them to do things. Preschool children enjoy nursery rhymes and songs about familiar things like toys, animals, play activities, and people. They also like finger plays and nonsense rhymes with or without musical accompaniment.

This quotation articulated that pre-school students enjoy learning through music. While learning through music, learning is fun; learning becomes a form of play. The quotation also stated that students are not bothered by the tone of their voices.
2.7 Pre-school Teachers and Music Education

Music Education is defined as the teaching and learning of music. In the article “Why Preschool Teachers Need Music Education in Their Classroom,” Jay (2015), American author stated:

Unfortunately, many early childhood educators have little preparation for or experience with implementing music education in their classrooms. “Often child development or early childhood education programs do not require even basic music proficiency or music teaching methods coursework in their curricula,” said Dr. Sims.

This quotation showed that early education programs in the USA do not demand music education expertise in pre-schools. Sims, professor and director of music education in the USA, believes that pre-school teachers do not have a clear understanding of an average amount of music education (qtd in Jay). Instead, pre-school teachers use their own beliefs on how music should be used in a pre-school classroom. The question is if the music used in pre-school education is sufficient or insufficient. According to Sims, pre-school teachers can simply integrate music education effectively and easily into their classrooms by incorporating singing, playing and dancing alongside music (qtd. in Jay). This articulated that with research, one can understand how to effectively integrate music in a pre-school classroom.
2.8 Music and Cognitive Improvement

“Music has always been a way for children to remember stories and learn about the world around them” (Woodall and Ziembroski,). One may sometimes wonder why the lyrics of a song will endure in a child’s memory rather than a poem or a simple sentence. According to Ferrara, USA therapist and author, music is a “powerful sticking agent” (qtd. in DiProperzio). Chong and Gan (1997) also shared that “through music, memory skills can be improved, and aural discrimination increased” (qtd. in Woodall and Ziembroski). These quotations showed that music can be used to stimulate a child’s memory. An example of memory through music occurs when a child learns the song “Five Monkeys Jumping on the Bed.” While singing along with a parent or teacher, memory improvement can be seen when the teacher or parent sings along and exclude some words or lines to examine if the child remembers the lyrics of the song.

2.9 Musical Instruments in Pre-schools

In the article “Shake It Up! Making Music With Instruments In The Preschool Classroom,” Malburg (2014), American writer stated:

“While many preschoolers learn the most through play and hands-on activities, using musical instruments will also make a difference in the way that they learn. Playing no longer has to only involve puppets, make-believe and toys. It can involve the arts, offering a tactile and multi-sensory experience for this age group. They will have the opportunity to master a variety of skills while moving and grooving to the music at the same time.”
This quotation conveyed that music instruments can also be used as a type of play to accompany songs of activities. A pre-school student does not necessarily have to read a music score to play an instrument. A simple percussive instrument (drum or tambourine) can be given to a child to accompany nursery rhymes and socialization. Pre-school students can enjoy playing an instrument while they sing or dance.

2.10 Music used in Pre-schools

In the USA, the music used in pre-schools are nursery rhymes or children songs. Academic Kids in the article “Nursery Rhymes” stated:

A nursery rhyme is a traditional song or poem taught to young children, originally in the nursery. Learning such verse assists in the development of vocabulary, and several examples deal with rudimentary counting skill.

The Songs for Teaching website in the article “Preschool, Early Childhood, and Kindergarten Songs,” stated that these Pre-school/Kindergarten songs teach directions, parts of the body, opposites, money, weather, clothing, telling time, adjectives, action and participation, and good behaviour. This showed that nursery rhymes can be used in many ways to assist with the development of pre-school students. The presence of music in nursery rhymes is seen by children as play and by teachers as education.
2.11 Conclusion

This chapter showed evidence of the impact that the use of music can have on pre-school students. In addition, the following chapter is comprised of the data collected from the four selected pre-schools: Wesley’s Pre-school, Maraval Government Early Childhood Centre, Esther’s Early Learning Centre and Holy Cross Kindergarten.
Chapter 3 - Presentation of Findings

“Music helps “wire” the brain, supporting a higher level of thinking.”

- Gari Stein -

(Author of The More We Get Together)

3.1 Introduction

One interview was conducted and three questionnaires (see Appendix B) were given out to accumulate data for this research paper. Written consents (see Appendix A) were received from the interviewees. The following section gives a brief background on the interviewees and their responses. There are also two observations present of Esther’s Early Learning Centre (ELC) and Holy Cross Kindergarten.

