



Music & Movement



Music & Movement (What's Included!)

- Introduction to Music & Movement
- Vocabulary Words
- Interactive Songs & Lyrics
- Books with Musical Concepts
- Everyday Ways to Embrace Music
- Know Wonder Learn (KWL) Chart
- Word Web (Expansion of Concepts Relative to Music Investigation)
- Music as an Investigation (Example)
- 12 Musical Activities & Experiences (Including Materials Needed, Directions to Follow, and Targeted Learning Objectives)





Introduction: Music & Movement

Music and movement activities play a multifaceted role in early childhood development, encompassing physical, cognitive, social, and emotional domains. Engaging in rhythmic movements and coordinated actions helps children refine their gross and fine motor skills, promoting balance, coordination, and spatial awareness.

Beyond physical development, music and movement experiences stimulate cognitive growth by encouraging children to listen, observe, and respond to auditory and visual stimuli. Participating in songs and dances cultivates language skills, as children learn new vocabulary, follow directions, and explore the rhythms and patterns of speech.

Socially, music and movement activities provide opportunities for collaboration, cooperation, and peer interaction. Group singing, dancing, and playing instruments foster a sense of community and belonging, encouraging children to communicate, share, and empathize with others.

Emotionally, music and movement experiences offer avenues for self-expression and emotional regulation. Through music, children can express a wide range of feelings, from joy and excitement to sadness and frustration, in a safe and supportive environment. Movement activities promote body awareness and self-confidence, empowering children to explore their capabilities and develop a positive self-image.

Remember, repetition is vital for childhood development, as it enhances memory, fosters skill refinement, and cultivates a sense of security and confidence. By revisiting familiar songs, instruments, and movements, children deepen their understanding and build competence over time. This approach encourages engagement and mastery while providing a supportive learning environment.



Vocabulary Words

New & relative vocabulary words to incorporate in everyday experiences: In addition to incorporating the vocabulary words provided below, try to speak as you go! Talking to children as you go is one of the most powerful ways to expand upon receptive and expressive language development. The more language children are exposed to (when used in meaningful and relative context) the greater it contributes to language and future literacy skills.

- Music
- Genre
- Beat
- Rhythm
- Dance
- Sing
- Instrument
- Perform
- Choreography
- Band
- Melody
- Harmony
- Chorus
- Verse
- Pitch
- Tempo
- Solo
- Duet
- Lyrics
- Tune
- Guitar
- Drum
- Piano
- Flute
- Violin
- Saxophone
- Trumpet
- Trombone
- Maracas
- Tambourine
- Ballet
- Tap dance
- Hip hop
- Jazz
- Waltz
- Salsa
- Cha-cha
- Breakdance
- Disco
- Rock & Roll



Interactive Songs



Interactive songs serve as invaluable aids in children's development, offering avenues for physical activity, language acquisition, and cognitive growth. Their rhythmic melodies and accompanying actions promote the refinement of gross motor skills, while the repetition in lyrics supports memory and language development. Encouraging independent play, these songs foster creativity and self-expression. Moreover, they cultivate social skills when enjoyed in group settings, fostering cooperation and turn-taking. Movement inherent in these songs not only enhances physical coordination but also contributes to learning concepts such as spatial awareness, rhythm, and sequencing. Whether enjoyed at home or in the classroom, they provide versatile tools for nurturing children's holistic development.

- "The Hokey Pokey"
- "If You're Happy and You Know It"
- "Baby Shark"
- "The Wheels on the Bus"
- "Row, Row, Row Your Boat"



- "B-I-N-G-O"
- "Open, Shut Them"
- "London Bridge"
- "Ring Around the Rosie"
- "I'm a Little Teapot"

- "Twinkle, Twinkle, Little Star"
- "Old MacDonald Had a Farm"
- "The Itsy Bitsy Spider"
- "Five Little Ducks"
- "Head, Shoulders, Knees, and Toes"



Song Lyrics for Interactive Songs

"The Hokey Pokey"

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about.
You do the Hokey Pokey,
And you turn yourself around.
That's what it's all about!
Repeat with different body parts.

"If You're Happy and You Know It"

If you're happy and you know it,
clap your hands (clap clap)
If you're happy and you know it,
clap your hands (clap clap)
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it,
clap your hands (clap clap)
*Repeat with other body movements
(e.g. "stomp your feet")*

"Baby Shark"

Baby shark, doo doo doo doo doo doo
Baby shark, doo doo doo doo doo doo
Baby shark, doo doo doo doo doo doo
Baby shark!
Mommy shark, doo doo doo doo doo doo
Mommy shark, doo doo doo doo doo doo
Mommy shark, doo doo doo doo doo doo
Mommy shark!
Repeat with different members of the family

"The Wheels on the Bus"

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.
The wipers on the bus go swish, swish, swish,
Swish, swish, swish, swish, swish, swish.
The wipers on the bus go swish, swish, swish,
All through the town.

