

THE ROLE OF THE MUSIC PEDAGOGUE IN CREATION OF THE MUSIC ENVIRONMENT IN KINDERGARTENS

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INTRODUCTION

Kindergartens in Macedonia are institutions for taking care and education of children of 8 months to 7 years of age. As institutions where kids spend most of the time during the day, the kindergartens play a main role in the entire children's development. These institutions work according to detailed and appropriate to the age of the children, educational programmes in order to create psycho-physical healthy and intellectually developed individual. Apart from the several teaching occupations and free activities, a constituent part of the pre-school education is music, as well. It is practised as teaching occupation with its objectives and tasks, but also as constituent part of all activities during the daily presence of the children in the kindergarten, and it is directed towards creating a pleasant atmosphere, positive emotions and cheerful mood. In creating quality music environment, the main role plays the music pedagogue.

The condition related to unemployment of music pedagogues in the kindergartens in the recent years, leads us to think about the possibilities of positive influence of music on children's development in such conditions.

The legal framework does not obligate the management of the kindergartens to engage music, art or other trained and educated personnel. Hence, the initiative and the responsibility for this segment of children's education is in their hands. This situation has resulted in reducing, and even entire removal of these working posts in some of the kindergartens. Due to these reasons, it can be said that the children from the kindergartens, which do not employ trained music and other type of pedagogues, do not get the optimal conditions for children's psycho-physical development.

The data we obtained from our research made in December 2005 (Markovikj – Sokolovska, 2006) regarding the employment of music pedagogues in Skopje kindergartens are the following:

- In 63 kindergartens there is a music pedagogue or a person acting as music pedagogue;
- In 5 kindergartens there is no music pedagogue or a person acting as music pedagogue;

Our assumption is that those kindergartens, which have a music pedagogue, have better conditions for positive influence of music on children's development than those which don't.

1. Subject of the research

In this research we have tried to examine the music environment in the kindergartens through perceiving the quantity and quality of music stimulus (perceived and performed music, various activities related to music), during the children's stay in the kindergarten and the role which plays the music pedagogue in their definition.

The quantity of music stimulus we have recognized through:

- Measuring of the duration of individual activities related to music;
- Summarizing the individual and total duration of each of these activities during one working week;
- Measuring the frequency of music occurrence in the active time of stay in the kindergarten.

The quality of the music stimulus perceived by the children during their stay in the kindergarten we recognized through several categories formed on the basis of the current teaching programme for pre-school education (Programme for education activities in pre-schools 1982), namely:

- Time, place and participants in the music activities;
- Type, objective and purpose of various activities in which music is used;
- Music accessories;
- Description of the music material;
- Occurrence of children's reactions as a result of music stimulus;

2. Conduct of the research

2.1. *Researched population*

In order to have a successful realization of the objective of our research, we split the kindergartens in two categories:

- Kindergarten with a music pedagogue
- Kindergarten without a music pedagogue

Corresponding to the categories, the formation of the sample was made by choosing one kindergarten – represent of each category, namely:

- Kindergarten „13 Noemvri” – R.E. „Jasmin” in municipality Centar, where Mrs. Ruzhica Bidjovska (manager of the kindergarten) acts as music pedagogue, who performs this working task as additional activity on a volunteer basis.
- Kindergarten “11 Oktomvri” – R.E. Tashko Karadja” in municipality Butel, where there is no music pedagogue or person among employees who acts as music pedagogue.

Both kindergartens have Orff’s instruments, piano and audio technical accessories.

As object for observation, we have chosen middle age groups of both kindergartens, participants in the research, with children from 4 – 5 years of age. This group of children from 2005/2006 is the oldest age group in the system of pre-school education, and having this in mind, we have expected an environment richer in content in relation to younger age groups.

2.2. *Time and place of research*

The research was conducted by following the work of the groups during one working week in the following time framework:

- Kindergarten “11 Oktomvri” from 11 to 15 September 2006;
- Kindergarten “13 Noemvri” from 18 to 22 September 2006;

The observation has taken place in the entertainment rooms of these groups from 7:30 till 15:30 every day, and also in the rooms in which the children stayed during the entire week of this research.

2.3. *Research instruments and techniques*

The research was conducted by applying the method of observation prepared in advance according to a structured protocol.

In the observation protocol, we noted only the activities in which music is used. As support in the observation, we used camcorder Canon-UC-8000, whose photos were used for more detailed analysis of the collected data.

2.3.1. *Protocol of observation*

According to the objectives of the research, in the protocol we created 12 variables, namely:

- Start of the activity
- End of the activity
- Duration of the activity
- Number of participants
- Course of the activity
- Role of the music (main and auxiliary)
- Type of music activity (listening, singing, playing instruments, composing, music plays, dances)
- Purpose of the activity (acquiring knowledge, creating habits and skills, inducing interest, mood, relaxation, movement)
- Description of the music material (new, repeated)
- Type of music (type of the performing structure, number and duration, genre, theme)
- Type of music accessories
- Children's reactions (initiative, spontaneous reactions).

The data was entered numerically on the legend basis. The time intervals were of 15 minutes and cover the time between 7:30 till 15:30. In the calculation of the results we took only the active time – 7:30 to 12:30 and from 14:30 to 15:30. The time of 2 hours when the children went to sleep was not taken into the calculation of the total time spent in the kindergarten.

2.3.2. Observer

The research was conducted by the author of this paper with assistance of four coworkers, students at the Faculty of Music – Skopje:

- Andonovska Blagica
- Jovevski Aleksandar
- Lefkova Ivana
- Peshevska Ivana

For the sake of the objectivity of the research, the role of complete observer was achieved by previous series of visits of the researched groups with which we avoided disturbance of the daily routines and activities of the children.

At the end, we would like to express our gratitude to the employees in the kindergartens who enabled smooth and nice conduct of our research and gave us their full support and cooperation:

Kindergarten „11 Oktomvri“:

Miss Gelova Liljana-manager

Miss Kirovska Lucija-jurist

Mrs. Kostovska Dosta-educator

Mrs. Dragica Levkovska-nurse

Kindergarten „13 Noemvri“:

Mrs. Pavlovska Kita - manager

Mrs. Bidzovska Ruzica – manager

Mrs. Jovanovska Vaska – educator

Mrs. Manevska Nena - nurse

3. Research results

By using the results of this research, we have found out about the quantity and the quality of the music stimulus perceived by the children through various music and non-music activities, and we shall analyze them for the both kindergartens in parallel. In showing the results, they will be presented through their category:

- Kindergarten with a music pedagogue and
- Kindergarten without a music pedagogue.

For clear look of the tables, we shall use symbols, which mark the respective kindergarten:

✓ - for kindergarten with music pedagogue and

✗ -for kindergarten without music pedagogue

The results will be presented in measure for time – minute and in percents.

3.1. Time, place and participants in the music activities

Children's presence. In Table 1 the number of present children during the research is shown.

Table 1

Children's presence	✘	✓
Number of children in the group	26	29
Number of present children	18-22	20-23
Average presence	20	22
%	75 %	75 %

In both kindergartens, during the research 75% of the total number of registered children was present. According to the scale of working norms, in the middle group the number of children should not exceed 18. From the talks with the managers of the kindergartens, we have found out that the interest for attending such educational institutions is growing day by day. This ascending tendency comes as a result of contemporary way of living, but also it shows the growing awareness of the parents for the importance of the pre-school education.

Total duration of the music activities. In tables 2 and 3 are given the results connected with the quantity of activities where music is used, presented for each day of the research, as well as the total quantity in regards to the weekly active stay of the children in the kindergartens.