3.2 Background of Interviewees

3.2.1 Kaneisha Mc Sween

Kaneisha Mc Sween is a pre-school teacher at Wesley’s pre-school San Fernando. Mc Sween has been a pre-school teacher for two years. Mc Sween’s love for children and their interest in the way they learn inspired her to become a pre-school teacher.
3.2.2 Saleena Hemlee

Saleena Hemlee is a teacher at the Maraval Government Early Childhood Centre (ECC), Port of Spain. Hemlee has been teaching pre-school for eight years. Hemlee became a pre-school teacher because of her urge to assist children in their reasoning and development process and her love for young children. Hemlee has a degree in a Bachelors of Education in Early Childhood Education.

3.2.3 Esther Wiggins

Esther Wiggins is the owner of the Esther’s Early Learning Centre in Mucurapo, Port of Spain. Wiggins has been a pre-school teacher for 35 years. Wiggins love of teaching children since she was a child, led her to open her own school and become a pre-school teacher. Wiggins also has a degree in a Bachelors of Education in Early Childhood Education.

3.2.4 Valerie Drayton

Valerie Drayton is the head teacher at Holy Cross Kindergarten in Arima. Drayton has been teaching for over 20 years. Due to Drayton’s passion for educating children and her belief in younger minds being full of potential, she decided to venture into pre-school teaching.
3.3 Interview with Kaneisha Mc Sween on Wesley’s Pre-school

Kaneisha Mc Sween indicated that, as far as she knew, there was no specific knowledge required with regards to music education for her to become a pre-school teacher. In her school, Wesley’s Pre-school, music is not a part of the curriculum; however, it is used for singing songs such as Christian children songs and nursery rhymes. Mc Sween’s students are also allowed to play the tambourine and chac-chac instruments to accompany the singing of songs on a daily basis during the “morning circle” activities.

Mc Sween stated that these types of songs (Christian songs and nursery rhymes) are used because of the Christian background of the pre-school and to get the students active. She also specified that the use of these songs stimulates laughter and excitement in the students and teaches them new words, parts of the body and stories about Jesus Christ. Mc Sween believes that it is an all-round learning experience.

Although the students may get excited about singing and playing instruments, Mc Sween could not state if music is one of the students’ preferred ways of learning since music is not an integral part of the school curriculum. She also expressed that in her class of 16 students, there are one or two students who do not partake in singing, clapping or using any of the instruments, apparently not having interest in the musical activities. Mc Sween also believes that the students’ outcome at her pre-school would be the same without music because music is not a major component in their classroom.

Mc Sween does not have extended knowledge about the music programs for pre-schools but she does believe that for pre-schools, such as her own, where music is not a major part of the
teaching, something should be put in place to make music more prominent in the classroom. She also believes that the ones in charge of such programs should make visits to the pre-schools around the country and educate the pre-school teachers as to how to cohesively integrate music into their classroom practices to best benefit the students.
3.4 Interview with Saleena Hemlee on Maraval Government Early Childhood Centre

Saleena Hemlee stated that the requirements of being a qualified pre-school teacher according to the Ministry of Education are five Caribbean Secondary Education Certificate (CSEC) or Cambridge or London Ordinary level passes (including Mathematics, English, and a Science subject), as well as a Bachelor of Education in Early Childhood to be a teacher or a certificate in education to be a teacher assistant. There are no specific requirements of music education.

At Hemlee’s pre-school, Maraval Government Early Childhood Centre (ECC), music is a part of the school curriculum. It is provided consistently throughout the day according to the daily routine: music is used during circle time, departure at the end of the school day and during activities where number songs, letter songs, rhymes and beats are used to get the concepts across to students. Hemlee stated that these musical activities help the children understand concepts; it brightens their days as they eagerly and willingly participate, follow and learn how to listen and follow instructions. The students also learn social skills, such as sharing and being a part of the school community.

All types of music are used at the Hemlee’s pre-school be it African, Indian, calypso, rhymes, American, folklore, fast, slow, etc. These different types of music are used to expose the children to the different cultures of their country. Hemlee believes that understanding the community one lives in allows the teacher to know what interests the students, so that maximum learning and development can take place.
At Maraval Government ECC, tambourine, drums, cymbals and chac-chac instruments are used by both teachers and students and they are used during circle time and departure to keep the timing and beats, while accompanying songs. Hemlee indicated that the instruments are also used to create music so that the children can learn fast and slow concepts and to dance. Hemlee stated that music is seen as a preferred way of learning as they show interest and are fully engaged. In her class of 15 students, she has never encountered any students that had no interest in musical activities. Hemlee said that without music the classroom activities would be somewhat “dull” and other strategies would need to be implemented to maintain the students’ interest.