The horn on the bus goes beep, beep, beep,
Beep, beep, beep, beep, beep, beep.
The horn on the bus goes beep, beep, beep,
All through the town.
The doors on the bus go open and shut,
Open and shut, open and shut.
The doors on the bus go open and shut,
All through the town.
The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
All through the town.

"Row, Row, Row Your Boat":

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

"B-I-N-G-O":

There was a farmer who had a dog,
And Bingo was his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
And Bingo was his name-o.
There was a farmer who had a dog,
And Bingo was his name-o.
(clap)-I-N-G-O, (clap)-I-N-G-O, (clap)-I-N-G-O,
And Bingo was his name-o.
There was a farmer who had a dog,
And Bingo was his name-o.
(clap, clap)-N-G-O, (clap, clap)-N-G-O, (clap,
clap)-N-G-O,
And Bingo was his name-o.
There was a farmer who had a dog,
And Bingo was his name-o.
(clap, clap, clap)-G-O, (clap, clap, clap)-G-O,
(clap, clap, clap)-G-O,
And Bingo was his name-o.
There was a farmer who had a dog,
And Bingo was his name-o.
(clap, clap, clap, clap)-O, (clap, clap, clap, clap)-
O, (clap, clap, clap, clap)-O,
And Bingo was his name-o.

Song Lyrics for Interactive Songs (Cont'd)

"Open, Shut Them"

Open, shut them, open, shut them,
Give a little clap.
Open, shut them, open, shut them,
Put them in your lap.
Creep them, creep them, slowly creep them,
Right up to your chin.
Open wide your little mouth,
But do not let them in!

"London Bridge"

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.

Take the key and lock her up,
Lock her up, lock her up,
Take the key and lock her up
My fair lady

"Ring Around the Rosie"

Ring around the rosie,
A pocket full of posies,
Ashes, ashes, we all fall down.

"I'm a Little Teapot"

I'm a little teapot, short and stout,
Here is my handle, here is my spout.
When I get all steamed up, hear me shout,
Tip me over and pour me out!

"Twinkle, Twinkle, Little Star":

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

"Old MacDonald Had a Farm":

"Old MacDonald had a farm, E-I-E-I-O.
And on his farm he had a cow, E-I-E-I-O.
With a moo moo here and a moo moo there,
Here a moo, there a moo, everywhere a moo moo.
Old MacDonald had a farm, E-I-E-I-O.
Repeat with other animals and their respective sounds.

"The Itsy Bitsy Spider":

The itsy bitsy spider climbed up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
And the itsy bitsy spider climbed up the spout again.

"Five Little Ducks"

Five little ducks went out one day,
Over the hills and far away.
Mother duck said, "Quack, quack, quack, quack,"
But only four little ducks came back.
Four little ducks went out one day,
Over the hills and far away.
Mother duck said, "Quack, quack, quack, quack,"
But only three little ducks came back.
(repeat with remaining ducks until "no little ducks came back")
Sad mother duck went out one day,
Over the hills and far away
Mother duck said "Quack, quack, quack, quack,"
And all five ducks came running back!

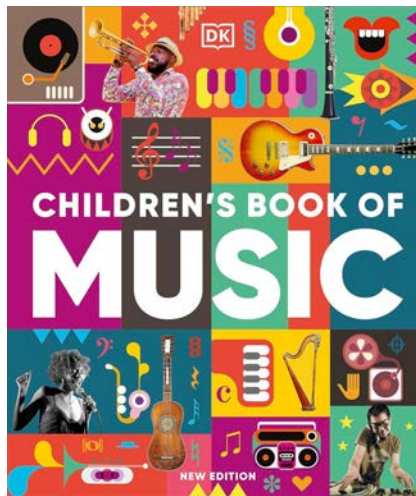
"Head, Shoulders, Knees, and Toes"

Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes,
Knees and toes.
And eyes and ears and mouth and nose,
Head, shoulders, knees, and toes,
Knees and toes.

Books with Musical Concepts



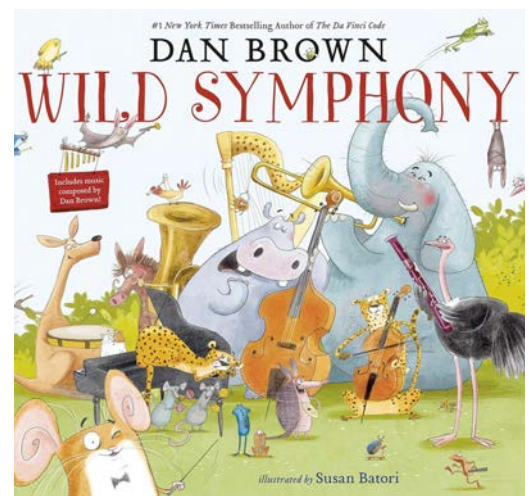
Books that weave music into their narrative provide children with a holistic learning experience. Through vibrant storytelling and captivating illustrations, these books introduce musical concepts in a way that sparks imagination and curiosity. By incorporating rhythm, melody, and movement into the narrative, they invite children to engage with music on a deeper level. Interactive features like sing-along sections or suggested activities encourage active participation, turning reading sessions into dynamic musical experiences. By immersing children in the world of music through literature, these books lay the groundwork for a lifelong appreciation of music and its many forms.



