

Movement and Music Group Times

for Infants and Toddlers

Week 2 Learning Unit

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Week 2 Learning Unit Topics

A Closer Look at Movement and Music Group Times

- Basics of easy-to-join activities
- 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



Four Types of Movement and Music Group Times

1. Easy-to-join activities (use these to start every group time)
2. Songs, fingerplays, chants, and poems
3. Storytelling, nursery rhymes
4. Movement activities with or without music or objects



Music, nursery rhymes, songs, fingerplays, chants, poems, storytelling and more play an important role in Group Times with Movement and Music as well as other parts of the day. However, some of these can reinforce biases. When making selections from these various categories, reflect on the selections you include in your planned activities through a REDI lens. Engage in conversations with your families about their cultures, traditions, and interests and incorporate the information they share during these types of movement and music activities. To ensure you are providing anti-bias experiences for all your children, review the link below to a resource about bringing awareness to some biased songs and nursery rhymes.

<https://www.rd.com/list/childrens-nursery-rhymes-that-are-actually-racist/>

Four Types of Movement and Music Group Times (continued)

1. Easy-to-Join Activities

Basics of easy-to-join activities:

- Use these activities to start every movement and music group time.
- Keep it simple.
- Start right away; avoid making children wait.
- Use a song, rhyme, or movement activity to get children's attention.



Four Types of Movement and Music Group Times (continued)

2. Songs, fingerplays, chants, and poems

- Sing songs with simple melodies and repetitive words or phrases.
- Choose songs and fingerplays that allow children to choose different actions.
- Simplify songs and fingerplays.
- Separate words and actions.
- Practice actions first.

Building “choice” into songs:

- Voice quality (sing high/low; use “monster” or “mouse” voice, etc.)
- Volume (quiet, loud; quieter, louder)
- Speed (fast, slow; faster, slower, etc.)
- Words or actions (change key words or movements)

Four Types of Movement and Music Group Times (continued)

Practice building “choice” into songs:

Try singing “Row, Row, Row Your Boat” by introducing each of the following changes, one at a time:

- Voice quality (sing high/low; “monster” or “mouse” voice, etc.)
- Volume (quiet, loud; quieter, louder)
- Speed (fast, slow; faster, slower, etc.)

Try these strategies again with a song of your choice.

More practice building “choice” into songs:

Try singing “Row, Row, Row Your Boat” by changing one of the underlined words.

Row, row, row your boat
Gently down the stream
 Merrily, merrily, merrily, merrily
 Life is but a dream

Sing several rounds and change a different word each time.

Try this again with a song of your choice.

Four Types of Movement and Music Group Times (continued)

Teaching songs to children:

- Separate: Introduce actions and words separately.
- Simplify:
 - Use words and actions that make sense to children.
 - Use “one hand” and “the other hand” rather than “right hand” and “left hand.”
 - Reduce the number of actions in a song.
- Facilitate: Support children’s intentions; comment on and imitate their actions.



Four Types of Movement and Music Group Times (continued)

3. Storytelling and nursery rhymes

Basics of storytelling and nursery rhymes:

- Choose simple stories and nursery rhymes.
- Retell familiar stories and nursery rhymes.
- Incorporate movement and choice as part of the story or nursery rhyme.
- Make up new stories and rhymes and incorporate children's names and interests.

Invite families to come in and share stories and nursery rhymes from their home culture.



Four Types of Movement and Music Group Times (continued)

4. Movement and music activities

Options:

- Movement without objects or music — Focus is on body control and navigating space.
- Movement with objects — Focus is on body control with an object and exploring the object.
- Movement to music — Focus is on body control and responding to music.
- Movement to music with objects — Focus is on body control with objects and responding to music.

Basics of movement and music activities:

- Give children many opportunities to explore how their body works without using objects or music.
- Choose music without lyrics so children can focus on the beat, rhythm, and instruments.
- Copy children's movements and ideas.

Use instrumental music from a variety of genres so children can experience various sounds, beats, and instruments.

Note: Choose instrumental music instead of selections with words. Recordings with instructions or other music with words are often spoken quickly, are hard for children to understand, and include movements difficult to follow at this age.

Focus on Children's Learning

Key Developmental Indicators (KDIs)

Key Developmental Indicators (KDIs) help us understand and interpret children's actions and learning experiences.

- Anticipate two or three KDIs that might occur during a movement and music experience.
- Observe for other KDIs to emerge as children engage in the experience.

Review the Key Developmental Indicator list in your reading assignments. You'll need it for the next slide!

Which KDI stands out to you at first glance? This might be the planned learning experience — what you anticipated would happen.



Focus on Children's Learning (continued)

Now, take a closer look: What other types of learning might be occurring as well?

- Recognizing all the learning that occurs helps us to
 - Pay close attention to children's abilities.
 - Understand children's interests.
 - Plan future experiences that will be engaging to children.
 - Articulate to parents what their children are learning during movement and music group times.



Remember: Keep group times flexible!

Things to remember:

- Children may wander in and out of group times.
- Children may lie, sit, stand, roll, walk around, or sit on the teacher's lap during group times.
- Group times may occur spontaneously in children's play throughout the day.
- Follow children's lead and allow group times to end when children's attention spans begin to wane.
- Allow children to try out new ideas that may be different than what you had planned.



A Peek Ahead

Next week you will explore

- The format of movement and music group times.
- Developmental levels of children's learning.
- Scaffolding children's learning during movement and music group times.
- Planning movement and music group times.