Hemlee does not think that the students’ overall achievement will be the same if music was not present in her classroom. She also made the point that the effectiveness of using music depends on the teacher’s style of teaching. According to Hemlee, all teachers should undergo some sort of musical development course through their certification. Being a graduate of the Bachelor of Education in Early Childhood Care and Education, she stated that the program teaches one to understand how music can assist in the training and development of pre-school children but not specific ways of how to use music in the pre-school classroom.
3.5 Interview with Esther Wiggins on Esther’s Early Learning Centre

Esther Wiggins who runs Esther’s Early Learning Centre (ELC) stated that music is not a requirement of a pre-school teacher. However, she always makes an attempt to involve the students in many varied activities; therefore, music is a part of her pre-school’s curriculum. Wiggins elaborated by saying that having music is based on the type of person who is involved because it is not mandatory by the Ministry of Education. In Wiggins’s pre-school the curriculum is comprised of music throughout the day on a daily basis. A few examples of activities that are made up of music are learning each other’s names as well as starting off the day with singing in the “morning circle.” Wiggins said:

“My name is aun-ty Es-ther what is yours I’d like to know who you are Sha-ron Sha-ron That’s a nice name That’s how we play our game.

Figure 1. Song used to learn names in Esther’s ELC

And if we’re going for lunch we sing a song for lunch and nursery rhymes and so on. But a lot, we sing all day. I think the neighbours may be fed up of us singing songs.”

Wiggins believes that the singing of songs helps the students remember and also stimulates their interest in learning. She sees that her students are comfortable with singing, whether they are playing in groups or individually.
Nursery rhymes, carnival songs, Christmas songs, Easter songs - basically songs for all seasons are used in Wiggins’s pre-school. She attempts to have songs for all occasions so that the children will have an opportunity to be a part of everything. This helps them to learn about all the festivals and celebrations in Trinidad and Tobago.

At Esther’s ELC, many instruments are used, such as the chac-chac, drums, and the triangle that are played by the students to accompany songs. Wiggins also learned to play piano and guitar as a child so she sometimes brings her guitar or a mouth organ to assist by accompanying songs being sung. She also invites a music teacher on a regular basis to show the students new instruments and how they are played.

The students in Wiggins’s pre-school do not seem to possess any bias about the way anyone may sound and are accepting of each other’s voice types. Although this may be, Wiggins has encountered children that have no interest in music. However, she believes that this attitude may have started at home. Wiggins said, “If the child is home singing and the parents always saying, ‘Hush yuh mouth, stop singing so much, yuh making noise,’ the child will not want to sing or take an interest in it.”

Wiggins does not think that the music programs used in schools are adequate. She is however unsure as to whether this result is because of the parents’ interest or the teachers’ use of music in the classroom. Although the parents at Esther’s ELC may refuse to buy instruments for the students, Wiggins still creates homemade instruments in her classroom; for example, the chac-chac is created with a bottle, stones/beans and sticks. This is done by Wiggins to ensure that that her students are involved in everything. Wiggins believes that parents should get involved in
music so that their children will have a path to follow. Charity starts at home and ends abroad (Wiggins).

3.5.1 Observation of Esther’s ELC

While observing Esther’s ELC it was seen that there were five classrooms. There were not more than 12 students in a classroom. The classrooms were separated by mini borders so basically everything was seen and heard. On arrival four classes were based on basic concepts (colours, days of the week, shapes and numbers) while the other was music. A music teacher visited the school and showed the students how to play mini drums and the guitar. The teacher also played music on a CD player. The music played had sounds of animals, as well as loud and soft music to recognize the dynamic change from loud to soft. All 12 students in this classroom were interested in the music played. However, there was one student whose attention was easily distracted and at times she stopped singing to look at who was passing and then continued singing.

While the music activity took place, some of the students in the other classrooms danced to the music while they did their assignment. There was also one student who ran away from his lesson to see what was happening in the music class. Another student in another class was seen singing nursery rhymes on his own while he wrote his numbers.

In addition, the songs that were sung in the music class were not only familiar songs but also original songs.
3.6 Interview with Valerie Drayton on Holy Cross Kindergarten

Valerie Drayton indicated that as she is aware, no specific level of music education is required by a pre-school teacher. Drayton is not sure if music is a part of her school curriculum at Holy Cross Kindergarten; however, she tries to incorporate it. Drayton tries to use music in her classroom on a daily basis but it does not always occur.

