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|  | **Creative Activities** |
| **Just the Facts, Ma’am** | **Childhood, Culture and Creativity: A Literature Review** [**http://www.academia.edu/679206/Childhood\_Culture\_and\_Creativity\_A\_Literature\_Review**](http://www.academia.edu/679206/Childhood_Culture_and_Creativity_A_Literature_Review)  *Using the new sociology of childhood as a theoretical framework, this literature review synthesizes the research on childhood, culture and creativity. More specifically, this review examines the relationships between culture and creativity and the areas of play, multimodal communication, and new technologies for young children (aged birth through 8).*  **K-4 Standards in Dance, Music, Theater, and Visual Arts**  [**http://artsedge.kennedy-center.org/educators/standards/full-text/K-4-standards.aspx**](http://artsedge.kennedy-center.org/educators/standards/full-text/K-4-standards.aspx)  *This website contains links to Dance Music, Theater, and Visual Arts standards for K-4 students. They describe the skills and knowledge that students are expected to have acquired at the end of grade 4.*  **The National Visual Arts Standards** [**http://www.arteducators.org/store/NAEA\_Natl\_Visual\_Standards1.pdf**](http://www.arteducators.org/store/NAEA_Natl_Visual_Standards1.pdf)  *Developed by the National Art Education Association, this document describes standards in visual art for grades K-12. These standards are intended as a guide for student learning outcomes. The document begins with a discussion of the importance of and the issues associated with standards in arts education. It then outlines the standards for grades K-4, 5-8, and 9-12.*  **Position Statement on Developmentally Appropriate Practice**  [**http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf**](http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf)  *This position statement by the NAEYC discusses current critical issues in child development, learning, and educational effectiveness. Considerations for early childhood practitioners in developmentally appropriate practice (DAP) as well as principles of principles of child development and learning and implementation guidelines are presented.*  **The Power of Music: Its Impact on its Impact on the Intellectual, Social and Personal Development of Children and Young People**  [**http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development\_research.pdf**](http://www.laphil.com/sites/default/files/media/pdfs/shared/education/yola/susan-hallam-music-development_research.pdf)  *This paper presents an overview of the benefits of active engagement in music in various domains of development such as intellectual, personal and social, and physical development, as well as in language, literacy, and numeracy skills.*  **Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum,**  **Assessment, and Program Evaluation**  [**http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/ Prmtg\_Pos\_Outcomes\_Companion\_Paper.pdf**](http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf)  *Intended as a companion document to the 2003 NAEYC joint position statement, Early Childhood Curriculum, Assessment, and Program Evaluation—Building an Effective, Accountable System in Programs for Children Birth Through Age 8, this document provides key recommendations on Curriculum, Assessment, and Program Evaluation. Included in each section are the rationales, key issues for young children with disabilities, indicators of effectiveness, as well as frequently asked questions pertaining to that section.*  **Research on How Music Promotes Learning** [**http://www.songsforteaching.com/references.htm**](http://www.songsforteaching.com/references.htm)  *This paper presents an overview of the benefits of active engagement in music in various domains of development such as intellectual, personal and social, and physical development, as well as in language, literacy, and numeracy skills.*  **Standards for Dance in Early Childhood** [**http://www.ndeo.org/content.aspx?page\_id=22&club\_id=893257&module\_id=55411**](http://www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=55411)  *This webpage describe how the Standards for Dance in Early Childhood may be used by school administrators and educators to foster creativity in the classroom/studio, and to assess student development.*  **Young Children and the Arts: Making Creative Connections: Report of the Task Force on Children’s Learning and the Arts, Birth to Age 8** [**http://www.artsdel.org/ArtsEducation/YoungChildren.pdf**](http://www.artsdel.org/ArtsEducation/YoungChildren.pdf)  *Intended as a framework for arts-based early education programs, this document contains summary guide outlining children’s developmental stages from birth through eight and examples of appropriate arts activities. It concludes with recommendations for individuals and organizations specializing in the arts, in early childhood education, and the education research community. A list of resources, research, and programs is included in the appendix.* |