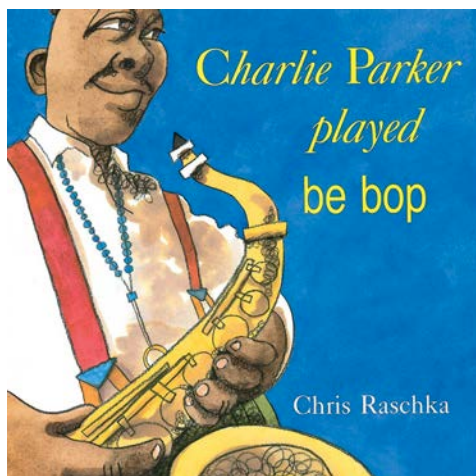
Children's Book of Music
by DK (Books)



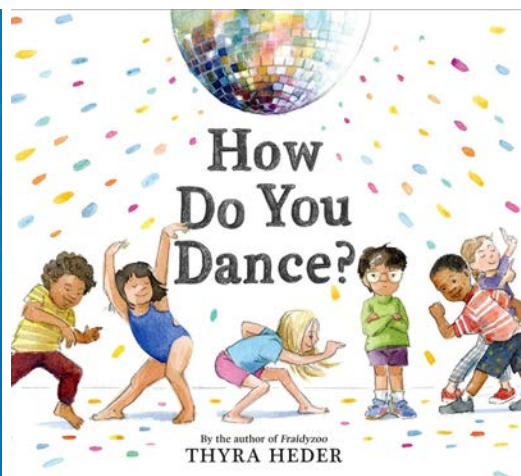
The Story Orchestra: I Can Play
by Rowan Baker



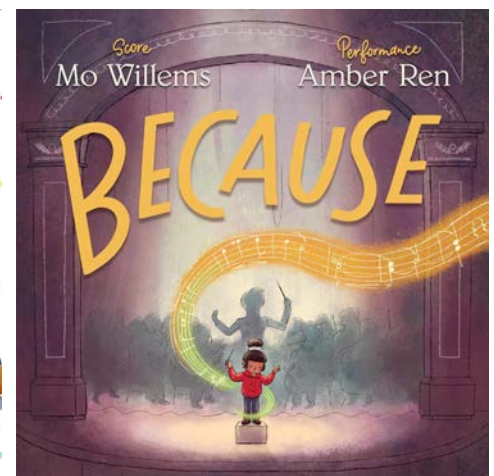
Wild Symphony
by Dan Brown



Charlie Parker Played Be Bop
by Chris Raschka



How Do You Dance?
by Thyra Heder



Because
by Mo Willems

Everyday Ways to Embrace Music

Music should be embraced daily as an integral part of children's lives, offering myriad benefits across various developmental domains. By incorporating music into daily routines, activities, and experiences, children are exposed to rich auditory experiences that stimulate their senses and ignite their imaginations. Whether through singing, dancing, or exploring different instruments, music fosters creativity, self-expression, and emotional well-being.



Weave Singing & Dancing Into the Routine

- **Keep Instruments Accessible:** Have a variety of musical instruments readily available for children to explore and play with, such as drums, shakers, xylophones, and tambourines.
- **Sing Together:** Sing songs with children during daily routines like handwashing, mealtime, or while taking a walk. This can include traditional children's songs, nursery rhymes, or even making up your own silly songs together.
- **Dance Parties:** Encourage spontaneous dance parties where children can move and groove to their favorite songs. Let them choose the music and express themselves freely through movement.
- **Background Music:** Occasionally put some music on in the background during playtime.

Embrace Music in the Community

- **Attend Community Concerts:** Take advantage of local community events, concerts, or music classes tailored for children. These outings provide opportunities for children to experience live music performances and engage with other young music enthusiasts.
- **Create Soundscapes:** Encourage children to listen to and identify sounds in their environment, whether it's birds chirping, cars honking, or leaves rustling. Discuss the different rhythms and patterns they hear. Prompt children how they might move their bodies in different ways to represent the varying sounds.
- **Connect with Musicians:** Whether in the classroom or in the home, think of people you may visit or welcome into the space to talk about and answer questions about their art (singing, dancing, instrument play).





KWL (**K**now, **W**onder , **L**earn) Chart

When kicking off a new investigation, it's recommended to create a large KWL (Know, Wonder, Learn) Chart for you and your children's reference (example below).

You can draw one up on a large sheet of oaktag or easel paper. Introduce a topic by prompting "what do you know about _____?" Once children have shared their prior knowledge, invite them to consider what they'd like to learn about the topic.