At Drayton’s pre-school, music is used during song time as a means of learning nursery rhyme songs to get the children excited and enthusiastic about learning concepts. She said that the children tend to remember better if music is used alongside concepts; it helps with retention and also builds confidence and expressions in the students. Drayton expressed that songs that are used to achieve these goals are children songs and bible songs being that they are child-appropriate. At Holy Cross Kindergarten, instruments that are utilized are chac-chacs, tambourines and objects such as drums or buckets. The instruments are used alongside songs and rhymes.

Drayton believes that her students enjoy learning through music, especially when the songs include hand and dance movements. She has encountered few students in her class of 20 that do not take part in musical activities. However, she does not see it as not having interest, but instead it is because some students have a short attention span. Drayton believes that if there was no music present at her pre-school, outcomes may not be the same, but it will be achieved because no matter the situation, the objectives need to be met.
Drayton is not presently aware of the music programs used in pre-schools so she could not comment on if it is adequate. In spite of this, she tries to research internet websites to discover new musical activities to enhance her teaching.

3.6.1 Observation of Holy Cross Kindergarten

On arrival to the pre-school the children were singing nursery rhymes. There were 20 students present in one class only with two teachers present. One of the students sang one song and after that he refused to sing anymore. He kept asking why they had to sing again. However, he showed enjoyment while he listened. There were also two students who did not sing, but instead danced to the music and enjoyed listening to the other students singing the nursery rhymes. There was a different atmosphere when the students were given instruments; they all got involved in the music. One student however, was easily distracted from the activity.

The students requested to sing particular songs which they said were their favourites. The songs incorporated movements and some were even original compositions using nursery rhyme melodies.
3.7 Conclusion

This chapter consisted of the responses of the interview, questionnaires and observations of Esther’s ELC and Holy Cross Kindergarten. The following chapter shows a more in dept clarification of the similarities and differences in the responses about the four selected pre-schools: Wesley’s Pre-school, Maraval Government ECC, Esther’s ELC and Holy Cross Kindergarten.
Chapter 4 - Analysis of Findings

“We should not forget the affective component which music and songs add to any kind of teaching. Keeping in mind that the best teaching results occur when in the learning environment anxiety is minimal and interest at its peak, the usefulness of music can scarcely be exaggerated. Music helps the teacher to create a positive emotional state in the learner.”

- Giampiero de Cristefaro (2014) -

(Partner at National Teaching Federation Initiative Center for Europe)

4.1 Introduction

This chapter begins with a chart comprised of information received from the four selected pre-schools: Wesley’s Pre-school, Maraval Government Early Childhood Centre, Esther’s Early Learning Centre and Holy Cross Kindergarten. Following is the discussion.

4.2 Issues and Responses

Following, there is a table that includes the data collected from the four selected pre-schools: Wesley’s Preschool, Maraval Government Early Childhood Centre (ECC), Esther’s Early Learning Centre (ELC) and Holy Cross Kindergarten.
### Table 1. Issues and Responses

<table>
<thead>
<tr>
<th>ISSUES</th>
<th>Wesley’s Pre-school</th>
<th>Maraval Gov’t ECC</th>
<th>Esther’s ELC</th>
<th>Holy Cross Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music education is a requirement in the education level of a pre-school teacher in Trinidad and Tobago.</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Music is present in the pre-school’s curriculum.</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Unsure</td>
</tr>
<tr>
<td>Music is used on a daily basis.</td>
<td>Yes, on mornings</td>
<td>Yes, throughout the day</td>
<td>Yes, throughout the day</td>
<td>Yes, when it is possible</td>
</tr>
<tr>
<td>Times when music is used during the day.</td>
<td>In the Morning circle</td>
<td>During circle time, departure time and during activities</td>
<td>In the morning circle to start the day, to learn each other’s name and to learn concepts</td>
<td>During song time as a means of learning nursery rhymes and to get children excited.</td>
</tr>
<tr>
<td>The effect of music</td>
<td>It stimulates laughter, excitement in students and teaches children new words, parts of the body and stories.</td>
<td>It helps students to understand concepts, brighten their day, participate, learn how to listen, follow, share, build confidence and to be a part of the school curriculum.</td>
<td>It helps students to feel comfortable when learning, to capture their learning and assists them to remember contents of the lesson.</td>
<td>It helps students’ retention, building confidence and expressing themselves.</td>
</tr>
<tr>
<td>Types of music used in the pre-school</td>
<td>Christian songs and nursery</td>
<td>African, Indian, folksongs,</td>
<td>Seasonal songs (Christmas</td>
<td>Bible songs and nursery rhymes</td>
</tr>
</tbody>
</table>


4.3 Discussion

4.3.1 Introduction

In the Republic of Trinidad and Tobago (TT) four selected pre-schools, Wesley’s Pre-school, Maraval Government Early Childhood Centre (ECC), Esther’s Early Learning Centre (ELC) and Holy Cross Kindergarten, shared both similar and different views on the use of music in their respective pre-schools. Similar to the research done in the literature review, the four selected pre-schools expressed that music education is not a requirement of a pre-school teacher in TT. Although this may be, each pre-school has made an effort to incorporate music in their individual classrooms.