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| **Read All About It** | **Beyond Twinkle Twinkle: Using Music With Infants and Toddlers** [**https://www.naeyc.org/files/yc/file/201003/ParlakianWeb0310.pdf**](https://www.naeyc.org/files/yc/file/201003/ParlakianWeb0310.pdf)  *This article discusses the impact of music on various developmental domains and offers suggestions for using music experiences to encourage young children’s learning in these domains.*  **Block Building and Make-Believe for Every Child** [**http://www.naeyc.org/files/tyc/file/TYC\_V3N3\_StrasserandKoeppel.pdf**](http://www.naeyc.org/files/tyc/file/TYC_V3N3_StrasserandKoeppel.pdf)  *This article offers practical suggestions for engaging boys and girls in play centers that they may not usually visit.*  **Creativity Development in Early Childhood: The Role of Educators** [**http://www.academia.edu/4083534/Creativity\_Development\_in\_Early\_Childhood\_The\_Role\_of\_Educators**](http://www.academia.edu/4083534/Creativity_Development_in_Early_Childhood_The_Role_of_Educators)  *This article describes creative development in toddlers (ages 0-3) and in the preschool to kindergarten stage (ages 3-6). It also discusses how educators can support creative development at each stage.*  **Developing Multiple Intelligences in Young Learners** [**http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=251**](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=251)  *Based on Gardner’s theory of multiple intelligences, this article describes characteristics of the multiple intelligences in young children and offers teaching tools and environmental strategies to support development in the seven areas of intelligences.*  **For the Birds! Seeing, Being and Creating the Bird World** [**http://www.naeyc.org/files/tyc/file/TYC\_V3N4\_Russo.pdf**](http://www.naeyc.org/files/tyc/file/TYC_V3N4_Russo.pdf)  *This article describes how authentic experiences were provided for a preschool class in gaining knowledge of birds and nature through strategies like direct observation, dramatic play and storytelling, and reflection through art and writing activities. Practical tips and suggestions are also offered.*  **Fostering Creativity in the Early Childhood Classroom** [**http://link.springer.com/article/10.1007%2FBF02353284#page-2**](http://link.springer.com/article/10.1007%2FBF02353284#page-2)  *Using several short examples, this article describes how creativity can be fostered in the early childhood classroom through the teacher’s attitude, the classroom atmosphere, and classroom activities and materials.*  **How Can You Create a Learning Environment That Respects Diversity?** [**http://www.adl.org/assets/pdf/education-outreach/How-Can-You-Create-a-Learning-Environment-That-Respects-Diversity.pdf**](http://www.adl.org/assets/pdf/education-outreach/How-Can-You-Create-a-Learning-Environment-That-Respects-Diversity.pdf)  *This short article discusses how early childhood educators can create learning environments that are inclusive and respect diversity through the use of anti-bias materials, images, and language. A list of guiding questions is offered at the end of the article to help educators assess if their program provides an inclusive, bias-free environment.*  **Integrating Principles of Universal Design into the Early Childhood Curriculum**  [**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)  *The authors offer**examples and recommendations for how teachers of young children can support each young learner in diverse early learning settings by using Universal Design for Learning.*  **Make a Little Music** [**https://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf**](https://www.naeyc.org/files/yc/file/200911/LeapsandBoundsWeb1109.pdf)  *This short article makes the case for including music and movement in early childhood education programs. It also includes suggestions for those interested in learning more about music and movement for young children.