

About the Kindermusik Curriculum

Kindermusik® has been making music with young children and their families for more than 40 years. With **Bridges® by Kindermusik**, you get the additional dimension of intergenerational play! This joy-filled Kindermusik experience creates meaningful moments and enriching interactions between seniors, young children, and their family members. The music and instruments have been carefully chosen to facilitate singing, dancing, and instrument play by all.

How to Use This Document

This resource was designed to provide you with information that may be needed to apply for, and/or provide justification for, a grant or other funding opportunity that will enable your organization to fund the addition of **Bridges** to your program. This document is divided into four sections; each section provides information required for many funding applications. Please feel free to copy and paste directly into your own documents.

Some funding applications may not require all the information provided in this document, while other applications may require additional information that is not provided. It is very important to follow the funder's specific application directions.

Section 1: Product Impact Overview

- 1.1 Bridges Product Description – Overview, Registration Includes
- 1.2 Bridges Product Description – The Program Experience
- 1.3 Bridges Product Description – For Participating Families
- 1.4 Description of Units
- 1.5 Research-Based Best Practices and Effectiveness-for children
- 1.6 Research-Based Best Practices and Effectiveness-for-Seniors in Intergenerational Settings
- 1.7 Training for Facilitators

Section 2: Kindermusik® Corporate Information

- 2.1 Mission
- 2.2 History
- 2.3 Finances / Tax Identification Number (TIN)
- 2.4 Corporate Employees
- 2.5 Corporate Contact Information

Section 3: Reference Testimonials

- 3.1 Facilitator Testimonials
- 3.2 Parent Testimonials
- 3.3 Participant Testimonials

Other Information You May Need to Gather

While this document aims to provide all of the information you may need about **Bridges**, some grants may require you to provide additional information about your school or organization. Depending on the grant requirements, you may also need to gather:

About Your Organization

1. Organization Background/History/Accomplishments
2. Biographies of Key Personnel
3. Permissions to Request Funding from Organization (if needed)
4. Organization Contact Information
5. School/Organization Finances (if required)
6. Organization Internal Revenue Status (501(c)(3), etc.)

What Do You Want to Do?

1. Clarification of Needs Statement
2. Population Demographics (Target Audience and Geographical Region Served)
3. Implementation Plan/Community Involvement (if required)
4. Program Timeframe
5. Benchmark/End-of-Funding Assessment
6. Budget Summary/Summary of Costs
7. Funding Tracking and Accountability
8. Technology in Place or Needed (if applicable)
9. Thank-You Plan

If you need additional information not listed or have suggestions for material that could be added in this document in the future, please contact Kindermusik: info@qualitylifemusic.com or 1-800-628-5687.

Section 1: Product Overview

1.1 Bridges Product Description

Overview

Bridges by Kindermusik is a research-based program that uses music and movement activities, as well as instrument play, to build readiness skills across all learning domains for young children. By incorporating Seniors into the experience, it brings the added benefits of Intergenerational play: promoting increased satisfaction and quality of life for Seniors, improved attitudes toward the elderly for children and their families and contributing to the encouraging of values and positive behaviors in children.

For Young Children: **Bridges** helps develop and strengthen skills such as receptive vocabulary, expressive vocabulary, fine-motor skills, gross-motor skills, motor planning and coordination, executive function skill, self-expression, confidence, and healthy risk-taking. All these benefits are realized through integrated music, rhyme, poetry, storytime, vocal play, and movement activities. The program supports the early childhood standards and requirements for high-quality programs as defined by the National Institute for Early Education. The program also aligns with the Common Core State Standards and the Early Head Start and Head Start Child Development and Learning Frameworks.

For Seniors: **Bridges®** is a research-based program that helps to improve quality of life and sense of purpose for participants. Seniors enjoy “teaching” the children, and they also get to enjoy the added benefits associated with intergenerational learning. Developing connections with a younger generation can help older adults feel a greater sense of fulfillment.

For all participants: According to research, relationships developed via this type of Intergenerational programming can:

1. Provide an opportunity for both to learn new skills
2. Give the child and the older adult a sense of purpose
3. Help to alleviate fears children may have of the elderly
4. Help children to understand and later accept their own aging
5. Invigorate and energize older adults
6. Help reduce the likelihood of depression in the elderly
7. Reduce the isolation of older adults
8. Fill a void for children who do not have grandparents available to them

Each **Bridges** kit includes:

Instruments and Props:

- Bells (30)
- Chime Balls (30)
- Clip claps (30)
- Egg shakers (30)
- Non-breakable mirrors (30)
- Rainbow shakers (30)
- Scarves (30)
- Duck puppets (30)
- Kindermusik storytime blanket (1)
- Engagement stickers (900)
- Picture cards (20)

Music and Activities:

- **Bridges** Albums for online download and streaming (6)
- Online training
- Marketing downloads and social media assets to promote

1.2 The Bridges Experience

24 Weekly lessons include songs, poems and rhymes, focused listening exercises, vocal play activities, fine motor “fingerplays,” gross-motor movement and expressive movement activities, and singing.

The hosted audio guides the facilitator and the participants through 24 weekly lessons. Ideal for recreational therapists, music therapists, and program or activity directors, Bridges includes all the songs, props, instruments, and instruction needed to create an unforgettable intergenerational music experience. The Bridges Albums facilitate the lessons and guide participants through an irresistible playlist of fun including: timeless tunes, fine-motor fingerplays, gross-motor movements, expressive movements, and hands-on instrument play. Activities are intentionally designed, strategically sequenced, and paced for maximum intergenerational engagement. Each session can be customized to meet the interest and strengths of participants.

Skills naturally advanced by these activities include listening skills, impulse control, and direction following; expressive and receptive vocabulary; phonological awareness, print awareness, and pre-reading; pattern recognition, sequencing, problem-solving, and memory; fine-motor skills, gross-motor skills, balance, coordination, hand-eye coordination, and motor planning; imagination, creativity, and pretend play; vocal play, vocal expression, and singing; sharing, cooperation, and turn-taking.

1.3 Bridges Product Description – For Participating Families

Each family participating in the **Bridges** program will receive a download card from the facilitator to access 10 of their child's favorite songs from the experience.

1.4 Description of 6 Program Units

Unit Title	Learning Objectives	Activities/Themes
Family All Around Me	High and low; big and little; shaking and tapping	Children will move their hands, bodies, instruments, and scarves to songs and poems.
Around the House	Steady beat; shaking and tapping; walking and rolling	Steady beat; shaking and tapping; walking and rolling
Zoom!	Fast and slow; follow-the-leader; swirling and flying	Fast and slow; follow-the-leader; swirling and flying
Playtime!	Hiding and finding; identifying parts of the body; stop and go	Hiding and finding; identifying parts of the body; stop and go
Hello, Day!	Using both sides of the body; identifying clothes; morning routines	Using both sides of the body; identifying clothes; morning routines
Big Back Yard	High and low; fast and slow; smooth and bumpy	High and low; fast and slow; smooth and bumpy

1.5 Research-Based Best Practices and Effectiveness – for Children

The beneficial impact of music on young children’s growth, development, confidence, family engagement, and school readiness skills continue to gain the interest of researchers. Below, you’ll find a library of research studies that have been conducted on how music education—and Kindermusik programs specifically—support children’s development and skill-building. These studies would be most helpful to reference in collaboration with an Early Learning Services provider in your community.

Note: At the time several of these studies were conducted, the Kindermusik program was called ABC Music & Me.

LITERACY

Improving Student Language and Literacy Skills

Abstract: Students who received ABC Music & Me instruction showed significantly larger gains (32% more improvement) on the PALS test than did students who did not receive ABC Music & Me instruction, indicating that the program successfully boosts preschoolers’ language and literacy skills.

See: <https://www.kindermusik.com/our-classes/research>

The Impact of Music on Language and Early Literacy

Abstract: This research summary reviews high-quality experimental studies conducted in classrooms with young children receiving music education, plus relevant brain research that focuses on the impact of musical instruction on the brain. The impact of music and musical instruction on early language and literacy development for young children is examined in Reading Comprehension, Verbal Memory, Listening Skill, Vocabulary, Phonological and Phonemic Awareness, Writing and Print Awareness, Family Involvement, and more.

See: <https://www.kindermusik.com/our-classes/research>

SOCIAL-EMOTIONAL DEVELOPMENT

The Impact of Music on Social-Emotional Development and Academic Success

Abstract: This research summary reveals that social-emotional competence in the early years is linked to future academic success. Furthermore, a growing body of research confirms that teaching and learning across the curriculum areas can successfully embed social-emotional lessons, resulting in cognitive as well as social-emotional gains.