<table>
<thead>
<tr>
<th>Instruments used by pre-school students</th>
<th>rhymes</th>
<th>calypso and nursery rhymes</th>
<th>and Carnival) and nursery rhymes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chac-chacs and tambourines</td>
<td>Chac-chacs, drums, tambourines and cymbals</td>
<td>Chac-chacs, tambourines and triangles</td>
<td>Chac-chacs, tambourines and drums</td>
</tr>
</tbody>
</table>

| Music is seen as a preferred way of learning by preschool students. | No | Yes | Yes | Yes |

| Imagined outcome of the students’ achievements if music was not present in the classroom | It would be the same. | The students learning interest would not be the same and instead be “dull.” | This could not be imagined because music is always present. | Outcomes would be the same because the same goals would have to be met. |

| The music programs in the pre-schools are adequate. | Unsure because of not knowing about music programs | No | No | Unsure because of not knowing about music programs |
4.3.2 The Pre-school Curriculum and Music

Two pre-schools, Maraval Government ECC and Esther’s ELC, said that music is a part of their pre-school curriculum. Wesley’s Pre-school however does not consider music to be a part of their curriculum while Holy Cross Kindergarten is unsure of music being a part of their pre-school curriculum. Although the pre-schools have music in the classroom, it is evident that there is not a clear understanding on whether music is a part of the National pre-school curriculum by all the educators. Some educators simply see music as a leisure activity most of the times and not a key factor to education, while others use music to develop the education of the pre-school students. This showed that all pre-schools did not have access to the *National Early Childhood Care and Education Curriculum Guide*.

4.3.3 When Music is Used

Music is used at various times in the four selected pre-schools. Being that music is not a part of Wesley’s Pre-school’s curriculum, music is only used in the “morning circle” (a circle formed by teachers and students where they interact with each other) where praise and worship occurs. At Maraval Government ECC, music is used consistently during the day in the circle time, departure time, during activities and much more. Similar to Maraval Government ECC, Esther’s ELC also use music throughout the day in activities such as the “morning circle,” learning names and simply learning in general. At Holy Cross Kindergarten, music is used during song-time to learn nursery rhymes and to get children excited. Although a clear
understanding of the role of music is not clearly understood by the educators, each pre-school takes their perspectives of music and use music at some point on a daily basis in different ways.

4.3.4 Choice of Music and the Effects of Music

Music is used in different ways to achieve various effects. As seen in the literature review, nursery rhymes can be used to assist with language and literacy, develop fine motor, capture the students’ attention, encourage socialization and for the improvement of cognition. By singing nursery rhymes a child can unconsciously learn numbers, colours and the letters of the alphabet. In the four selected pre-schools some of these were evident and even more.

At Wesley’s Pre-school, Pentecostal songs and children’s songs (nursery rhymes) are used; this results in stimulating laughter, excitement in students, the learning of a wider vocabulary and being educated about Jesus Christ. Holy Cross Kindergarten also uses songs such as the nursery rhymes and bible songs; these songs have an effect on the students’ retention of learning concepts, expression, building of confidence and excitement to learning. Maraval Government ECC and Esther’s ELC have additional music other than the simple nursery rhymes.

In addition to nursery rhymes, Maraval Government ECC has folk music, African music, Indian music, calypso and music at different speeds (fast and slow); these different types of music assist with exposing the students to the culture of their native country. As in the other pre-schools, music assists in capturing the students’ attention, but also is seen to foster community building and helps the teachers to get a precise understanding of what students like and dislike.
Esther’s ELC use songs such as nursery rhymes and songs for all events throughout the year (Christmas, carnival, etc.); this combination of music again captures the student’s interest in learning, but in addition stimulates the students’ memory, stimulate socialization and allow the students to have an idea of the different festivals that occurs on a yearly basis. Music does not only impact on the amusement of children. It is perceived that music has a great impact on the social and academic development of the pre-school students’ education.

