

MUSIC & SEL ENRICHMENT PROGRAM

WITH MIND BODY MUSIC NYC
A 5-STAR RATED MUSIC COMPANY



FOR INQUIRIES

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Music Enrichment Program For PreSchools

With Mind Body Music NYC

We are a beloved Early Childhood Music Program with an emphasis on Social and Emotional Learning (SEL). Having taught thousands of children throughout NYC, our program has proven to bring the joy of music to little ones, while providing them with tools to navigate the many social and emotional changes that Preschool brings.

What You're Getting

Quality Music Education: Students will develop their musical aptitude through engaging songs, musical props and games.

Quality SEL Lessons: We help your school reach the NY State SEL benchmarks by intertwining a social & emotional lesson into each class- Our content is backed by child psych experts! Children can continue learning with us at home with our FREE music and online videos.

Quality Instructors: All of our instructors are highly trained performers and teaching artists with the ability to both educate and engage little ones!



Testimonial from Cathedral Parkway Towers Pre-K



*"Mind Body Music NYC's enrichment program has been **one of the best experiences for our preschool!** For the entire class, the kids (ages 2 to 5) are completely captivated- always smiling, attentive, and enjoying every moment. The children are always thrilled to see their music teacher, and their sessions are filled with singing, dancing, and laughter. If we could have music class every day, we absolutely would!"*

About Our Program

At Mind Body Music NYC, we believe music and play are powerful tools for fostering social and emotional growth in young children. Our Preschool Enrichment Program uses original music and engaging lessons to help children develop self-awareness, build positive relationships, and practice key skills like problem-solving and adapting to change. We create a safe and joyful environment that lays the foundation for confident, empathetic individuals ready to thrive!

SEL Topics Covered



Session One:

- Recognizing Emotions
- Emotional Regulation
- Empathy
- Belonging & Change

Session Two:

- Respect
- Boundaries
- Nervousness
- Perseverance

Session Three:

- Self-Confidence
- Gratitude
- Imagination & Creativity
- Team Work

Music Standards Covered



Create Music: Experiment with various musical instruments each week, imitate rhythmic patterns and use music to tell stories and express feelings

Perform Music: Perform music through oral and visual expression- singing new and old songs, moving in time to the music with props or bodily movements

Respond to Music- Explore our voice/sound quality, tone, dynamics, pitch, and tempo through various songs and engaging exercises.

Connect to Music- Perform/explore music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story



Music Streaming
@MindBodyMusicNYC

Keep Learning
At Home



YouTube
@msolivia_mindbodymusic

Sample- Session One Breakdown

Unit 1: Emotional Regulation

Guiding Questions:

- What can I do when I feel mad or frustrated?
- How can I help others when they feel mad or frustrated?

PLEASE NOTE:

A Syllabus with the remaining units will be provided upon registration!

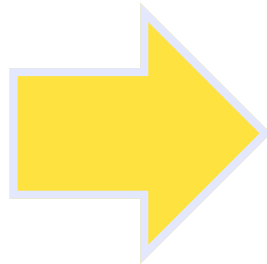
Sequence of Learning Experiences

Lesson	Teaching/Student Actions
Week 1: Introduction to emotions Students will be introduced to the song "Stop, Think, and Breathe" and learn that you can stop, think, and breathe to help regulate your feelings. Students will learn that you can help others by encouraging them to stop, think, and breathe.	Students will listen to "Stop, Think, and Breathe" and sing along. Barry is mad that he can't get a cookie. It's up to us if we choose to stay mad, but we can help Barry by reminding him to "stop, think, and breathe." Reiterate this message when Barry struggles with his feelings later.
Week 2: I can reset my body Students will recall and share ideas about what to do when we feel mad or frustrated.	Students will listen to "Stop, Think, and Breathe" and sing along. Barry does not want to sit down for class, and he gets mad when Ms. Olivia gives him a reminder. Students will share ideas about what we can do to help Barry when he's mad. Students will share ideas when Barry faces challenges throughout the lesson.
Week 3: I can help others Students will model how to help someone when we feel mad or frustrated. Students will practice naming emotions.	Students will listen to "Stop, Think, and Breathe" and sing along. Barry keeps interrupting Ms. Olivia and gets mad when she doesn't answer. Students will model asking Barry how he feels, and remind him that he can stop, think, and breathe to reset his body.

What We Learned With Mind Body Music NYC

Keep Learning With Ms. Olivia & Barry the Bear!

Listen Wherever you stream music
Watch “Ms. Olivia & Barry the
Bear” on YouTube:
@msolivia_mindbodymusic



What is Social Emotional Development?

Skills children learn in their early years that help them understand and manage their emotions, and form healthy relationships!

SONG

“Stop Think & Breathe”



SEL CONCEPT



***Listen to your body
and use it as a tool
to regulate
emotions.***

POST CLASS ACTIVITY

Learn a fun Breathing Exercise!

Close your eyes and picture a yummy birthday cake. Feel free to draw your cake first if you'd like! What color is the icing? What flavor does the cake taste like? Can you smell the cake? Now imagine it's covered in candles. To blow out these candles, take a big breath in through your nose and blow out of your mouth. It takes at least 3 big breaths to finally blow out these candles and make your wish! Practice listening to Ms. Olivia's song “Stop Think & Breathe” and every time she says, Breathe, take a big breath and blow out those birthday candles!

PLEASE NOTE

*Post class activities for each concept
we cover will be provided to parents upon registration!*

New York State Standards

Unit 1: Recognizing Emotions

- PK.SEL.1. Regulates responses to needs, feelings and events
 - Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors
- PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests
 - Identifies the range of feelings one experiences over time and that feelings can change
- PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)

Unit 2: Emotional Regulation

- PK.SEL.1. Regulates responses to needs, feelings and events
 - Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors
 - Demonstrates an ability to independently modify behavior in different situations.
- PK.SEL.4. Develops positive relationships with their peers
 - Offers support to another child or shows concern when a peer appears distressed
- PK.SEL.7. Adapts to change
 - Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity)
- PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)

Unit 3: Empathy

- PK.SEL.4. Develops positive relationships with their peers
 - Offers support to another child or shows concern when a peer appears distressed
 - Sustains interactions by cooperating, helping, and suggesting new ideas for play

Unit 4: Belonging and Change

- PK.SEL.1. Regulates responses to needs, feelings and events
 - Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation
- PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests
 - Identifies self as being part of a family and identifies being connected to at least one significant adult
 - Identifies the range of feelings one experiences over time and that feelings can change
- PK.SEL.7. Adapts to change
 - Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity)