

Abstract

Research has proven beyond doubt that music activities are an invaluable resource in the learning process, especially for young children. However, little is known about how these music activities are used in the learning process. The current study set out to document the various ways preschool teachers use music activities in the course of instruction. It was anchored on the theory of Multiple Intelligences by Gardner. The researcher randomly selected one preschool from each of the twelve sub-counties in Kiambu County. From each preschool, one teacher was selected for inclusion in the study. This made a total of 12 respondents. A researcher-constructed observation guide was used to record how preschool teachers used music activities in real preschool classroom settings as they taught. The respondents were later interviewed. This article documents the findings, which revealed very innovative ways of integrating music activities in the course of instruction. It is recommended that teachers reflect and explore the best ways and times to use music activities in the learning process for maximum effect. Music may also be used at other levels of education to improve the learning environment.