*  **Making the Most of Creativity in Activities for Young Children with Disabilities** [**http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf**](http://www.naeyc.org/files/tyc/file/MitchellVol2No2NEXT.pdf)  *Using the MOST (Materials + Objectives + Space + Time) approach, this article offers practical suggestions and planning tips for including children with disabilities in classroom activities. Examples of how the MOST approach can be used for children with visual impairments, hearing impairments, autism, or physical disabilities are presented in a chart.*  **Moving Bodies, Building Minds: Foster Preschoolers’ Critical Thinking and Problem Solving Through Movement** [**http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies\_Russo\_Marigliano\_Online\_0911.pdf**](http://www.naeyc.org/files/yc/file/201109/Moving%20Bodies_Russo_Marigliano_Online_0911.pdf)  *This article explains how critical thinking and problem-solving skills can be developed in preschoolers through movement. It also offers strategies for executing these movement activities and considerations for children with special needs and connecting with families.* |

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| **Read All About It** | **Music and Math: How Do We Make the Connection for Preschoolers?** [**http://www.childcareexchange.com/library/5015846.pdf**](http://www.childcareexchange.com/library/5015846.pdf)  *This article explains how teachers can use music to stimulate and enhance preschoolers’ math learning. Suggestions for activities are provided in the areas of classification, number, seriation, time, and memory skills.*  **Music Play: Creating Centers for Musical Play and Exploration** [**http://www.naeyc.org/files/tyc/file/MusicPlay.pdf**](http://www.naeyc.org/files/tyc/file/MusicPlay.pdf)  *This article describes how music can be an important form of play and offers suggestions on how educators can scaffold children’s learning experiences by creating musical centers. The article also contains practical suggestions with instructions for inventing music play centers and a checklist for creating a music play center.*  **The Patterns of Music: Young Children Learning Mathematics Through Beat, Rhythm, and Melody** [**https://www.naeyc.org/yc/files/yc/file/201201/Geist\_Patterns\_of\_Music\_Jan012.pdf**](https://www.naeyc.org/yc/files/yc/file/201201/Geist_Patterns_of_Music_Jan012.pdf)  *This article explains how patterns in musical elements are related to mathematical principles and can be used to foster children’s engagement in mathematics in activities that may not even seem mathematical. Four practical tips are offered at the end of the article for using music to engage children in math.*  **Superheroes: An Opportunity for Prosocial Play** [**http://www.naeyc.org/files/yc/file/201107/Superheroes\_an\_opportunity\_for\_prosocial\_play.pdf**](http://www.naeyc.org/files/yc/file/201107/Superheroes_an_opportunity_for_prosocial_play.pdf)  *Through the experience of a preschool teacher, this article discusses the benefits of superhero play and how it can be used to promote children’s social-emotional skills. Strategies for fostering prosocial superhero play are provided as well.*  **The Universal Design of Early Education: Moving Forward for all Children** [**http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf**](http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf)  *This article explains the rationale behind the Universal Design for Learning and how it can support children with disabilities as well as their typically developing children. It contains a chart outlining the seven principles of the Universal Design for Learning and their corresponding educational applications.*  **Unlocking Children’s Creativity Through Music and Movement** [**http://www.earlychildhoodnews.com/earlychildhood/article\_view.aspx?ArticleID=261**](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=261)  *This article explains how creativity can be encouraged in music and movement activities. It also offers practical suggestions for encouraging creativity and other problem solving and critical thinking skills.*  **Young Children and Movement: The Power of Creative Dance** [**https://www.naeyc.org/tyc/files/tyc/file/V6N1/Dow2010.pdf**](https://www.naeyc.org/tyc/files/tyc/file/V6N1/Dow2010.pdf)  *This article discusses the benefits of incorporating movement or dance in the early childhood curriculum and points out potential implications of doing so.* |