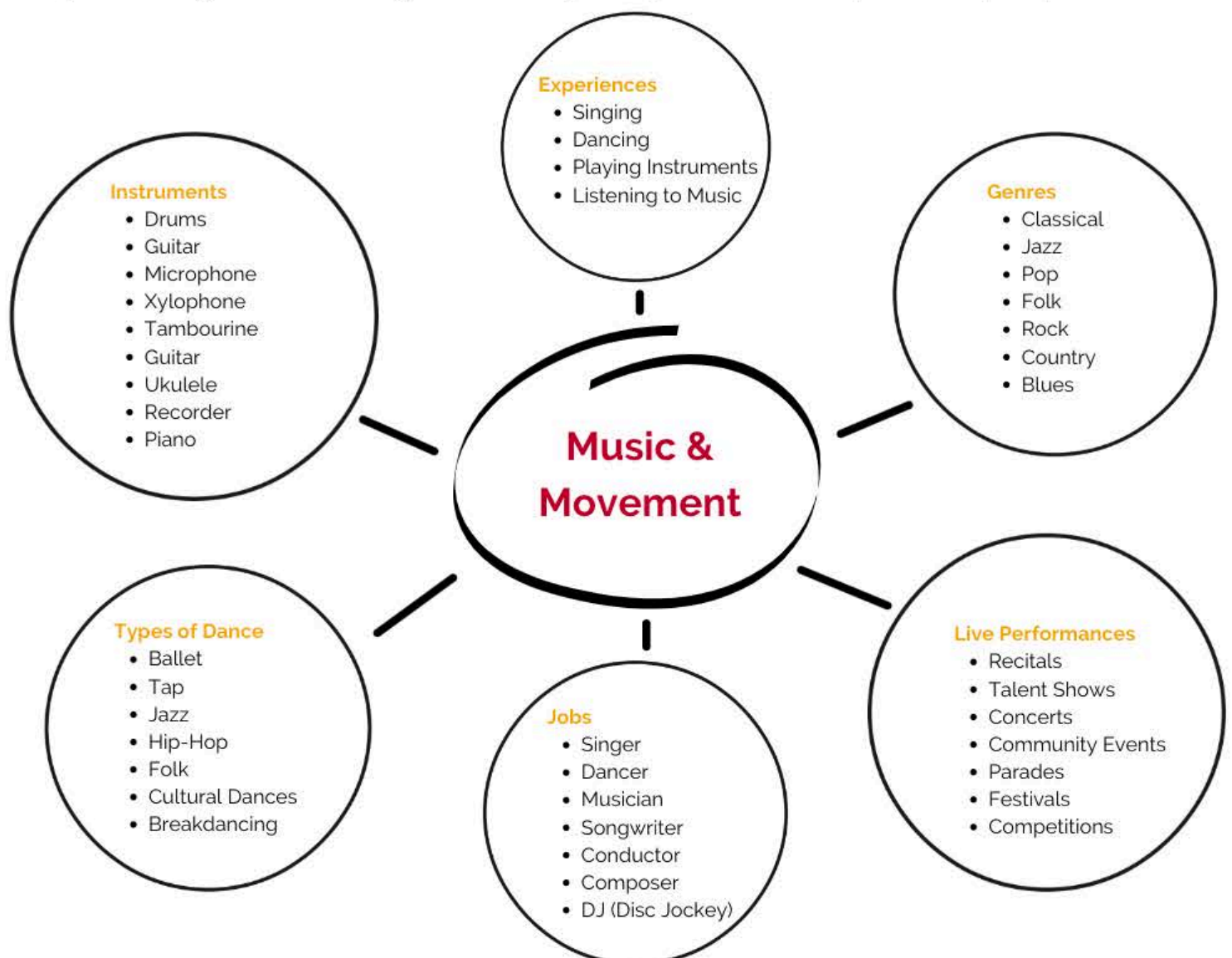
This running document is a place to guide your learning, prompting children to think more critically about the subject, while also formulating their own theories and ideas. Learning is not limited to one time and space, but rather, is an ongoing event. Add to this chart as thoughts, questions & revelations emerge over time.

Know	Wonder	Learn



Word Web: Music

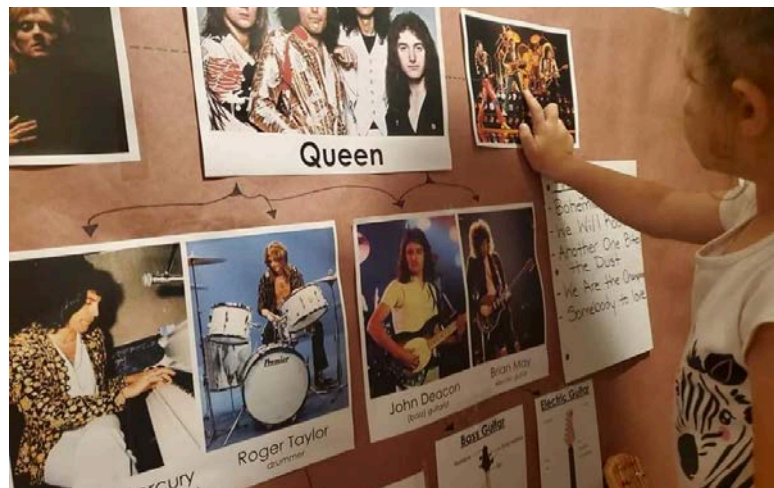
Word webs are another powerful tool to support connection-making, and connection-making is the core of learning! Word webs invite adults and children to think more critically about a specific topic, all while expanding upon research and ideas. While the below is an example of different directions your investigations may go, it is not limited to only these subcategories, but rather, just meant to get the wheels turning - see what else you and your children can come up with and expand upon!