Table 2

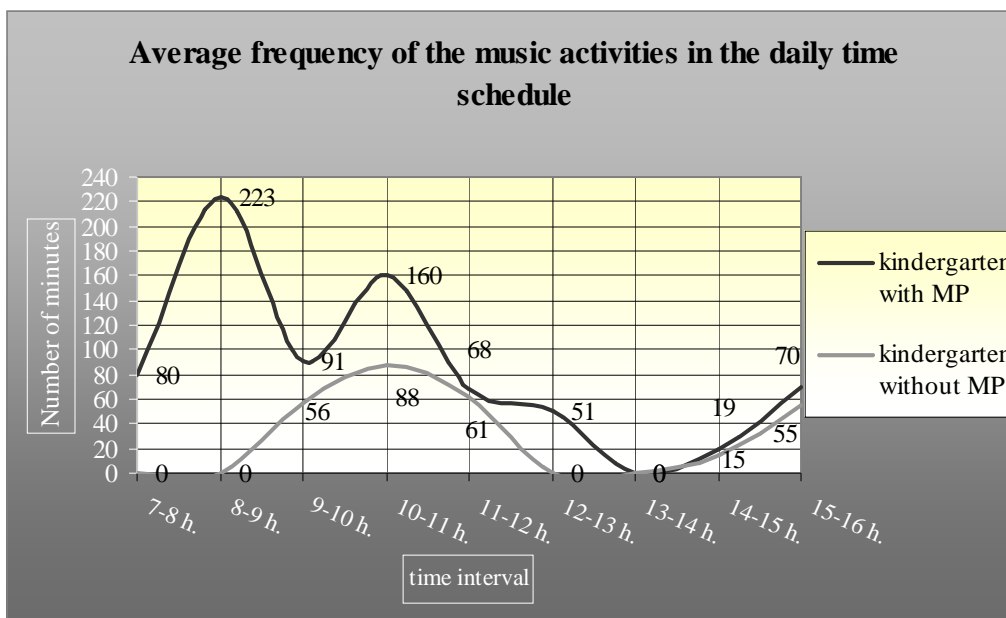
Weekly schedule in minutes:	✘	✓
Monday	51	212
Tuesday	23	146
Wednesday	21	163
Thursday	73	134
Friday	107	107
Total	275 min.	762 min.

Table 3

Turnout of the music activities in the total active time	✘	✓
Active time weekly	1800 min.	1800 min.
Time with music activities weekly	275 min.	762 min.
Turnout percentage in the total active time	15 %	42 %

The results which refer to the quantity of the music activities, showed almost triple time passed with music in the kindergarten with a music pedagogue. In Graph 1 is presented the frequency of the music activities in the daily time schedule.

Graph 1



From the graph, it is obvious that the music pedagogue has established a principle of welcoming the children upon their arrival in the kindergarten with music in order to cheer them up and to induce their activity. The next high level corresponds with the highest point of activity in the daily biorhythm of the child and it is found in between the two meals – between 10:00 and 11:00 a.m. After the time for rest, the music is used for sending the children home.

Place and participants in the music activities. In Tables 4, 5 and 6 are shown the places and the participants in the music activities.

Table 4

Place	✘	✓
Entertainment room	84 %	96 %
Yard	16 %	/
Hall	/	4 %
Total	100 %	100 %

The children from the kindergarten with a music pedagogue perform the music activities inside the kindergarten, while those without a music pedagogue perform the music activities also in the open.

Children's scope with the music activities. The contribution of the music education in the kindergartens is also the development of the social life of the children or improvement of the communication among them. The results of the research have shown high percentage of group participation of the children in the music activities in the kindergarten with a music pedagogue. In 95 % of the performed activities, the children showed willingness for group participation.

Table 5

Children's participation	✘	✓
Group	73 %	95 %
In small groups	23 %	5 %
Individual	4 %	0
Total	100 %	100 %

Music activity direction. The various activities in which music is present can have instructive elements or can be led by educator, who in this case, is educator of the group or a music pedagogue. In our research, we obtained the following results on the orientation of the music activities.

