

Movement and Music Group Times for Infants and Toddlers

Planning Engaging Group Times

Syllabus

HighScope's Movement and Music Group Times for Infants and Toddlers



HighScope Racial Equity, Diversity, and Inclusion (REDI) Professional Learning Statement

Advancing racial equity has been at the core of HighScope's vision since its beginnings with the landmark Perry Preschool Study. Building on our history and ongoing work in the field of early childhood education, HighScope has made racial equity, diversity, and inclusion central to all professional development programs. In all aspects of our work, we celebrate, respect, and incorporate diversity and seek to eradicate racism and other inequities that suppress the potential of children, families, and adults from marginalized and under-represented groups. Through consultation, training, and coaching, HighScope's professional learning courses are designed to respond to participants' individual strengths and focus on practical application and implementation in real-world settings.

Participants are encouraged to reflect individually (on their own practices and biases), with other participants, and with a HighScope trainer on what they are learning and how the content of the course can be used to support the work they do with children and families in their respective early childhood programs and communities. HighScope has established a protocol to ensure that (1) all training content supports participants' knowledge base and practical application and implementation efforts; (2) all training is implemented at the highest level and as intended; and (3) all training and resource materials incorporate REDI practices and address issues of privilege and cultural sensitivity, as well as the importance of humility in our relationships with families and young children.

Welcome to Movement and Music Group Times for Infants and Toddlers Online Course

This course is four weeks long, including the registration week, which is the first week of the course. Each week runs from Monday to the following Monday. To get the most out of the course, all assignments and activities have been ordered. You will not be able to advance to the next assignment without completing each assignment in order. You must complete all the assignments on time to receive credit for the course. We recommend that you log on early in the week to get your assignments so you can plan for your work. For your discussion post assignments, **all initial posts are due by Thursday**, and your **replies are due by midnight (EST) the following Monday**.

This course uses a variety of weekly online materials and activities and is estimated to take 3–4 hours of time per week including “Try It Out” classroom activities:

- **Learning Unit** — This is the content for the week. We recommend that you print the learning unit so you can easily refer back to the content. This will take approximately 20–30 minutes per week.
- **Reading Assignments** — These are the reading assignments for the week. We recommend that you print these out as well so that you can refer back to them even when the course is over. This will take approximately 15–25 minutes per week.

Welcome to Movement and Music Group Times for Infants and Toddlers Online Course (continued)

- **Check My Understanding** — This interactive assessment asks you to choose the best answer in a variety of scenarios. This will take approximately 15–25 minutes per week.
- **Discussions** — These are assignments in which you will practice and apply information covering the learning unit and readings. You will be asked to answer questions or to reflect on things you have learned. You will respond to discussion posts and get feedback from your peers. This will take approximately 25–30 minutes per week.



Welcome to Movement and Music Group Times for Infants and Toddlers Online Course *(continued)*

- **Try It Out** — These are assignments in which you will try out strategies or ideas in the classroom. You will be asked to share what happened in your classroom through discussion posts, acknowledgment of feedback from your peers, and/or individual assignments (e.g., planning form) that will be uploaded into the Dropbox. These assignments help you gain new insights, see things from another perspective, and construct a deeper understanding of the topic. This will take approximately 1–1.5 hours per week.

Remember, all coursework for the week is **due by midnight on Monday (EST)**.

If you have any questions, please do not hesitate to message your facilitator within the HighScope Learning Hub (HSLH).

Registration week

Objectives

- Introductions of facilitator(s) and participants
- Become familiar with the course site and features

Update Your Profile

- Update your HighScope Learning Hub profile (e.g., update information and settings, add a profile photo)
- Explore the course features so you are familiar with where to find information.



Registration week (continued)

Reading Assignments

- Review the syllabus

Check My Understanding

There is no CMU for registration week.

Discussion

Introduce yourself to the group.

Your first assignment is to introduce yourself to the others in this course.

You might say something about where you work, the children you work with, and what you hope to get out of this course. Please also feel free to share a little bit about yourself personally!

Read your peers' introductions. Reply to each other to "connect." This is how we get to know each other!

This is not a graded assignment.

Total possible points for Registration Week = 0

Week 1: Introduction to Movement and Music

Group Times for Infants and Toddlers

Objectives

- Define the two types of group times for infants and toddlers
- Identify the ingredients of active learning
- Identify sources and types of group time activities to use for planning active learning experiences

Learning Unit Topics

- What is group time?
- Types of movement and music group times
- Why are movement and music group times important?
- Applying active learning in movement and music group time
- Integrating children's home cultures and other cultures into movement and music experiences
- Sources for movement and music group times

Week 1: Introduction to Movement and Music Group Times for Infants and Toddlers (continued)

Reading Assignments

- “Overview of Movement and Music Group Time”
- “Five Ingredients of Active Learning for Infants and Toddlers”
- “Tips for Making Group Times Flexible”

Check My Understanding

Active Learning or Not Active Learning?

Read each group time scenario described and determine if the experience is active learning or is not active learning. You can refer back to the Five Ingredients of Active Learning as outlined and described in this week’s learning unit for this assignment. This assignment is **worth 10 points (1 point per question)**. This is **due by the following Monday at midnight (EST)**.

Discussion

Identifying the Ingredients of Active Learning

1. Watch one of the video examples of movement and music group times with infants and toddlers.
2. Focus your observation on one ingredient of active learning.
3. In your initial post, indicate which clip you watched. Discuss and provide examples of the ingredient of active learning you observed. For example, if you chose materials as the active learning ingredient, discuss and share the specific materials you saw used in the video clip.

Week 1: Introduction to Movement and Music Group Times for Infants and Toddlers (continued)

Initial post is **worth 10 points. This is due by Thursday at midnight (EST).**

4. Respond to at least one of your peers' posts. Replies can include sharing your thoughts, connecting a post to your experience, or asking a follow-up question. Replies like "I agree," "good idea," or "me too" do not add meaningful insight to the discussion and will not count as replies.

Your reply is worth 5 points and is due by the following Monday at Midnight (EST). **The total possible number of points for this assignment is 15 (10 for initial post and 5 for your reply).**

Try It Out

Gathering Anecdotes on Children's Interests

1. Observe each child within your group while they are engaged in a movement and music group time.
2. Collect anecdotes based on each child's interest(s).
3. From what you have observed and collected, choose two anecdotes to share on the discussion board.
4. Post each anecdote as a separate discussion post.

Week 1: Introduction to Movement and Music Group Times for Infants and Toddlers (continued)

Each initial post is **worth 10 points (total points possible = 20)**. These are **due by Thursday at midnight (EST)**.

5. Reply to at least two of your peers by providing an idea for a planned group time based on the anecdote of the child(ren)'s interest(s). Keep a REDI concepts in mind and consider how home cultures might be incorporated.

Each reply is **worth 5 points (total possible points = 10)**. These are **due by the following Monday at midnight (EST)**.

Total points possible for Week 1 = 55.



Week 2: A Closer Look at Movement and Music Group Times

Objectives

- Identify the types of activities for movement and music group time
- Develop ways to incorporate children's home culture and other cultures into group time activities
- Identify the Key Developmental Indicators (KDIs) at group time
- Review tips for creating flexible group times

Learning Unit Topics

- Basics of easy-to-join activities and strategies for singing and engaging children in songs and fingerplays
- Building choice into children's songs
- Tips for storytelling and nursery rhymes
- Guidelines for moving with music and objects
- Identifying children's learning in movement and music group-time experiences

Week 2: A Closer Look at Movement and Music Group Times (continued)

Watching Group Times in Action

As a follow-up to this week's Learning Unit, you will watch several short videos of infants and toddlers engaging in different movement and music activities. You will need to refer to the Four Types of Movement and Music Group Times in the Learning Unit as well as the Key Developmental Indicator list in your reading assignment. Further instructions are given in the online course.

Reading Assignments

- “What If They Wander?”
- Infant and Toddler Key Developmental Indicators List

Check My Understanding

Identifying KDIs During Group Times

You will need the list of Infant-Toddler Key Developmental Indicators (KDIs) to support you in completing this assignment. Read each group-time movement and music scenario. Identify one of the KDIs occurring during each scenario. (*Note:* there are always multiple learning opportunities going on in any given experience. However, for this assignment, focus on the main Key Developmental Indicator unless otherwise noted.)

This assignment is **worth 10 points (1 point per question)**. This is **due by the following Monday at midnight (EST)**.

Week 2: A Closer Look at Movement and Music

Group Times (continued)

Discussion

This week's discussion will focus on sharing and gathering ideas on how to integrate children's home cultures, languages, traditions, and family interests into movement and music group times.

1. In your initial post, brainstorm and share ideas for materials, cultural music, songs, rhymes, poems, stories, etc., that represent the families in your classroom and how these ideas could be incorporated into your movement and music group times. To ensure accurate representation of children's home cultures within the classroom, families are the best resource in gathering ideas.

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

2. Respond to at least one of your peers' posts. Replies can include sharing your thoughts, connecting a post to your experience, or asking a follow-up question. Replies like "I agree," "good idea," or "me too" do not add meaningful insight to the discussion and will not count as replies.