4.3.5 The Use of Musical Instruments

The use of musical instruments is seen as not only an instrument but also a type of playing activity. These instruments can be used to accompany the songs being sung by the students. Similar and different musical instruments were present in all the selected pre-schools; the instruments were also used in similar and different ways.

Wesley’s Pre-school uses both the chac-chac and tambourine instruments during the “morning circle” to accompany songs being sung. Maraval Government ECC’s instruments include tambourines, drums, chac-chacs and cymbals that are used to accompany songs, create music, understand fast and slow concepts and to dance. Esther’s ELC use instruments such as the chac-chacs, drums and triangles to keep a rhythm; there is also the addition of the guitar and mouth organ instruments, which are played by the teacher to accompany the songs. Esther’s ELC also elaborated their curriculum by inviting a music teacher on a regular basis to expose the students to new instruments. At Holy Cross Kindergarten, the chac-chac, tambourine and drum instruments are also used alongside singing.
By having the students exposed to musical instruments at an early stage, students get more involved in musical activities. The presence of instruments in the pre-school classrooms studied also showed that the pre-schools are making a great attempt to include the different types of music in the classroom.

4.3.6 Students’ Reaction to Music

Although many may believe that children have a tendency to enjoy music, the four selected pre-schools in TT had contrary views. The Maraval Government ECC was the only pre-school that has never encountered students that did not show any interest in music; there was always a positive reaction by the students to music. Wesley’s Pre-school, Esther’s ELC and Holy Cross kindergarten have experienced children who were not interested in music. Esther’s ELC stated that it may be because of the home environment, as a child starts learning from the home. For example, if a home rebukes music, the child may not be interested in music at school. Holy Cross Kindergarten also noticed a few students who had short attention spans and who therefore attended the musical activities for only a short time. It was also noticed during the observations that a few students preferred to look at others singing rather than singing along. This did not show that the students did not like music but instead displayed that the students enjoy music in other ways whether it is singing or listening.
4.3.7  Music as a Preferred Way of Learning

Music is seen as one of the student’ preferred ways of learning in three of the selected pre-schools: Maraval Government ECC, Esther’s ELC and Holy Cross Kindergarten. The preference of learning through music was evidenced in Maraval Government ECC by the way music engaged the students’ attention into learning. At Esther’s ELC, the preference of learning through music was shown by the way the students learned naturally through music. The students preferred learning through music was noticeable by the enjoyment shown by students when music was present in Holy Cross Kindergarten. Because music is not an integral part of Wesley’s Pre-school’s curriculum, music was not observed as a preferred way of learning content. This however is arguable being that earlier Wesley’s pre-school described an effect of music as stimulating laughter and excitement in their students. Moreover, it was seen that learning through music was more evident at the pre-schools where music was more prominent.

4.3.8  Imagined Outcome of No Music in Pre-schools

There were different views by the four selected pre-schools on the imagined outcome of their education program if music was not involved in their classroom. Both Wesley’s Pre-school and Holy Cross Kindergarten stated that the outcome will still be the same. However, this is arguable because Wesley’s Pre-school’s teacher has observed the earlier influential effect that music has on the Pre-school students during activities involving music. Holy Cross Kindergarten however, believes that the outcome will be the same because the curriculum still has to be completed no matter what the challenges may be. Maraval Government ECC and Esther’s ELC
showed different views because music has a great role in their classrooms. Maraval Government ECC believes that if there was no music, the children’s interest in learning may be “dull”. Esther’s ELC however, could not imagine the education system without music being a part of it. It seems that the views are different because of the teachers’ interest and perspectives on having music in the pre-school classroom.

4.3.9 Sufficient Music in Pre-school Programs

Maraval Government ECC and Esther’s ELC do not believe that the music programs in pre-schools are enough. Wesley Preschool and Holy cross kindergarten however are unsure being that they do not have any knowledge of music programs. This showed that music programs are not present in all pre-schools.

4.4 Conclusion

Although pre-schools have music as a major factor in the classroom while others do not, these four pre-schools, Wesley’s Pre-school, Maraval Government ECC, Esther’s ELC and Holy Cross Kindergarten, showed that there is variance between pre-schools with regard to the use of music in their curriculum. The data also suggested that there is hope for the development of music in pre-school programs.
Chapter 5 – Limitations, Recommendations and Conclusion

“Children are born musicians, dancers, artists and storytellers, and the opportunities for healthy development are endless. We just have to provide the canvas, the paper, the paints, the materials and the welcoming environment, setting the stage for creativity, learning and fun.”

