

Movement and Music Group Times

for Infants and Toddlers

Week 3 Learning Unit

Movement and Music Group Times for Infants and Toddlers



Week 3 Learning Unit Topics

Planning Movement and Music Group Times

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

Think about children's individual patterns of engagement to determine appropriate planning for movement and music experiences (e.g., a new child may be adjusting to the classroom, a child's individual temperament may influence their engagement, a child's home language may influence their understanding, a child's home culture may effect their response, etc.).



Remember:

Group Times = Planned Teacher-Initiated Experiences

- The caregiver plans activities based on children's interests and the Key Developmental Indicators (KDIs).
- The caregiver starts the group time and encourages the children to engage in their own way.



Format for Movement and Music Group Time

Planning for the Group Time

Beginning — Easy-to-Join Activity

Middle — Supporting Children's Learning
Songs, Fingerplays, Nursery Rhymes, Movement and Music

End — Following Children's Cues to Transition

Preparing for the Group Time

- Use a planning form to plan ahead what you will do for group time.
- Determine the originating idea and materials needed.
- Plan for the beginning, middle, and end of the experience.
- Gather your materials. (Remember, children’s voices and bodies are considered “materials”.)

Infant-Toddler Week 3

Infant and Toddler Movement and Music Group-Time Planning Form

Originating Idea <small>(KDI; COR)</small>			
Materials Needed			
Beginning <i>Easy to join</i>			
Middle <i>Activity(s)</i>			
<i>What will children do and how will you incorporate their choices and ideas?</i>	Early	Middle	Later
End <i>Transition to next part of the routine</i>			
Follow-Up Ideas			



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Infant-Toddler Movement and Music 2

Beginning — Easy-to-Join Activity

- Start with an activity that's simple and engaging and supports children's ideas; children will join as you begin.
- Hold infant(s) or provide a protected space.
- Allow infants and toddlers to sit, stand, or lie on the floor in the open area.



This teacher starts with “Row, Row, Row, Your Boat” as a way to gather children to group time.

Middle — Supporting Children’s Learning

General Interaction Strategies

- Participate on the children’s level.
- Build in children’s choices with **songs, nursery rhymes, fingerplays, movements, and music.**
- Give children time to interact and respond in their own way.
- Keep the group time active (using the ingredients of active learning).
- Watch and listen to children’s cues.
- Scaffold children’s learning.

Scaffolding Children’s Learning

To support and extend children’s learning, use the following scaffolding steps:

- **Step 1:** Consider children’s developmental levels.
- **Step 2:** Provide support at children’s current level of development.
- **Step 3:** Offer gentle extensions.

Middle — Supporting Children’s Learning (continued)

Step 1: Consider children’s developmental levels.

- Because children develop at different rates, it is important to observe your children’s development in terms of **early, middle, and later stages** of development rather than considering their ability based on age.
- Pay attention to what children observe, do, and say.
- Carefully consider what children *can do*. This helps you think intentionally about your interactions with each child.



This teacher offers scarves to mobile infants and toddlers knowing that her mobile infants may sit or crawl around with the scarves while her toddlers will walk, dance, and move around with the scarves.

Middle — Supporting Children’s Learning (continued)

Step 2: Provide support at children’s current level of development.

- Watch what individual children do and imitate their actions.
- Comment on children’s actions.
- Respond to children’s verbal and nonverbal communication.
- Try out children’s suggestions.
- Acknowledge children’s interactions.



As children jump off steps to the music, some children need more support than other children who can jump on their own.

Middle — Supporting Children’s Learning (continued)

Step 3: Offer gentle extensions.

- Offer children additional materials.
- Pose simple questions.
- Suggest new ideas for children to try.
- Ask children for additional ideas.
- Refer children to one another.

Note: It is important to observe children’s responses to extensions. This will help you determine whether to return to Step 2 or continue with Step 3.



This child tries shaking the bells while wearing them on her head after the caregiver said to try a different way of shaking her bells.

End — Following Children's Cues to Transition

- Bring the whole group time to a close.
- Let children's actions set the end of group time.
- Give children a warning that the transition is coming.
- If materials have been used, have children put them away while moving on to the next activity.

Example transition statements:

- “We’re going to sing the song one more time, and then we’re going to get ready for snack.”
- “Choose one more way to move your body as we go to the sink to wash our hands.”



As other children have moved on to bathroom time, this teacher helps this child fly his dinosaurs back to the tub after doing a dinosaur story at group time.