| **See For Yourself** | **Art and the Common Core**  [**http://www.aep-arts.org/wp-content/uploads/2013/02/Education-Week-Webinar-Slides.pdf**](http://www.aep-arts.org/wp-content/uploads/2013/02/Education-Week-Webinar-Slides.pdf)  *As part of the Education Week Webinar, these slides show how the Common Core State Standards can be applied in the art curriculum.*  **Building Inclusive Child Care Universal Design for Learning**  [**http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm**](http://www.northampton.edu/Early-Childhood-Education/Partnerships/Building-Inclusive-Child-Care.htm)  *Based on the principles of Universal Design for Learning and collaboration with families, the Building Inclusive Child Care (BICC) program provides training for child care providers on inclusive practices, using their Reibman Hall Children’s Center as a model of inclusive practices.*  **Creativity Takes Time** [**http://www.youtube.com/watch?v=VPbjSnZnWP0**](http://www.youtube.com/watch?v=VPbjSnZnWP0)  *This short clip demonstrates the importance of providing time for creativity to be expressed.*  **Diversity: Contrasting Perspectives** [**http://learningseed.vidcaster.com/j7Dj/diversity-contrasting-perspectives/**](http://learningseed.vidcaster.com/j7Dj/diversity-contrasting-perspectives/)  *This video introduces diverse perspectives on various aspects of caregiving in the home and child care settings. It discusses the cultural differences in caregiving practices through a panel discussion by culturally diverse early educators. One section of the film examines different ways adults can support young children in learning to draw, with each approach reflecting different values for how adults and children participate in the process.* |

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| **See for Yourself** | **Landfill Harmonic** [**http://vimeo.com/52711779**](http://vimeo.com/52711779)  *This short inspirational film presents the story of the Recycled Orchestra, where children from Cateura, Paraguay, a town built on top of a landfill, create music on recycled instruments made from garbage.*  **Mia’s Everyday Learning Activities** (clip 4) [**http://depts.washington.edu/hscenter/elo-mia**](http://depts.washington.edu/hscenter/elo-mia)  *Created by Head Start, this video comprises of four clips showing Mia, a girl with special needs, in her everyday learning activities in class. Clip 4, in particular, shows Mia engaged in playing dough with other children and how the teacher helps her negotiate requesting for a “stamper”.*  **Multicultural Kids Music Vids with Daria** [**http://multikidsmusicvids.com/**](http://multikidsmusicvids.com/)  *This website contains clips of music and musical instruments from various cultures such as the erhu from China, the didgeridoo from Australia, La Cucaracha, a Mexican folksong, and a quijada, an instrument made from the jawbone of a donkey from Peru, and many more.*  **Early Childhood Guided Tour** [**http://www2.edc.org/NCIP/tour/toc.htm**](http://www2.edc.org/NCIP/tour/toc.htm)  *This is the place to view four classrooms, beginning with a global view of the key elements of effective practice, followed by visits to an integrated classroom and a self-contained classroom. The tour ends at the Visitor’s Center where additional resources are provided.*  **Results Matter Video Library**  [**http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_PracticingObservation.htm#top**](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#top)  *The clips in the Results Matter Video Library were developed for use in professional development for early education providers to practice their observation and documentation skills. Clips are easily downloadable and reflect young children involved in a variety of creative activities in different settings.*  **Use Music to Teach Your Children Patterns**  [**http://www.greatschools.org/students/academic-skills/4261-Use-music-to-teach-your-child-patterns-video.gs**](http://www.greatschools.org/students/academic-skills/4261-Use-music-to-teach-your-child-patterns-video.gs)  *Useful for parents of children or professionals, this clip shows how musical patterns can be used to help a child recognize the visual patterns they encounter in math in early childhood settings.*  **Video Clips: Music** [**http://www.ecetp.pdp.albany.edu/videolibrary.shtm**](http://www.ecetp.pdp.albany.edu/videolibrary.shtm)  *The music section contains clips about how music can be used with young children, in childcare programs, and various music activities.*  **When Education Goes Wrong: Taking Creativity and Play Out of** **Learning** [**http://www.youtube.com/watch?v=BZzFM1MHz\_M**](http://www.youtube.com/watch?v=BZzFM1MHz_M)  *This TED Talk with Nancy Carlsson-Paige highlights the importance of creativity in play and learning.* |