- Gari Stein -

(Author of The More We Get Together)

5.1 Introduction

This chapter includes the limitations encountered during the creation of this thesis, recommendations that can improve the use of music in pre-schools and a conclusion.

5.2 Limitations

There was an attempt to interview pre-schools in all corners of the country: East, North, Central and South. However, it was difficult because many pre-schools turned down the request for an interview after being informed of the thesis topic. The pre-school teachers replied by saying that their pre-school does not use music because there is no music teacher in the pre-school. However, two pre-schools from the North, one from the East and the other from the South agreed to contribute to the study.

In addition, because of the number of interviews conducted, the data collected cannot represent a holistic perspective of all pre-schools in the entire country. The result cannot therefore be considered as a representative sampling of the population of all pre-schools in Trinidad and Tobago.
Lastly, all interviews were not done in person because of the locations of the schools and conflicting schedules. Because of this, three interviews were done via email and the other on a recorded telephone call. Therefore, the interviews that were answered without a live conversation were answered based on the interviewee’s interpretation of the questions.

5.3 Recommendations

The following are recommendations that are suggested by the researcher as a method of developing the music curriculum used in pre-schools.

i. Music seminars can be made available to pre-school teachers to educate them as to different ways that music can be used in their classroom.

ii. Persons with a Bachelor of Arts in Music can be assigned in pre-schools to develop the ways that music is used in pre-school classrooms.

iii. Preliminary music courses can be made a part of the Bachelor of Education in Early Childhood Education so that the pre-school educators will have sufficient knowledge on ways of using music in a pre-school.

iv. Pre-school teachers can access the *National Early Childhood Care and Education Curriculum Guide* set out by the Ministry of Education on the internet to have a clearer understanding on the effects of music on pre-school children.

v. Because of the limited sampling, more research with additional pre-schools should be conducted.
These recommendations were made because of the gaps that were present in the pre-school teachers understanding on the use and the potential of music in their pre-schools.

5.4 Conclusion

This research conducted using four selected preschools, Wesley’s Pre-school, Maraval Government Early Childhood Centre, Esther’s Early Learning Centre and Holy Cross Kindergarten, showed that there is hope for the development of music programming in pre-schools in TT. This is substantiated by the data collected that showed the different ways that the teachers are trying to incorporated music in their respective classrooms.

However, although this may be, assistance is required from educated, certified music educators because all pre-school teachers do not have a clear understanding of the many varied ways that music can be used in the classroom. Fortunately, all the pre-school educators that were interviewed have an idea of the potential of music to enhance learning at the pre-school level. The presence of music in pre-schools can significantly improve the development of the pre-school students and efforts should be made to ensure that music is a more integral part of the pre-school curriculum in Trinidad and Tobago.
Works Cited


De Cristofaro, Giampiero. “Languages Learning through Songs, Karaoke and Internet.” International Conference ICT for Language Learning, p.2.


Extention.org. “Music Activities Teach Important Skills to Children in Child Care.”


Malburg, Sarah. “Shake It Up! Making Music With Instruments In The Preschool Classroom.”


Appendix A - Signed Consent Forms

THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE, TRINIDAD AND TOBAGO, WEST INDIES
FACULTY OF HUMANITIES AND EDUCATION
DEPARTMENT OF CREATIVE AND FESTIVAL ARTS
Tel./Fax: (868) 663-2141 (868) 663-9873

I, [Interviewee's name] hereby give [Name of Interviewer] permission to place a copy of the materials collected in this interview on [Date] for educational purposes for her research in the course HUMN 3099 (Caribbean Studies Project) in the Department of Creative and Festival Arts. The materials will be housed in the West Indian Collection located in the Main Library at the University of the West Indies, St. Augustine campus. The project will be archived under the Caribbean studies section.

[Interviewer's Signature]

[Interviewee's Signature]
I, [Interviewer’s name], hereby give [Interviewee’s name] permission to place a copy of the materials collected in this interview on 5th Jan., 2018, for educational purposes for her research in the course HLU274 3099 (Caribbean Studies Project) in the Department of Creative and Festival Arts. The materials will be housed in the West Indian Collection located in the Main library at the University of the West Indies, St. Augustine Campus. The project will be archived under the Caribbean studies section.

[Signature]
Interviewer’s Signature

[Signature]
Interviewee’s Signature
I, Esther Wiggins, hereby give Sahira Harris permission to place a copy of the materials collected in this interview on 17th January 2018 for educational purposes for her research in the course HUMN 3099 (Caribbean Studies Project) in the Department of Creative and Festival Arts. The materials will be housed in the West Indiana Collection located in the Main library at the University of the West Indies, St. Augustine campus. The project will be archived under the Caribbean studies section.