Table 6

Activity direction	✘		✓	
Led by the teacher	67 min.	24%	92 min.	12%
Led by the music pedagogue	/	0%	27 min.	4 %
Free	208 min.	76 %	643 min.	84 %
Total	275 min.	100 %	762 min.	100 %

The kindergarten with a music pedagogue spends double time on the instructive element in the music activities than the kindergarten without a music pedagogue. The free music activities, which children perceive without certain instructive directions, have been tripled. In this kindergarten has appeared activity led by the music pedagogue. It is about a regular music lesson, which is held once a week with duration between 20 and 30 minutes, and in the kindergarten without a music pedagogue it is held by the educator of the group. This music lesson is actually a fundament on which the music education of the children is being built, but foremost the one of the educators. Those effects of this lifelong work of the music pedagogue are being transferred in the daily work with the children within the music activities. That is why, the role of the music pedagogue in creation of the music environment is multilayered and far-reaching.

Music teaching lesson. In table 7 is presented the music teaching lesson with its constituents, which was held during the research.

Table 7

MUSIC TEACHING LESSON		
	✘	✓
Place	Entertainment room	Hall with a piano
Time	9.15 – 9.38	9.33 – 10.00
Duration	23 min.	27 min.
Participants	Children + teacher	Children + teacher+ music pedagogue
Theme	Children in a kindergarten	Autumn
Activities	Conversation, listening, singing, dancing	Exercises for getting into singing mood, listening, singing, conversation, dancing, dramatization
Compositions	„Merry children”	“Yellow leaves” „Ripe fruits” „Autumn”, „Vitamins”
Genre	Children’s festival song “Brooks 2005”	Children’s didactic songs accompanied by piano, composed by the music pedagogue Ruzhica Bidjovska
Accessories	Tape recorder	piano, baskets with autumn fruits, costumes

At the music-teaching lesson held by the music pedagogue, we have noticed among the children a practiced choir singing. The singing was preceded by breathing exercises and manual show of the tone pitch. While the children were playing the music, we noticed spontaneous formation of melody in terciary relation with the music played. This way of singing was neither pointed out by the leaders of the activity, nor sounded in the piano accompaniment, and that is why we consider it as high-level pointer of children’s music development. The theme of the activity was in correlation with other teaching subjects, which treat autumn as a season. Costumes in shapes of autumn fruits, baskets full of fruits and vegetables were used as accessories. It is noticeable that the songs used for this autumn theme have been composed by the music pedagogue Mrs. Bidjovska Ruzhica, more precisely, she is a complete author of two songs, and author of the music for the third song.

In the kindergarten, in which for almost 5 years there is no music pedagogue, the music-teaching lesson was held by the educator of the group. The children learned to sing a song from a children’s festival, whose text treated the reason why children go to a kindergarten. The song was heard once, then repeated by singing it twice, and at the end sung once again with dancing. There were no exercises for getting into singing mood, nor any other instructions about the impostation of the voice, tone pitch or the rhythm.

3.2. Type, objective and purpose of various activities in which music is used

Type of music activities. In the kindergartens the music is perceived through several expressive activities. Their balanced usage is the basis for versatile music education of the youngest population. In Table 8 we present the results of the usage of each music activity during the research.

Table 8

Type of music activity	✗		✓	
	Listening	142 min.	52 %	596 min.
Dancing	70 min.	25 %	89 min.	12 %
Singing	33 min.	12 %	70 min.	9 %
Music plays	30 min.	11 %	5 min.	0.7 %
Playing instruments	0	/	2 min.	0.3 %
Creating	0	/	0	/
Total	275 min.	100 %	762 min.	100 %

The role of music in the activities. Dominant activity is listening to the music which is often used in passive form or as a background for other activities. This practice of listening to music in the kindergarten with a music pedagogue is considered a favourable occurrence, as every quality music education should be preceded by long time spent on listening to the music. In Table 9 we present the results of music listened as major and accompanying element or phone (background) for other children's activities.

Table 9

Role of music	✗		✓	
	Main activity	129 min.	47 %	170 min.
Auxiliary activity	146 min.	53 %	592 min.	77 %
Total	275 min	100 %	762 min.	100 %

The domination of the music as accompanying element in the kindergarten with the music pedagogue testifies the established tradition of welcoming the children with music upon their arrival in the kindergarten, when having the meals or when playing with toys.