| **Find It Online** | **The Arts and Creative Problem Solving**  [**http://www.pbs.org/parents/education/music-arts/the-arts-and-creative-problem-solving/**](http://www.pbs.org/parents/education/music-arts/the-arts-and-creative-problem-solving/)  *This article discusses how engagement in the arts can help children develop problem-solving skills and creative thinking.*  **The Benefits of Music Education**  [**http://www.pbs.org/parents/education/music-arts/the-benefits-of-music-education/**](http://www.pbs.org/parents/education/music-arts/the-benefits-of-music-education/)  *This article discusses the benefits of music education and how it can facilitate learning in various domains such as language and spatial-temporal development.*  **Book Nooks** [**http://csefel.vanderbilt.edu/resources/strategies.html#booknook**](http://csefel.vanderbilt.edu/resources/strategies.html#booknook)  *Book Nooks contains useful guides for teachers and parents that are based on popular children’s books. These guides offer various activities and ideas to build social-emotional skills.*  **Champion Creatively Alive Children**  [**http://www.crayola.com/for-educators/ccac-landing/free-professional-resources/ccac-resources.aspx**](http://www.crayola.com/for-educators/ccac-landing/free-professional-resources/ccac-resources.aspx)  *Jointly developed by Crayola and the National Association of Elementary School Principals (NAESP), the CCAC program contains five training modules, each accompanied by a video, facilitator’s guide, and resources that help educators develop an arts-infused education.* |

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| **Find It Online** | **Creative Art Activities for Children with Special Needs**  [**http://www.extension.org/pages/25580/creative-art-activities-for-children-with-special-needs#.UnFY4OLe4mU**](http://www.extension.org/pages/25580/creative-art-activities-for-children-with-special-needs#.UnFY4OLe4mU)  *This short article provides ideas for helping children with special needs engage in art activities by modifying or adapting the materials and activities.*  **Diversity Through Arts and Crafts** [**http://www.kidactivities.net/post/Diversity.aspx**](http://www.kidactivities.net/post/Diversity.aspx)  *This webpage contains ideas and instructions for arts and crafts activities that promote cultural diversity.*  **Encouraging Self-Expression Through Art**  [**http://www.pbs.org/parents/education/music-arts/encouraging-self-expression-through-art/**](http://www.pbs.org/parents/education/music-arts/encouraging-self-expression-through-art/)  *This article offers some Do’s and Don’ts for encouraging a child’s creativity through art.*  **The Holistic Learning Outcomes for Children with Down Syndrome**  [**http://www.down-syndrome.org/practice/360/**](http://www.down-syndrome.org/practice/360/)  *This article discusses the benefits of music for children and presents three case studies of children with Down syndrome where musical play is part of their holistic therapy.*  ***imagine* (online magazine of the American Music Therapy Association)** [**http://imagine.musictherapy.biz/Imagine/imagine.magazine.html**](http://imagine.musictherapy.biz/Imagine/imagine.magazine.html)  *imagine is an annual online magazine that shares research, practical strategies, ideas, and policies related to music therapy.*  **It’s Official: Dance in School Can Produce Smarter Kids**  [**http://prekandksharing.blogspot.com.es/2013/10/its-official-dance-in-school-can.html**](http://prekandksharing.blogspot.com.es/2013/10/its-official-dance-in-school-can.html)  *This blog entry suggests that dance improves students’ academic performance and argues for including dance in the curriculum.*  **Languages from the Cradle** (lullabies in different languages) [**http://www.lullabies-of-europe.org/**](http://www.lullabies-of-europe.org/)  *This webpage contains lullabies from different European languages. Links to animated lullabies containing the lyrics in the various languages are also available.*  **Music and Children’s Learning** [**http://www.naeyc.org/content/music**](http://www.naeyc.org/content/music)  *This webpage contains links to articles about music and children’s learning. It also provides a link to the monthly playlist featuring songs that can be used with children.*  **Playing with Music at Home**  [**http://families.naeyc.org/learning-and-development/music-math-more/playing-music-home**](http://families.naeyc.org/learning-and-development/music-math-more/playing-music-home)  *Adapted from the Message in a Backpack, this webpage offers suggestions that families can use at home to support children’s learning.*  **Reinvesting in Arts Education: Winning America’s Future Through Creative Schools** [**http://www.pcah.gov/sites/default/files/photos/PCAH\_Reinvesting\_4web.pdf**](http://www.pcah.gov/sites/default/files/photos/PCAH_Reinvesting_4web.pdf)  *Prepared by the President’s Committee on the Arts and the Humanities over 18 months, this document presents five recommendations for actions by various stakeholders to advance K-12 arts education.*  **Singing Our Way Through the Day: Using Music With Young Children During Daily Routines** [**http://www.musictherapy.biz/Dr.\_Petra\_Kern/Publications\_files/Singing%20our%20way%20through%20the%20day\_ Kern%202008.pdf**](http://www.musictherapy.biz/Dr._Petra_Kern/Publications_files/Singing%20our%20way%20through%20the%20day_Kern%202008.pdf)  *This article offers practical tips on musical strategies and accompanying activities that can be used in the daily transitions and routines to support young children’s development and learning.*  **Songs for Every Season** [**http://www.preschoolexpress.com/music\_station.shtml**](http://www.preschoolexpress.com/music_station.shtml)  *This webpage contains links to various preschool songs and rhymes for the different seasons as well as for all year round.*  **Songs for Teaching: Using Music to Promote Learning** [**http://www.songsforteaching.com/specialneeds.htm**](http://www.songsforteaching.com/specialneeds.htm)  *This webpage offers songs that can be used with children, teens, and adults with special needs for various functions such as activities, reinforcing positive behaviors, transitions and teaching social skills.* |

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| **Find It Online** | **Ten Ways Babies Learn When We Sing to Them** [**http://families.naeyc.org/learning-and-development/music-math-more/10-ways-babies-learn-when-we-sing-them**](http://families.naeyc.org/learning-and-development/music-math-more/10-ways-babies-learn-when-we-sing-them)  *This article provides a brief outline of ten ways babies learn through songs that caregivers sing.*  **Using Music for Children’s Learning and Growth** [**http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Kern\_Handout\_Using%20Music%20for%20Children%27s%20Learning%20and%20Growth%202012.pdf**](http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Kern_Handout_Using%20Music%20for%20Children%27s%20Learning%20and%20Growth%202012.pdf)  *This brief article offers suggestions for musical transitions in preschool routines as well as tips for creating your own transition song.*  **The Value of Art for the Preschool Child**  [**http://www.education.com/reference/article/value-art-preschool-children/**](http://www.education.com/reference/article/value-art-preschool-children/)  *This article discusses the usefulness of art for preschool children’s development in areas such as social-emotional skills, fine motor control, decision-making, and academic-related areas*.  **Why Kids Need to Move, Touch, and Experience to Learn**  [**http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/**](http://ww2.kqed.org/mindshift/2015/03/26/why-kids-need-to-move-touch-and-experience-to-learn/)  *When students use their bodies in the learning process, it can have a big effect, even if it seems silly or unconnected to the learning goal at hand. For example, this resource shares how researchers have found that when students use their bodies while doing mathematical storytelling, it changes the way they think about math. “We understand language in a richer, fuller way if we can connect it to the actions we perform,” said Sian Beilock, professor of psychology at the University of Chicago.*  **Why Multicultural Music is Important for Children**  [**http://www.incultureparent.com/2012/10/why-multicultural-music-is-important-for-children/**](http://www.incultureparent.com/2012/10/why-multicultural-music-is-important-for-children/)  *In this article, Viola Pellegrini discusses the importance of multicultural music for children and offers suggestions for families who want to introduce multicultural music in their homes.* |