Music as an Investigation

In an emergent curriculum, music can serve as a rich investigation tool, sparking curiosity and fostering deeper exploration. For instance, upon hearing a song by Queen, children's interest in the band sparked a classroom-wide exploration, piquing their interest in the band, the instruments they play, and even how they came up with their name.

An adult can seize this curiosity by creating a learning board to showcase various components of the band, including pictures of band members, instruments, and snippets of their music. As children engage with the board, the adult can continue to elaborate on the study, perhaps by playing more Queen songs, discussing the history of the band, or even introducing related topics like music composition or famous rock bands.



The curiosity may lead to the creation of their own band and DIY instruments, with children voting on a name and assigning roles such as musicians, stagehands, decorators, and even ticket production. Children can dive deeper into their study, immersing themselves in various aspects of music and performance, while still having the investigation present itself in different areas (math, literacy, art, etc.) reaching different learning styles and different domains of development.

The culmination of the investigation may be a celebratory show where children showcase their newfound knowledge and talents. Through this intrinsically motivating and experiential learning process, children not only expanded their understanding of music but also developed teamwork, communication, and problem-solving skills as they worked collaboratively as a team.

ACTIVITIES





Instrument Exploration

MATERIALS

- Children's instruments, such as: tambourines, maracas, drums, xylophone, ukulele, keyboard.
- Basket to store instruments
- Optional: Any adult instrument you may play.

DIRECTIONS

- Bring out some instruments for children to explore!
 - If you play an instrument, play some songs for your children while also letting them touch and investigate the instrument too.
- Sing some songs and move/play various instruments accordingly.
- You can incorporate some instruments during sing-alongs and also have instruments accessible for children throughout the day to visit (and revisit), independently.

LEARNING OBJECTIVES

- **Expand musical vocabulary:** Exploring different types of instruments introduces children to a variety of sounds, textures, and names, enhancing their musical vocabulary.
- **Develop sensory awareness:** Manipulating instruments allows children to engage their senses of touch, sight, and hearing, promoting sensory exploration and awareness.
- **Enhance auditory discrimination:** Listening to and distinguishing between the sounds produced by various instruments helps children refine their auditory discrimination skills, sharpening their ability to recognize and appreciate different musical qualities.
- **Cultivate fine and gross motor skills:** Manipulating instruments not only refines hand-eye coordination but also engages larger muscle groups through activities like drumming or dancing to music, supporting overall motor development.
- **Foster creativity and experimentation:** Encouraging children to experiment with different sounds and rhythms on instruments sparks creativity and imagination, promoting innovative thinking and problem-solving.



Musical Patterns

MATERIALS

- Your hands, feet and/or lap to make a beat, or consider a drum or a table's surface.
- Optional: Various musical instruments or objects that produce sounds (e.g., shakers, drums, bells)

DIRECTIONS

- Start by creating a simple pattern using sounds or beats. For example, you can tap the drum twice, shake the shaker once, and then ring the bell. Repeat this pattern a few times to establish it.
- Encourage children to listen carefully to the pattern you created.
- Once the pattern is established, give your children a turn to replicate the pattern using the same instruments or objects.
- Gradually increase the complexity of the pattern by adding more sounds or beats. For example, you can introduce a new instrument or vary the rhythms within the pattern.
- Allow children to take turns creating their own patterns using the sounds or beats. Keep the activity engaging and interactive by exchanging roles, taking turns creating and replicating patterns.

LEARNING OBJECTIVES

- Engaging in musical patterns introduces **concepts of rhythm, beat, and musical structure**, fostering cognition and an appreciation for music.
- Creating and replicating patterns in music helps **develop cognitive skills, such as memory, sequencing, and pattern recognition**.
- Listening attentively to the patterns and sounds **supports auditory discrimination and improves listening skills, focus, and attention**.
- Manipulating different instruments or objects to create sounds and replicate patterns **enhances fine and gross motor coordination, dexterity, and hand-eye coordination**.
- Encouraging your child to create their own patterns **fosters their confidence, creative thinking and imagination**.



