

F.A.M.E. FOUNDATION MUSIC LIST

Powered by CONTEXT METHOD®

ENVIRONMENT AND MUSIC

Suggested by the F.A.M.E. Foundation

60-Beat Selections

The Tree and the Wind
Superlearning Music
Deep Daydreams

Compilation of 60 beat Classical
Compilation of 60 beat Classical
Janalea Hoffman

120-Beat Selections

The Tree and the Wind
Mozart
Mozart

Compilation of 120 beat Classical
Mozart Symphony No. 40 (higher frequency)
Eine Kleine Nachtmusik

Book Selections

Living Like a Child
You're Wonderful
Tall Giraffe

Redleaf Press
www.rainbowswithinreach.com
www.rainbowswithinreach.com

Enrique C. Feldman
Debbie Clement
Debbie Clement

Sample List of Slow Baroque Music Selections

Vivaldi

Largo from "Winter" from The Four Seasons
Largo from Concerto in D Major Guitar and Strings
Largo from Concerto in C Major for Mandolin, Strings, and Harpsichord

Telemann

Largo from Double Fantasia in G Major for Harpsichord

Bach, J.S.

Largo from Harpsichord Concerto in F Minor, BMV 1056
Air for the G String
Largo from Harpsichord Concerto in C Major BMV 975

Corelli– Largo from Concerto No. 10 in F Major from Twelve Concerti Grossi, Op.5

Albinoni – Adagio in G Minor for Strings

Caudioso – Largo from Concerto for Mandolin and Strings

Pachelbel – Canon in D

**Superlearning Music - Compilation of 60-Beat Selections*

**Superlearning Largo – Compilation of 60-Beat Selections*

Sample List of 60-Beat Music Selections by Contemporary Composers

Janalea Hoffman

Mind Body Tempo. Piano and orchestra.

***Deep Daydreams. Instrumental music. Side 1 is at 60; side 2 is at 50.**

Music for Mellow Minds. Piano and strings.

Music to Facilitate Imagery. Piano and strings.

Rhythmic Medicine. Video of 60-Beat and 50-Beat music with images.

Superlearning Largo

Compilation of 60-Beat Selections

Traditional Children's Songs

****Classical Twinkle Tape – Relaxing Variations on Twinkle Twinkle Little Star***

Adagios Collection

Compilation of Relaxing Classical Selections

Eine Kleine Nachtmusik

Mozart, Movement 3, Romance

Mozart for Mothers-to-be

Mozart – compilation of lullabies

The Mozart Effect

Volume II, Heal the Body, Rest & Relaxation

The Mozart Effect

Volume V, Music for Deep Rest & Rejuvenation

William Duncan - Exultate - Music to Expand Learning - 60-Beat guitar music.

Andre Gagnon

Lullaby for My Mother. From his album The St. Lawrence (Columbia Records). Slow tempo music in the Baroque style for piano and Orchestra.

Sample List of “Dramatic Delivery” 120-beat Music Selections

Mozart

“Haffner” Symphony

“Prague” Symphony

Concerto for Violin and Orchestra No. 5 in A Major

Concerto for Violin and Orchestra No. 4 in D Major

Concerto for Piano and Orchestra No. 18 in B Flat Major

Concerto for Piano and Orchestra No. 23 in A Major

***Symphonies Nos. 29, 32, 39, 40 (higher frequency)**

Violin Concerto's 1, 2, 3, & 4 (higher frequency)

String Quartets (higher frequency)

Sinfonia Concertante (higher frequency)

**Adagios Collection*

**Eine Kleine Nachtmusik*

**Mozart for Mothers-to-be (collection of 60-beat/relaxation selections)*

**Mozart for the Mind (collection of 120-beat energized selections)*

**The Mozart Effect (Volume II – Heal the Body – Rest and Relaxation)*

**The Mozart Effect (Volume V – Music for Deep Rest*

Beethoven - Concerto for Violin and Orchestra in D Major, Opus 61

Brahms - Concerto for Violin and Orchestra in D Major, Op. 77

Tchaikovsky

Concerto No. 1 for Piano and Orchestra in B Flat Minor, Opus 23

Concerto for Violin in D Major, Opus 35

Chopin - Waltzes

Haydn

Symphony No. 67 in F Major

Symphony No. 68 in B Flat Major

NOTE: Music selections marked as “higher frequency” are able to give mind-body the most rapid recharge. These “supercharged” selections not only mesh right and left brain but also provide an energy boost and balance to brain and body at the same time. Dr. Tomatis works with “Sound as Healing” and has successfully worked with Autistic children and with adults who experience hearing loss.