Table 10

Auxiliary role or phone in:	✗		✓	
	Arrival	/	/	205 min.
Meal	15 min.	10 %	156 min.	26 %
Playing with toys	109 min.	75 %	152 min.	25 %
Drawing	22 min.	15 %	57 min.	10 %
Gymnastic exercises	/	/	22 min.	4 %
Total	146 min.	100 %	592 min	100 %

Except for the time for sleeping and other teaching activities, when the children need silence, the music as phone (background) is used almost in all children’s activities. The kindergarten without a music pedagogue does not welcome the children with music. Here, the music can be heard when they are playing with toys in the classroom.

Purpose of the music activity. The principle of creating pleasant atmosphere and mood is actually a reflexion of the global aim of the music education in pre-school institutions – “to create cheerful mood, interest and love for music and its expressive means”. Today, the cheerful mood and positive atmosphere are considered to be the basis for a successful educational process, and also, a prerequisite for healthy psycho-physical development of children. Because of these reasons, our research contains also results for the purposes of the music activity.

Table 11

Purpose of the music activity	✘		✓	
	Inducing mood	97 min.	35 %	571 min.
Movement	62 min.	23 %	89 min.	12 %
Relaxation	68 min.	25 %	60 min.	8 %
Acquiring knowledge	28 min.	10 %	42 min.	6 %
Creating skills	20 min.	7 %	/	/
Total	275 min.	100 %	762 min.	100 %

The results show dominant participation of music in the creation of cheerful mood in the kindergarten with a music pedagogue. Unfortunately, this principle has not been applied yet in the other researched kindergarten.

3.3. Music accessories

In tables 12 and 13 are given the quantity and types of accessories which are used for performing the music activities.

Table 12

Use of accessories	✘	✓
YES	81 %	96 %
NO	19 %	4 %
Total	100 %	100 %

Table 13

Accessories	✘	✓
CD Player	/	56 %
Tape recorder	60 %	4 %
Radio	40 %	31 %
Music instruments	/	9 %
Total	100 %	100 %

The kindergarten with a music pedagogue is more equipped with accessories, such as CD-player, tape recorder, number of music audio, video and digital materials and Orff's instruments. These accessories are located in the "Music Corner", which is always at children's disposal. They often visit it for fulfilling some music wish.

3.4. *Description of the music material*

The music standards applied in the education of the youngest population demand usage of balanced music material of various types and genres. Recommended genres are artistic, children's, native folklore and pieces from the world's music literature. This repertoire should contribute to development of the sense for beauty, i.e. the esthetical development of the children. In Tables 14 - 23 we present all researched aspects of the music material.

Number of presented compositions. In Table 14 we present the total number of compositions which sounded during our one week research in each of the kindergartens.

Table 14

Number of presented music parts with duration between 1 and 5 minutes	
✘	✓
79	202

All compositions were with duration from 1 to 5 minutes. Their number is almost tripled in the kindergarten with a music pedagogue.

Performing structure. In table 15 is given the schedule of the compositions according to the performing structure.

Table 15

Performance	✘	✓
Vocal - instrumental	81 %	65 %
Instrumental	/	30 %
Vocal	19 %	5 %
Total	100 %	100 %

According to the results we can notice that the instrumental music is not listened at all in the kindergarten without a music pedagogue. In Tables 16, 17 and 18 we present all three types respectively.

Table 16

Vocal music	✗	✓
Singing songs	21 min.	9 min.
Music plays	30 min.	/
Song for morning gymnastics	/	22 min.
Rhythmical background for folk dance „Oro”	/	2 min.
Chorale music		3 min.
Total	51 min.	36 min.

In the vocal type of music we notice the genre of music plays or plays with singing used in the kindergarten without a music pedagogue.

Table 17

Instrumental music	✗	✓
Artistic (classic) music	/	201 min.
Instrumental folk dances	/	26 min.
Total	/	227 min.

According to the results of the research, the classical music takes enough part in the kindergarten with a music pedagogue. From authors of classical music, the children most of all want to listen to Mozart and Strauss, and while listening this music they tend to be silent and listening with care. They have especially big interest for folk dances. They know the basic steps and very often express their wish for this type of music when they want to limber up.

