

MONTESSORI MUSIC:

Filling Hearts and Homes with the Power of Song

MARIA JOHNSON



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AMI 3-6 GUIDE

THE PREPARED HEARTH







“They have not been urged to sing;
it is an explosion of spontaneous activity.”

– MARIA MONTESSORI, “THE SIGNIFICANCE OF MUSIC FOR THE CHILD” (1930)

WHY MUSIC BELONGS IN THE ENVIRONMENT

- Music does not exist in the natural environment **unless we provide it**
- Children need repeated opportunities to **hear, experience, and enjoy music**
- Music should be **woven throughout the day**
- The teacher's role is to **bring music into the child's environment**

"It is the task of the teacher to give music to the child."

– MARIA MONTESSORI, "THE SIGNIFICANCE OF MUSIC FOR THE CHILD" (1930)

THE CHILD'S NATURAL RESPONSE TO MUSIC







"It is through movement that the child arrives at understanding music."

– MARIA MONTESSORI, "THE SIGNIFICANCE OF MUSIC FOR THE CHILD" (1930)

“They develop a passion for walking on the line …
They seem to put their whole souls into it.”

– MARIA MONTESSORI, *THE ADVANCED MONTESSORI METHOD, VOLUME II*
AS QUOTED IN *THE MONTESSORI APPROACH TO MUSIC*, P. 74

THE CHILD'S RESPONSE TO MUSIC



"This piece is for weeping."

"This is for prayer."

"Now we must laugh."

"Now we must shout."

– MARIA MONTESSORI, *THE ADVANCED MONTESSORI METHOD, VOLUME II*
AS QUOTED IN *THE MONTESSORI APPROACH TO MUSIC*, P. 102

The children were responding to what the music was expressing.

“In answer to this need music was born.
Thereafter, language for communication between minds
and music for the communion of souls
formed part of the sacred heritage that each group
of human beings transmitted to their children.”

– MARIO MONTESSORI, “MAN’S SPIRITUAL EXPRESSIONS: LANGUAGE AND MUSIC” (1956)

WE ARE A PEOPLE WHO SING

O sing to the Lord a new song,

for he has done marvelous things!

His right hand and his holy arm

have gotten him victory.

PSALM 98:1 (RSV)

We sing to pray.

We sing to remember.

We sing to praise.

We sing to celebrate.

NOW LET'S SING!





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THANK YOU!

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