TIPS ON WHEN TO USE MUSIC

There are two major ways to use music in general. One is using it as a background to impact for example learning environment or heart rate. Another is to use music actively, such as using it in the context of an activity. Here are four major examples of when to use music.

Changing Learning Environments: (usually a background use) This is very much like changing your mind-body state of being. In fact, both can happen simultaneously. The difference is that certain kinds of music, like fast classical at approximately 120 beats per minute, change the mood in any room. Changing the environment in a classroom in this manner makes certain kinds of learning easier, or certain kinds of interaction more plausible. For example, if there is up-beat classical music on, a quiet child is more likely to eventually open up and begin to interact.

Changing Mind-Body States of being: (background or active use) Some hospitals are beginning to recommend 30 – 40 minutes of slow baroque or classical music instead a valium. That kind of music has the same intended effect without using the drug. Using slow classical music at approximately 60 beats per minute is recommended when you want to calm children, help them focus, help them not be afraid, improve their use of memory, etc. Other kinds of non-classical music can also be effective, such as environmental music (sounds of the forest, ocean, etc.), some slow jazz, and some slow pop. In general, learning when coupled with appropriate music improves not only learning, but health as well. “Learning as a source of better health? The new approach stimulates more areas of your brain than traditional learning does; that’s vital as you age, insists French brain specialist Dr. Monique Le Poncin. If brain cells are underutilized through overspecialization or lack of challenge, “strategic mobility” is lost, Le Poncin finds. This is what brings serious deficiencies in old age. You can also gain finesse in relaxation, visualization, and imaginative rehearsal - the current big three in ventures into mental healing,”

In context with activities: (active use) Using music in context with activities is a powerful step for a teacher to make. By doing this, multiple intelligences and personalities are addressed making it easier for all children to comprehend in their own way. For example, surfing the words addresses those children who are visual (looking at the book), those who are auditory (hearing the music and the words), and those who are kinesthetic (acting out what is going on in the book). Another example would be having music on while the children are exploring with finger painting. This activity is already highly visual and kinesthetic. The introduction of music adds the auditory nature of learning, awakens specific brain centers, and opens doors related to organized structure and creativity.

In context with transition times: (active use) Master teachers do not teach discipline. Master teachers engage children at such a high level that discipline is a natural by-product. Transition times can sometimes prove to be challenging with regard to behavior. This is because many teachers do not use the transition times as a time to learn and have fun. For example, when children are coming in from having played outside, it is recommended to make a game of coming back inside. The use of breathing sounds that emulate the sound of a train is fun for them and if done correctly will begin to calm them down. The addition of slow classical music would help the auditory learners engage and would make the entire transition time smoother. Using different styles of music and understanding what is possible when using them is critical.

Classical vs. non-Classical music: It is important to use music that has short, long, and extended patterns or what many would call music of depth and quality. It has already been discussed that certain kinds of music impact performance, mood and much more.

“Something outside of you charges up your battery cells and that something is sound, particularly **high-frequency sound**. The middlemen are your remarkable **Corti cells**. If you took a trip through your inner ear, after whirling around and around through the labyrinthine swirls of the snail-shaped cochlea, you’d suddenly come upon the “Corti Chorus Line,” the longest line of precision dancers in the world. Arranged in rows, 24,600 long-stemmed cells dance in perfect precision to each sound, much like the Rockettes of Radio City Music Hall. The energy produced by this extraordinary dance flows to your brain and some of it also splits off through the vestibular branch of your auditory nerve and flashes to the muscles of your body. **High-frequency sound energizes your brain while at the same time, it releases muscle tension and balances the body in many other ways. It even affects your posture.**” These power-packed sounds exist in the music used with Life Learning techniques.

The correct balance of music is very important. The following combination is recommended:

Baroque/Classical Music:	50%
Jazz:	15%
Music of the World:	30%
Selected Pop:	5%

“A recent mathematical breakthrough makes it possible to zero in on **precise benefits of musical keys** linked to specific helpful resonances. The **key of G (194.71 Hz)** corresponds to the color orange-red, and has a **dynamic, stimulating, and energizing effect** on body mind. The **key of C-sharp (136.10 Hz)** corresponds to the color turquoise-green and has a **calming, meditative, relaxing and centering effect**. The **key of F (172.06 Hz)** corresponds to the color purple-violet and has a **joyful, cheerful, and spiritual effect.**”