In Table 18 we give the results for each type of applied vocal – instrumental music.

Table 18

Vocal – instrumental music	✗	✓
Radio stations	90 min.	235 min.
Children’s festivals	134 min.	232 min.
Children’s songs accompanied by music instruments	/	32 min.
Total	224 min.	499 min.

The most used type of music is the vocal-instrumental one. According to the results, the biggest percent of the listened vocal-instrumental music comes from radio stations and children’s festivals. This type of music is twice as much present in the kindergarten with a music pedagogue than in the other kindergarten.

Learning new music material. In our research we have also gathered information on how much the children are presented with a new music material.

Table 19

Description of the music material	✘		✔	
Presentation of new material	113 min.	41 %	471 min.	62 %
Repetition of known material	162 min.	59 %	291 min.	38 %
Total	275 min.	100 %	762 min.	100 %

The presentation of new material is four times bigger in the kindergarten with a music pedagogue.

Sources of new music material. In the next table is given a detailed new material which is presented to the children during the week.

Table 20

Presentation of new music material	✘		✔	
Radio stations	90 min.	80 %	230 min.	49 %
CD-classical music	/	/	207 min.	44 %
CD-instrumental folk dances	/	/	23 min.	5 %
CD-musical didactic material	/	/	11 min.	2 %
CD-children's festivals	23 min.	20 %	/	/
Total	113 min.	100 %	471 min.	100 %

Radio stations as presenters of new music material are the most frequently used as phone (background) for other activities, and the children perceive them with passivity. The classical and folk music are always followed with attention from the children in the kindergarten with a music pedagogue. Unfortunately, the children from the other kindergarten come across a new music only through radio or cassette from some children's festival, which have not been listened before. Having in mind the fact that the music from radio stations is often present as phone (background) of children's activities, we think that is very important to present the radio stations according the music genre they broadcast.

Table 21

Radio stations		✘		✔	
POP MUSIC	Fortuna Sky radio City radio Antenna 5 Buba Mara Radio Ravel Life radio	90 min.	100 %	162 min	70 %
FOLK MUSIC	Radio Ros Radio Rosa Radio 2	/	/	68 min	30 %
TOTAL		90 min.	100 %	230 min.	100 %

Themes of the music texts. The textual element is an equal part of the vocal – instrumental music. In our research we also noted the information about the themes of the compositions' texts.

Table 22

Themes of the music material	✗	✓
Children's educational	64 %	56 %
Love	36 %	44 %
Total	100 %	100 %

In this case, the songs with love theme are actually pop songs broadcasted by the radio stations. Children's educational theme is represented in the songs from the children's festival "Brooks", intended for pre-school children. The songs from this festival are written on texts with educational character for children's themes like: natural phenomena, occupations, health, food, etc....

Music genres. At the end we present the summary of the music used according to the genre it belongs:

Table 23

Music genres	✗		✓	
	min.	%	min.	%
Children's festival	134 min.	49 %	232 min.	30 %
Children's didactic	41 min.	15 %	55 min.	7 %
Pop	90 min.	33 %	212 min.	28 %
Ethno-pop	10 min.	3%	20 min.	3 %
Folk	0	/	36 min.	5 %
Artistic	0	/	207 min.	27 %
Total	275 min.	100 %	762 min.	100 %

The diversity of the music material contributes to the formation of music culture at children and development of the esthetical sense. According to the research results, the kindergarten with a music pedagogue uses various music where dominates children's, artistic and pop genre. The kindergarten without a music pedagogue uses only children's and pop music. Such situation is determined from the lack of accessories, auxiliary didactic materials and poor phone collection of only two audio cassettes from children's festivals.

3.5. Occurrence of children's reactions as a result of music stimulus

The last part of the research we consider to be the most important indicator for the successfulness of the music pedagogue in creation of the music environment in the

kindergartens. The global aim of the music education in the kindergartens is: “to create love and interest for music”. In our research we think that the achievement of this goal depends on the subjective reactions of the children towards music – their initiative for music activities and occurrence of spontaneous reactions as a result of music stimulus.