Create Your Own Instrument(s)

MATERIALS

- A variety of open-ended materials that vary in composition (e.g. metal, cardboard, and plastic). Consider: Containers, pots, empty paper towel rolls disposable/glass cups
- Contents: rocks, pebbles, beads, buttons
- Attachment materials: rubber bands, tape, glue, rope/twine, & scissors
- Optional: Coloring utensils to decorate
- Book/Images of instruments for reference

DIRECTIONS

- Set materials out on large, open surface for children to explore and experiment with.
- Prompt with a question such as "how can you make an instrument with these materials?" and/or "what makes something an instrument?"
- You can utilize visuals from printouts or a book to guide construction. Children may try to replicate a known instrument, or make one of their own.
- After the instruments are done, you can sing some songs while playing the instruments!

LEARNING OBJECTIVES

- **Creativity and Imagination:** Inviting children to create their own instruments fosters creativity and imagination as they explore different ways to combine materials and produce sounds.
- **Sound Production:** Experimenting with different materials and configurations to create sound-producing instruments introduces children to the concepts of vibration, resonance, and sound production.
- **Self-Expression:** Using self-made instruments allows children to express themselves creatively through music, fostering a sense of identity and confidence in their abilities.
- **Critical Thinking:** Encourages children to experiment with different combinations of materials and constructions, promoting a sense of curiosity and a willingness to explore new ideas, while evaluating the effectiveness of their instrument designs and making adjustments - fostering critical thinking skills as they analyze problems and develop solutions.
- **Recollection and Prior Knowledge:** Children can apply prior knowledge about instruments to shapes, sizes, and functions of materials from previous experiences, facilitating the transfer of skills to new contexts.
- **Reflection:** Providing opportunities for children to reflect on their instrument-making experiences promotes metacognitive skills as they consider what worked well, what could be improved, and what they learned from the process.



Musical Games

MATERIALS

- Optional: Device to play music
- Some songs and games to consider:
 - Musical Chairs
 - Freeze Dance
 - Pass the Parcel
 - Name That Tune

DIRECTIONS

- Pick one game to focus on with children, and continue to revisit the same game for an extended period of time to allow for ongoing practice, comprehension, and mastery of concepts:
 - **Musical Chairs:** Walk around the chairs while music plays. Find a seat when the music stops. The last one standing is out. Remove a chair and continue until one player remains.
 - **Freeze Dance:** Dance to the music. Freeze when the music stops. Stay frozen until the music starts again.
 - **Pass the Parcel:** Sit in a circle and pass the parcel while music plays. Stop passing when the music stops. Unwrap one layer of the parcel. Repeat until the prize is revealed.
 - **Name That Tune:** Listen to short snippets of songs. Guess the name of each song. Earn points for correct guesses.

LEARNING OBJECTIVES

- **Enhance listening and following instructions:** Musical games prompt children to attentively listen to cues and follow directions, strengthening their auditory processing skills.
- **Develop gross motor coordination:** Movement-based activities like dancing and walking in musical games promote coordination, balance, and spatial awareness as children navigate the space around them.
- **Foster social interaction and cooperation:** Taking turns, sharing equipment, and collaborating with peers in musical games encourage social skills, teamwork, and empathy.
- **Support cognitive development:** Engaging in games that involve memory, decision-making, and problem-solving skills provides opportunities for cognitive growth and intellectual stimulation.



DIY Rainstick(s)

MATERIALS

- Empty paper towel roll
- Two sheet of construction paper
- Scissors
- Tape
- Aluminum foil
- Uncooked rice
- Coloring utensils

DIRECTIONS

- Cut two circles from your construction paper (approx. 8" in diameter).
 - You can also cut slits around the circle to help it fit around each end of the paper towel roll.
- Cover one end of the paper towel roll with the round piece of paper & secure with tape.
- Create two long spirals of aluminum foil to put inside of the rainstick.
 - You can wrap one long sheet around the top of a broomstick and one around the handle of a spatula to make two different sized aluminum spirals.
- Add the aluminum spirals inside the roll.
- Add about 1/4 cup of dried rice inside the roll.
- Secure the second end of the tube with circle.
- Have children color over the second sheet of construction paper, then wrap the paper towel roll with their paper.

LEARNING OBJECTIVES

- **Innovation & Creativity:** Demonstrates how everyday materials can come together to make new and innovative things.
 - **Associative and flexible thinking, as well as comparisons** (e.g. how rice can be eaten but also used to create music).
- **Cognition Skills:** The multi-step process promotes concepts of order, sequence, directions, focus, & attention.
- **Scientific Thinking:** Shaking and flipping the rainstick upside-down fosters concepts of prediction-making, cause-and-effect, and listening skills/observation skills.
- **Gross and Fine Motor Development:** Helping to create and/or decorate the rainstick requires hand-eye coordination and dexterity of the hand and wrist, while shaking and turning the rainstick upside-down targets the core and limbs - strengthening the muscles. balance, and coordination skills.