See: <https://www.kindermusik.com/our-classes/research>

MATHEMATICS

The Impact of Music on Mathematics Achievement

Abstract: This research summary presents a survey of seminal studies undertaken to test music's impact on math abilities for children in preschool, kindergarten, and the primary grades. This summary also reveals the findings of one such research project built around a Kindermusik program. The results of this study were published in the Journal of Applied Developmental Psychology and have been reviewed and commented upon by leading thinkers in the field.

See: <https://www.kindermusik.com/our-classes/research>

FOREIGN LANGUAGE ACQUISITION

Music and Movement in English Language Learning in Very Young Children: A Booklet for Teachers and Parents

Abstract: There is a developing awareness of the importance of introducing foreign language instruction at the youngest possible age. Recent research indicates that a baby has the ability to learn any of the world languages, and that the earlier children are involved in learning a second language, the more natural it is for them to understand and speak the language. Linguist Patricia Kuhl came to this conclusion based upon brain measures in the form of electrophysiological scans (ERPs) (Kuhl, 2008). Here, Kuhl documents the transformation that occurs between eight and ten months of age as infants learn to “take statistics” from the language to which they’re exposed, already beginning to determine which sounds are linguistically significant and which are not.

See: <https://www.kindermusik.com/our-classes/research>

OTHER RELEVANT STUDIES

FAMILY ENGAGEMENT

Family Engagement as a Systemic, Sustained, and Integrated Strategy to Promote Student Achievement

Abstract: Family engagement in education is related to a range of benefits for students, including improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation. The strongest research evidence indicates that parental beliefs, attitudes, values, and childrearing practices, as well as home-school communication, are linked to student success. Furthermore, investing in family engagement can be cost effective. For example, schools would have to spend \$1000 more per pupil to reap the same gains in student achievement that an involved parent brings.

These research-based findings align with a key principle of Harvard Family Research Project—namely that schools alone cannot meet students’ needs, especially the needs of those students who are the most disadvantaged. These students in particular need the benefits of a complementary learning approach, in which an array of school and non-school supports complement one another to create an integrated set of community-wide resources that support learning and development from birth to young adulthood.

See: <https://www.kindermusik.com/our-classes/research>

EARLY INTERVENTION / INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) OVERVIEW

Individuals with Disabilities Education Act (IDEA) – Part B, Section 611, Grants to States (CFDA: 84.027) URL: <http://www.ed.gov/programs/osepgts/index.html>

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Part B of the IDEA provides funds to state educational agencies (SEAs) and local educational agencies (LEAs) to help them ensure that children with disabilities, including children aged three through five, have access to a free appropriate public education to meet each child’s unique needs and prepare him or her for further education, employment, and independent living. Funds under this program are combined with state and local funds to provide a free appropriate public education (FAPE) to children with disabilities. Funds are distributed on a yearly basis. IDEA, Part B focuses on ages 3-21. Additional information is located at: <http://www.ed.gov/about/offices/list/osep/programs.html> and <http://idea.ed.gov/>.

IDEA, Part B: Grants to Schools Requirements with Correlations to Kindermusik’s Key Elements:

Below is a high-level description of some of the Individuals with Disabilities Education Act (IDEA) requirements, followed by the Key Elements of Kindermusik® program that relate to each of those requirements.

Relationship to NCLB Requirement – The State must establish goals for the performance of children with disabilities in the State that promote the purposes of this NCLB. These goals must be based in vigorous academic content.

Key Elements: Kindermusik® curriculum is aligned to the National Institute for Early Education. Research (NIERR) national standards, Common Core State Standards, and Head Start Child Development and Learning Framework. If you would like to obtain a scope and sequence for any Kindermusik® program, contact Kindermusik® or your account representative.

Early Intervention Services/School Readiness – Students should be provided services that include an educational component that promotes school-readiness and incorporates pre-literacy, language, and numeracy skills.

Key Elements: Kindermusik® provides instruction to enhance learning modalities, prepare students for academics, and encourage socialization. The following table outlines these areas and the specific skills of focus.