Your reply is **worth 5 points and is due by the following Monday at Midnight (EST)**. **The total possible number of points for this assignment is 15 (10 for initial post and 5 for your reply)**.

Week 2: A Closer Look at Movement and Music Group Times (continued)

Try It Out

Choose a strategy for incorporating choice into your movement and music group times. Try out the strategy in your classroom.

1. Post the strategy you tried and how the children responded.

Initial post is **worth 10 points**. These are **due by Thursday at midnight (EST)**.

2. Reply to at least two of your peers, offering an additional suggestion for incorporating choice.

Each reply is **worth 5 points (Total possible points = 10)**. These are **due by the following Monday at midnight (EST)**.

Total points possible for Week 2 = 45.



Week 3: Planning Movement and Music Group Times

Objectives

- Identify the format for planning movement and music group times
- Recognize children's developmental levels of learning
- Apply strategies for scaffolding children's learning

Learning Unit Topics

- Format of movement and music group times
- Developmental levels of children's learning
- Scaffolding children's learning

Reading Assignments

- Steps for Scaffolding Infant and Toddler's Learning Experiences
- Group Times Planning Form
- Infant and Toddler Key Developmental Indicators List
- Sample Completed Movement and Music Group Time Lesson Plans

Week 3: Planning Movement and Music Group Times (continued)

Check My Understanding

Identifying Earlier, Middle, and Later Developmental Levels

Under each question, read the three statements describing children's behaviors during movement and music group times. Select the statement that best corresponds to the developmental level indicated in the question.

Note: These statements reflect a blend of infant and toddler development. You are selecting the statement that best indicates the earlier, middle, or later levels in the developmental range.

This assignment is **worth 10 points (1 point per question)**. This is **due by the following Monday at midnight (EST)**.

Discussion

This week's discussion will focus on reflecting how you will use the information on scaffolding from this week's content.

1. Describe the early, middle, and later developers in your current classroom (or in a classroom with which you are familiar).

Initial post is **worth 10 points**. This is **due by Thursday at midnight (EST)**.

2. Reply to at least one of your peers and suggest at least one scaffolding idea for each of the developmental levels they described in their initial post.

Your reply is **worth 5 points and is due by the following Monday at Midnight (EST)**. **The total number of possible points for this assignment is 15 (10 for initial post and 5 for your reply)**.

Week 3: Planning Movement and Music Group Times (continued)

Try it Out — Dropbox

Planning a Movement and Music Group Time

You are going to plan and conduct a movement and music group time for your infants and/or toddlers based on the information that you have learned in this course. Follow the instructions below.

1. Observe your classroom for children's interests and current levels of development.
2. Using the sample group-time planning form, create a plan for a Group Time with Movement and Music.
3. Upload your completed Group Time with Movement and Music planning form to the Week 3 Dropbox.

Upload Instructions: Click the file to download it and then save it to your computer. Complete the assignment as directed and save the file again. To upload your finished assignment, click on the Dropbox tab, then click the text that says, "Upload File." Click "Browse" to select the file from your computer, then click "Submit." This submits the file to your facilitator, and they will provide you with feedback.

This assignment is **worth 15 points and is due by the following Monday at Midnight (EST).**

Week 3: Planning Movement and Music Group Times (continued)

Discussion

1. Before doing this assignment, complete the Try it Out assignment: Planning a Movement and Music Group Time.
2. In your initial post, share what you did for your movement and music group time and describe how it went. Include successes, things you would do differently next time, and reflect on how you noticed each child engaging in the experience at their own pace and developmental level.

This is **worth 10 points and is due by Thursday at midnight (EST)**.

3. Reply to at least one of your peers' posts. Reflect on an idea you would like to try from their group time activity or suggest an idea that would strengthen the group time experience.

This is **worth 5 points and is due by the following Monday at Midnight (EST)**. The **total possible points for this assignment is 15 (10 for initial post and 5 for your reply)**.

Total points possible for Week 3 = 55.

Total points possible for the course = 155.

Points needed to pass the course = 124 (80% of points possible).

Evaluation

Course Survey

Please share feedback about your experiences on this course.

Print Your Certificate

Once you have completed all of your assignments and passed the course with a minimum of 80%, you will be able to print your certificate. Congratulations!

Click on the “Grades” tab along the top of the HighScope Learning Hub dashboard, then click on “My Certificates” in the left-hand sidebar.

Please print as many copies of your certificate as you need (i.e., one for your records, one for your employer).

Please note: HighScope will no longer be mailing you a certificate. Your certificate will be housed in the HighScope Learning Hub should you need to access it at a later date.