Musical Mad Libs

MATERIALS

- Familiar songs to sing to children
 - (e.g., "Twinkle, Twinkle, Little Star," "Row, Row, Row Your Boat")
- Optional: Device to play these songs

DIRECTIONS

- Invite children to recreate the lyrics of a familiar song. You can provide an example to get the ball rolling, e.g.:
 - Original Lyrics (Row, Row, Row Your Boat):
 - "Row, row, row your boat, gently down the stream, merrily, merrily, merrily, merrily, life is but a dream."
 - Modified Lyrics (Musical Mad Libs):
 - "Jump, jump, jump your frog, swiftly through the pond, happily, happily, happily, happily, fun is never gone."
- Repeat with several songs - the sillier the better!
- To expand upon the experience, invite children to use instruments as they sing or show off some of their corresponding dance moves!

LEARNING OBJECTIVES

- **Enhances vocabulary skills** by exploring different word choices and expanding their repertoire of nouns, verbs, and adjectives.
- **Improves phonological awareness and rhythm** by adapting words to fit the melody of the song.
- **Inspires confidence and self-esteem** as your child actively participates in singing the modified lyrics, expressing their own creativity.
- **Critical thinking and decision-making skills** as they determine which words to use to maintain the rhythm and meaning of the song.
- **Promote coordination and body awareness** as children move and gesture along with the music while singing the modified song.



DIY Guitar Fun

MATERIALS

- Shoebox or tissue box
- Empty cardboard tube
- Rubber bands (thicker ones work better)
- Scissors
- Pencil or pen
- Decorative materials (markers, stickers, etc.)
- Tape or glue

DIRECTIONS

- Cut a rectangular hole in one longer side of the shoebox for the sound-hole, ensuring it fits the cardboard tube.
- Place the cardboard tube horizontally across the top of the box, with one end protruding through the soundhole, leaving space for the rubber bands.
- Mark 2-4 evenly spaced spots on the tube for string attachment points.
- Cut small slits on the marked spots for the rubber bands to pass through and hold them in place.
- Thread the rubber bands through the slits, stretching them across the box width, and secure them tightly.
- Children can decorate the shoebox /tissue box with preferred materials.
- Optional: Use tape or glue to secure the cardboard tube in place.

LEARNING OBJECTIVES

- **Problem-Solving:** Assembling the guitar involves tasks such as positioning the cardboard tube and threading the rubber bands, as well as cause and effect relationships (when children pluck the strings it results in sound production).
- **Cognition:** Children expand upon imagination when creating and playing their own music.
- **Language & Literacy:** New words and conversations related to music, such as "strings," "sound-hole," "strum," and "tension" contributes to and expanding vocabulary. Playing their new instrument may contribute to children creating their own lyrics, enhancing their expressive language skills, as well as regulating tone, volume, and rhyming skills.



Musical Garden

MATERIALS

- Various pots and pans of different sizes and shapes
- Wooden and/or metal spoons or spatula
- Optional: You may bolt or hang old pots and pans to a wall or hang them temporarily on a frame.
 - Alternative: Simply put pots, pans, lids, spoons, etc. on the ground (inside or outside) and welcome free exploration.

DIRECTIONS

- Hang the pots and pans on a sturdy structure outside, such as a fence or a wooden or metal frame.
- Encourage children to explore the different sounds they can create by striking the different pots, pans, etc.
- Allow children to experiment freely with the musical garden, encouraging creativity and self-expression.

LEARNING OBJECTIVES

- **Sensory Development:** Children will explore different textures, weights, and materials as they interact with the various instruments.
- **Fine and Gross Motor Skills:** Playing with the musical garden will help children develop hand-eye coordination, grip strength, and whole-body movements.
- **Auditory Discrimination:** Children will learn to differentiate between various sounds and tones, honing their listening skills.
- **Creative Expression:** The musical garden offers children opportunities to express themselves through music and sound, fostering creativity and imagination.
- **Social Interaction:** Collaborative play in the musical garden encourages communication, sharing, and cooperation among children.
- **Cognitive Development:** Experimenting with cause and effect relationships, such as how hitting a pot produces sound, helps children develop problem-solving skills.
- **Understanding Acoustics:** Children will explore how sound travels and is affected by different materials and environments, enhancing their understanding of acoustics.



Expressive Art Through Music

MATERIALS

- Device to play music
 - Can use speakers or headphones
- Construction paper or butcher paper
- Coloring utensils
 - E.g. Paint, crayons, markers, pastels
- Optional: easel with easel paper & paint

DIRECTIONS

- Set up an area for children to engage with art materials (paper & coloring utensils). Ensure music is readily accessible.
- Before children begin to paint or color, inform them that you will put on music for them to listen to while they work.
- You can offer one genre per session (e.g. blues), or explore different genres at a time (e.g. blues, salsa, classical).
 - We recommend one musical genre per session so they can really embrace the particular style & represent it in their art.
- Ideally it's best to set up a large sheet of paper on a vertical surface. This allows children to also move their body/dance while they color/paint.
- After they create, prompt them to consider how the music made them feel and did it effect their artistic experience.