Early Intervention Services / School-Readiness Area	Skills
Auditory	Focused listening, sound awareness, imitating sounds, listening to others, identifying and expressing rhythmic patterns, echoing, auditory identification, attending, discriminating, sequencing, and memory
Kinesthetic	Gross/fine motor skills, hand-eye coordination, balance, spatial awareness and position in space, musical coordination, including clapping, dancing, hopping, rolling, and stomping
Language & Literacy	Expressive vocabulary, receptive vocabulary, phonological awareness, word patterns, print awareness, expressive language, sequencing, and memory
Mathematics	Recognizing and extending patterns, exploring spatial-temporal reasoning, abstract reasoning, quantities, reading numbers, and counting
Social / Emotional Skills	Cooperating, taking turns, listening, following directions, executive function, self-control, exploring emotions, imagination, and self-esteem

1.6 Research-Based Best Practices and Effectiveness-for-Seniors in Intergenerational Settings

Research continues to show the beneficial impact of intergenerational programs to promote increased satisfaction and quality of life for all parties involved: on young children's growth, development, confidence, family engagement, and school readiness skills, and attitudes toward the elderly; on Seniors' health and well-being. While quality of life impact of Bridges is currently being measured by the Wake Forest School of Medicine, there are many studies which have been conducted on the benefits to Senior participants on Intergenerational programming.

According to Leading Age, Seniors participating in Intergenerational Programming can expect:

- Increased self-esteem and/or feelings of worth
- Decreased Isolation and/or increased connectedness

Senior Lifestyle cites Generations United as adding to the list of benefits for older adults:

- Experience fewer falls, and were less reliant on canes
- Performed better on memory tests, and
- For those with dementia and other cognitive impairments, experience more positive effects during interactions with children than during non-generational activities

1.7 Training for Facilitators

Bridges was designed to be a “plug and play” for any activity director, program director, life-enrichment coordinator and the like. Kindermusik provides various online resources that introduce the community's facilitator(s) to the program's ease of use with instructions on how to prepare for and successfully lead this Intergenerational experience. Individualized support based on customers' specific needs is available upon request at an additional cost.

Section 2: About Kindermusik® International

2.1 Mission

Kindermusik® is a community of families and teachers passionately committed to bringing music into children's lives. Guided by research and a proven methodology combining music with all domains of learning, Kindermusik® sparks magical, memorable learning for each and every child. It is our mission to reach every child with the power of music.

2.2 History

Kindermusik® International, the world's leading provider of high-quality music programming for Early Childhood, originated in Germany in the 1960s as “Music for the Young Child.” In 1978, the program was brought to the United States, translated into English, and adapted for American families. Due to increasing popularity, in the 1990s investors funded the development of new curricula. By 1998, the entire curriculum had been rewritten, updated, and repackaged for children around the world—and by the 2000s, distribution offices had been opened in Singapore, South Africa, Australia, and Canada. In 2002, Kindermusik's employees formed an ESOP and bought the privately held company from its investors. As of 2018, Kindermusik® International has approximately 5,000 educators and preschool classrooms in more than 70 countries worldwide. Kindermusik's International Headquarters are located in Greensboro, North Carolina, USA. While Kindermusik licensed educators have been offering classes in Intergenerational settings for many years, the Bridges program was developed in 2016 to support Intergenerational music programming for any Senior setting.

2.3 Corporate Finances/Tax Identification Number (TIN)

Tax Identification Number (TIN): #56-1851676

2.4 Corporate Employees

Kindermusik® International has about 35 full-time employee owners, plus 5,000 Independently Licensed Kindermusik Educators world-wide—working with tens of thousands of classrooms, centers, schools, and other organizations to deliver meaningful musical experiences to young children, their families, and communities.

2.5 Corporate Contact Information

Kindermusik International
2606 Phoenix Drive, Suite 810
Greensboro, NC 27406-6357
info@qualitylifemusic.com

Section 3: Reference Testimonials

3.1 Facilitator Testimonials

“The overall class experience we have had has just been joyful and full of energy, and more than we even expected with participation from our seniors.” –Sara Romanik, Bridges Facilitator, Activities and Programs Specialist at the Williams Adult Day Center

“Our initial expectations were exceeded. We never would have dreamed how quickly those relationships have developed and continue to develop.” –Lee Covington, CEO, Senior Services, Inc.

3.2 Parent Testimonials

“I think this environment is just so positive and realistic. And I feel personally that I was so encouraged to see growth from both the Seniors and from Libby.” –Christy Robinson, Parent

“Seniors that were completely non-verbal have started talking to the kids. There have been some really special moments in here.” –Lorra Mellor, Parent

3.3 Participant Testimonials

“I enjoy the kids! Every step they make, I’m watching them and the expressions on their faces—it’s great joy.” –Ayda, Bridges Participant

“Just being here, it makes me feel good, just to be around children.” –Linda, Bridges Participant

“Let me tell you it keeps you alive, it keeps you going! It keeps you moving about, and let me tell you, when you get to be 90 years old, you need that.” –Helen, Bridges Participant