Initiation of music activities. In Table 24 is given the duration of the music activities initiated by the children or the teacher.

Table 24

Music activity initiated by:	✘		✓	
Teacher	253 min.	92 %	628 min.	82 %
Children	22 min.	8 %	134 min.	18 %
Total	275 min.	100 %	762 min.	100 %

In the kindergarten with a music pedagogue, the music activities initiated by the children are with six times more minutes than in the other one. In this kindergarten very often, the children ask to dance folk dance „Oro”, to make a dance with choreography led by the teacher, to draw with music in the background, or to limber up with music under active rhythm. In the kindergarten without a music pedagogue, the children asked for music from a children’s festival to be as a background while they were drawing or playing with toys.

Duration of spontaneous children’s expression. In table 25 is given the total duration of the spontaneous children’s activities.

Table 25

Spontaneous children’s expression	✘	✓
Number of minutes weekly	10 min	127 min
Percentage in total number of music activities	4 %	17 %

The spontaneous children’s expression is a result of long term children’s exposure to quality music stimulus. According to the results, the children in the kindergarten without a music pedagogue only once during the research have expressed spontaneous music reaction - it is about two children who started singing a song from the ethno-pop genre, as a result of their mood when drawing a picture.

Forms of spontaneous children’s reaction to music. In Table 26 are shown the representation and duration of different forms of spontaneous children’s reaction to music.

Table 26

Spontaneous reactions to music	✘		✔	
	Dancing folk dance „Oro”	/		45 min.
Playing Orff’s instruments	/		36 min.	28 %
Dancing on Mozart’s music	/		22 min.	18 %
Dancing on children’s festival songs	/		15 min.	12 %
Dancing on pop music	/		9 min.	7 %
Singing of newly – composed folk song	10 min	100 %	/	/
Total	10 min.	100 %	127 min.	100 %

In the kindergarten with a music pedagogue, the spontaneous reactions to the music listened occurred several times and with different structure. In one third of the time it appears as spontaneous collective dancing „Oro”, and it happens every time when the children hear this type of music.

Conclusions

The results obtained in our research have indicated several elements, which contribute for the general and music development in the kindergarten with a music pedagogue:

- Use of music activities in 42% of the total active time;
- Triple more time spent with music activities than in the kindergarten without a music pedagogue;
- Music trained teacher’s personnel;
- High percent of group participation of the children;
- Various and multipurpose use of the music activities;
- Rich fund and use of accessories and didactic materials;
- Rich in content and professionally oriented music teaching lesson;
- Genre and content diversity of the music material;
- Use of artistic, folk and instrumental music;
- Induce of the initiative and creativity of children and occurrence of spontaneous music reactions;
- Existence of music corner as space intended for children;

Having in mind these results, we can conclude that the music pedagogue is a key factor in the creation of the quality music environment in the kindergartens. In this respect, all aspects of the research indicate the importance of engagement of highly trained music teaching personnel in the system of pre-school education. Only this personnel can give quality contribution to the main goal of the pre-school education – good psycho-physical development of the children and building positive quality characteristics as persons. With this, the work of the music pedagogue in creation of quality music environment gets bigger dimension, and the personnel policy in the kindergartens should satisfy the rights of children for quality education and life.

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Supplement: List of compositions listened during the research