LEARNING OBJECTIVES

- **Auditory Discrimination:** Children will learn to differentiate between various genres of music, including classical, jazz, pop, and world music, enhancing their listening skills.
- **Creative Expression:** Painting or coloring along with music will encourage children to express themselves artistically, using color, shape, and movement to interpret the music.
- **Fine Motor Skills:** Holding brushes or crayons and manipulating them to create strokes on a vertical surface will help develop fine motor control and hand-eye coordination.
- **Gross Motor Skills:** Painting or coloring on a vertical surface encourages whole-body movements, such as reaching, stretching, and bending, promoting gross motor development.
- **Emotional Regulation:** Listening to different genres of music can evoke various emotions, providing children with opportunities to recognize and regulate their feelings.
- **Musical Appreciation:** Through exposure to various musical styles, children develop an appreciation for music as an art form, broadening musical repertoire and cultural literacy.



Interpretive Storytelling (Dance)

MATERIALS

- Open space for movement
- Music player or instrument for background music (optional)
- Scarves, ribbons, costumes, or other props for expressive movement (optional)

DIRECTIONS

- Start by introducing the concept of interpretive storytelling through dance to the children, explaining that they will use movement to express ideas, emotions, or events.
- Play soft, instrumental music or provide live music as background ambiance to set the mood.
- Encourage children to think of a story they want to tell through dance. It could be a story from a book, a personal experience, or something from their imagination.
- Invite children to move freely around the space, using their bodies to convey the characters, actions, and emotions of their story.
- If desired, provide scarves, ribbons, or other props for children to incorporate into their movements, adding an extra layer of expression.

LEARNING OBJECTIVES

- **Foster confidence and self-expression:** Participating in interpretive storytelling through dance provides children with opportunities to express themselves, building confidence in their abilities and encouraging them to share their unique perspectives with others.
- **Improve body awareness, coordination, and control:** Through various dance movements and techniques, children will enhance their awareness of their bodies in space, improve their coordination, and gain better control over their movements, promoting physical development.
- **Enhance communication skills:** By using nonverbal forms of expression to convey meaning, such as body language and expressive movements, children will develop their ability to communicate effectively beyond verbal language.
- **Develop creativity and imagination:** Children will explore ways to express ideas, emotions, and narratives through movement, fostering their imaginative thinking and creative expression.



Singing Jars

MATERIALS

- 3-5 glass jars (can use more if you have more)
- Water
- Metal Spoon
- Optional: Measuring cup filled with water

DIRECTIONS

- Fill the glass jars with varying amounts of water.
- Encourage children to tap the jars with a spoon or their fingers to produce musical notes, exploring different sounds created by the water levels.
- Before and during children tapping the jars, you can prompt with higher-level thinking questions such as:
 - "What happens to the sound when you tap the jars with different amounts of water?"
 - "Can you arrange the jars in order from the highest-pitched sound to the lowest-pitched sound?"
 - "Can you create a pattern using the different sounds of the jars? (e.g., high-low-high-low)"
 - "Can you create a song or melody using the different sounds of the jars? How would you arrange them?"

LEARNING OBJECTIVES

- **Cognition:** Engage in critical thinking as they explore and observe how different amounts of water in the jars produce varying sounds. They analyze cause-and-effect relationships by understanding that changing the water level affects the pitch of the sound.
- **Creative Thinking:** Singing Jars encourage children to explore their creativity and imagination as they experiment with different water levels, create patterns, and even compose melodies.
- **Auditory Discrimination:** Engages the auditory sense as children listen to and differentiate between the various sounds produced by the jars. They also experience the tactile sensation of tapping the jars and potentially feeling the vibrations produced by the sound.



Bust-a-Move (And Some Bubbles)!

MATERIALS

- Bubble machine
 - If you do not have a bubble machine, you can blow bubbles as children dances.
- Bubble solution
- Device that plays music
- Optional; Newspaper or butcher paper (to place on the floor & protect from too much bubble solution/sticking/slipping)

DIRECTIONS

- Bring the bubble machine outside or in an indoor area in which the floor is lined with newspapers or butcher paper.
- Turn on some music and invite your children to bust a move... and some bubbles as they dance!
- Optional challenge: invite children to pop bubbles with different body parts as they move, e.g. "can you pop bubbles using your elbow? Toes?"
- You can experiment with different genres of music to promote different types of movement.

LEARNING OBJECTIVES

- **Sensory Integration:** Engaging with the bubble machine and music provides children with multi-sensory experiences, promoting sensory integration and processing skills.
- **Hand-Eye Coordination:** Popping bubbles with different body parts requires children to coordinate their movements with visual input, enhancing hand-eye coordination and spatial awareness.
- **Body Awareness:** Popping bubbles with different body parts fosters body awareness and proprioception, as children learn about the capabilities and limitations of their bodies.
- **Balance and Coordination:** Balancing while reaching or bending to pop bubbles challenges children's balance and coordination, improving their stability and control over body movements.
- **Emotional Regulation:** Engaging in enjoyable and stimulating activities like bubble popping can help children regulate their emotions, providing a calming or energizing sensory experience as needed.



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