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## A Pre-Verbal Journey with Winds and Voice

"מסע קדם-מילולי בקול ובכלי נשיפה"

### Tamar Hadar & Maayan Salomon-Gimmon

This experiential workshop invites participants on a *pre-verbal journey from blowing to voicing*: an exploration of how breathing, sounding, and playing wind instruments can open pathways to early, embodied forms of communication.

Rooted in the theories of Communicative Musicality (Trevarthen & Malloch, 2000) and informed by research in music therapy with autism (Salomon-Gimmon & Elefant, 2019) and parent–infant community music groups (Hadar et al., 2023), the session focuses on the transitional space between physical impulse, sound production, and interpersonal connection. Participants will explore how the human voice and a range of wind instruments - flutes, recorders, and simple breath-based sound makers - can access layers of experience that precede words, enabling authentic emotional and relational exchange. Through guided small-group and paired activities, attendees will engage in structured and improvisatory encounters designed to highlight pre-verbal musical communication.

The workshop will traverse the spectrum between free and creative, vocal and instrumental, flow and stabilizing synchronized musical experiences, allowing participants to sense how different modalities and degrees of coordination evoke distinct relational dynamics. Brief demonstrations will scaffold participation, and take-home prompts will translate insights into clinical, educational, and community practice contexts, too, supporting everyday application. Reflection and discussion will follow each exercise, linking experiential insights to theoretical concepts of temporal attunement, shared pulse, and expressive regulation.

Ultimately, *A Pre-Verbal Journey with Winds and Voice* offers a space to rediscover and embrace the communicative power of breath and sound as primordial bridges between self and other, where musical expression becomes both the language and the relationship itself.



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## Biography

**Tamar Hadar**, PhD, Co-head of the music therapy MA program at The School of Creative Arts Therapies, University of Haifa, Israel. A music therapist, supervisor & lecturer, working with children and families in an early intervention unit and in a private practice. Hadar specializes in child-parent interventions, specifically in the context of trauma and displacement. Hadar's research centers on clinical improvisation – theory & assessment, music therapy for infants & preterm babies, and culturally sensitive music therapy. Tamar has originated a time-oriented model for analyzing clinical improvisation.

**Maayan Salomon-Gimmon**, PhD, is a lecturer (tenure track) at the University of Haifa and co-head of the MA Music Therapy Program at the School of Creative Arts Therapies, Faculty of Social Welfare and Health Sciences. She completed her doctoral studies at the University of Haifa and her postdoctoral fellowship at the Department of Clinical and Health Psychology at the University of Vienna. Dr. Salomon-Gimmon is the director of the Music, Voice & Health Lab, where her research focuses on the processes and outcomes of music-based interventions, with particular emphasis on vocal-work in neurodevelopmental and mental-health contexts.

## Recent Publications

Hadar, T. & Aigen, K. (2025). **A Theory of Time in Music Therapy: A Model for Analyzing Nordoff-Robbins Clinical Improvisation.** *Journal of music therapy*, 62/2.  
<https://doi.org/10.1093/jmt/thaf014>

Hadar T., Politimou, N. & Franco, F. (2023). **Comparing the benefits of parent–infant flute and singing groups for communication and parenting: A feasibility study.** *Psychology of Music*, 52/2, 141-157. <https://doi.org/10.1177/03057356231166759>

Salomon-Gimmon, M., & Elefant, C. (2019). **Development of vocal communication in children with autism spectrum disorder during improvisational music therapy.** *Nordic Journal of Music Therapy*, 28/3, 174–192.