Interviewer’s Signature

Interviewee’s Signature
I, Valerie Drayton, hereby give Jamira Harris permission to place a copy of the materials collected in this interview on 12th January 2018 for educational purposes for her research in the course HUMN 3099 (Caribbean Studies Project) in the Department of Creative and Festival Arts. The materials will be housed in the West Indiana Collection located in the Main library at the University of the West Indies, St. Augustine campus. The project will be archived under the Caribbean studies section.

Interviewer’s Signature

Interviewee’s Signature

Holy Cross Kindergarten School
Calvary Hill Arima
Date 12/3/2018
OBSERVATION DECLARATION FORM

NAME OF UWI STUDENT .......................................................... Tahira Harris

ID# .......................................................... 810004934

SIGNATURE OF STUDENT ..........................................................

NAME OF TEACHER BEING OBSERVED (PLEASE PRINT) .......................................................... Esther Wiggins

DATE: .......................................................... Monday 12th March 2018

TIME DURATION: FROM .......................................................... 9:15 am TO .......................................................... 11:25 am

CLASS LEVEL: .......................................................... Pre-school students

CLASS SIZE: .......................................................... 12 students

NAME OF SCHOOL .......................................................... Esther’s Early Learning Centre

SIGNATURE OF TEACHER BEING OBSERVED .......................................................... Esther Wiggins
OBSERVATION DECLARATION FORM

NAME OF UWI STUDENT .................................................................

Johira Harris

ID# .................................................................

8100011934

SIGNATURE OF STUDENT .................................................................

NAME OF TEACHER .................................................................

VALERIE DRAYTON

BEING OBSERVED (PLEASE PRINT) .................................................................

DATE: .................................................................

Monday 12th March 2018

TIME DURATION: FROM ................ TO ................

1 pm至2.30 pm

CLASS LEVEL: .................................................................

Pre-school students

CLASS SIZE: .................................................................

20 students

NAME OF SCHOOL .................................................................

Holy Cross Kindergarten

SIGNATURE OF TEACHER BEING OBSERVED .................................................................

Mrs Valerie Drayton

Holy Cross
Kindergarten School
Calvary Hill Arima
Date 12/3/2018
Appendix B - Interview Questions

Topic: The use of music in Early Childhood Education in four selected pre-schools in Trinidad and Tobago

1. What inspired you to become a pre-school teacher?
2. How long have you been a pre-school teacher?
3. What are the requirements of being a pre-school teacher in Trinidad and Tobago; are you required to have any specific level of music education (Secondary/Tertiary)?
4. Does your pre-school curriculum comprise of music?
5. How often on a daily basis is music provided in your pre-school classroom?
6. In what way/ways are music used in your pre-school classroom?
7. What effects do these ways that you have stated have on your pre-school students’ development (mentally or physically)?
8. What type/ types of music are used in your pre-school classroom?
9. Why is this type of music used; does it have a certain effect on your pre-school students?
10. Are there any musical instruments present in your pre-school classroom other than voice?
11. What instruments are used and in what way/ways.
12. Have you ever encountered a pre-school student that has no interest in music?
13. Is music one of your pre-school students’ preferable ways of learning and how is this demonstrated?
14. If there were no music present in your classroom, will the outcome that you have achieved with your pre-school students be the same? Why?
15. Do you believe that the music programs used in pre-schools in Trinidad and Tobago are adequate?
16. What do you recommend to advance the music programs in pre-schools in Trinidad and Tobago?
Appendix C - List of Abbreviations

CD - Compact Disc

CSEC - Caribbean Secondary Education Certificate

ECC - Early Childhood Centre

ECCE - Early Childhood Care and Education

ELC - Early Learning Centre

Etc. - Et cetera

Gov’t - Government

MOE - Ministry of Education

TT - Trinidad and Tobago

US - United States

USA - United States of America

Qtd. - Quoted
Appendix D - Glossary

Circle Time - the time spent standing or sitting in a circle to socialize by singing or playing

Dull - lacks interest

Morning Circle - a circle formed by teachers and students where they interact with each other

Music - sound with rhythm or pitch

Music Education - the teaching and learning of music

Music Program - music opportunities available

Praise and Worship - celebrating God through music and dance

Pre-academic Skills - cognitive development

Pre-school - Early Childhood Education for ages 3 to 5

Song Time - a period for singing or listening to music