Division by genres	✘	✔
Children's Festival Music	<p>„Potocinja 2006”</p> <ol style="list-style-type: none"> 1. Potocinja 2. Rodenden 3. Ucitelke 4. Cicko sumar 5. Cuden orkestar 6. Plivanje 7. Prvi April 8. Pozdravovanje 9. Bozic 10. Kokicinja 11. Slatka pita 12. Petar Pan-ov 13. Snesko 14. Dete i sonce 15. Zbogum gradinke 16. Zelba <p>„Potocinja 2005”</p> <ol style="list-style-type: none"> 1. Potocinja 2. Zapce 3. Decinja veseli 4. Drama 5. Dete i vrapce 6. Medec 7. Drugarce 8. Cevlar 9. Zab se klati 10. Godisno vreme 11. Prikaznite na dedo mi 12. Jajce 13. Cuvaj ja prirodata 14. Vezbanje 15. Pinokio 16. Polzav mal 	<p>„Super svezda”</p> <ol style="list-style-type: none"> 1. Baknezot na mama 2. Ajde da si igrane 3. Deza-vu 4. Disko sema 5. Diznilend 6. Devojcka krasivaja 7. Doktore 8. Grip 9. Internet 10. Let's go dreaming 11. Mama pusti radio 12. Mangup 13. Mario 14. Pismence 15. Sizik 16. Strk 17. Super zvezda 18. Tajna 19. Ti si dzezer 20. Tinka se sminka 21. Umna glava 22. Zelba 23. Zima <p>„Potocinja 2006”</p> <ol style="list-style-type: none"> 1. Potocinja 2. Rodenden 3. Ucitelke 4. Cicko sumar 5. Cuden orkestar 6. Plivanje 7. Prvi April 8. Pozdravovanje 9. Bozic 10. Kokicinja 11. Slatka pita 12. Petar Pan-ov 13. Snesko 14. Dete i sonce 15. Zbogum gradinke 16. Zelba <p>„Potocinja2005”</p> <ol style="list-style-type: none"> 1. Potocinja 2. Zapce 3. Decinja veseli 4. Drama 5. Dete i vrapce 6. Medec 7. Drugarce 8. Cevlar 9. Zab se klati 10. Godisno vreme 11. Prikaznite na dedo mi 12. Jajce 13. Cuvaj ja prirodata 14. Vezbanje 15. Pinokio 16. Polzav mal

Division by genres	✘	✔
Artistic (classical) Music		<p>Bach - Brandenburg Concerto N' 3 Bach - Toccata Und Fuge Beethoven - Egmont Overture Liszt - Liebestraum Mozart - Divertimento K 334 Mozart-Eine kleine nachtmusic Mozart - Serenade K 375 Offenbach-Can Can Pachelbel - Kanon Rossini - Wilhelm Tell (Finale) Sirmay - Yes, My Darling Daughter Strauss - Also Sprach Zarathustra Strauss - Radetzky Marsch Strauss - Tritsch Tratsch Polka Verdi - Sklaven Chor Verdi - Triumph Marsch Vivaldi - L'estate</p> <p>Johann Strauss I:</p> <p>Radetzky Marsh, Op. 228</p> <p>Johann Strauss II:</p> <p>Viena Blood, Waltz, Op. 354</p> <p>Wine, Woman and Song, Waltz, Op. 333</p> <p>On the beautiful, Blue Danube, Waltz, Op. 314</p> <p>Roses from the South, Waltz, Op. 388</p> <p>Artist's life, op.316</p> <p>Treasure Waltz, op.418</p> <p>Vienesse sweets, op.307</p> <p>Hymn of RMacedonia</p>
Children's Didactic Songs (vocal)	Decinja Dedo Medo Jabolko Prsti imam Cisto dete Esen Vrapce Crvenkapa	Esen Zolti lisja Plodovi zreli Dedo medo Belo zajce Rodenden Ververicka Happy birthday
Music plays	Ide macka pokraj tebe Meca lutala, vo suma zaspala Volk i jagne Maliot Dime sedi i place	Digni gore , pa rasiri, Sekoe utro, tika-taka, Frlaj,frlaj visoko, Balonot se naduva (Songs for morning gymnastics)

Division by genres	✘	✓
Folk music	/	Egejski narodni pesni Sitno oro Makedonsko devojce Sleze Fana Pajdusko oro Kales Dimce Splet od narodni ora
Pop music	Radio Fortuna Sky radio Life radio	Radio Fortuna Sky radio City radio Antenna 5 Buba Mara Radio Ravel Life radio
Ethno-pop	/	Radio Ros Radio Rosa Radio 2

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