



# 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
- 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.

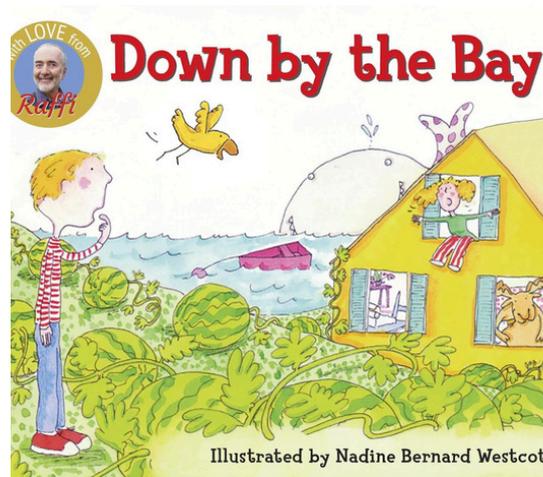
# Books with Musical Concepts



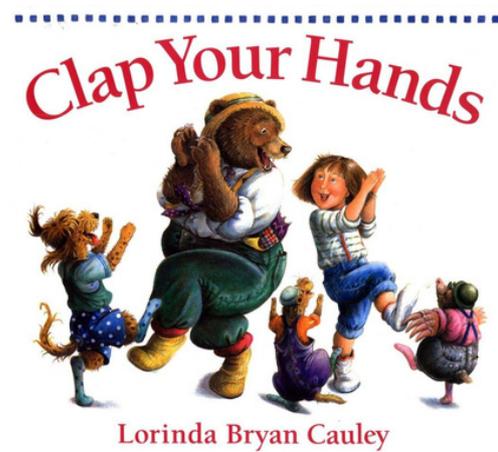
Books that weave music into their narrative provide children with a holistic learning experience. Through vibrant storytelling and captivating illustrations, these books introduce musical concepts in a way that sparks imagination and curiosity. By incorporating rhythm, melody, and movement into the narrative, 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.



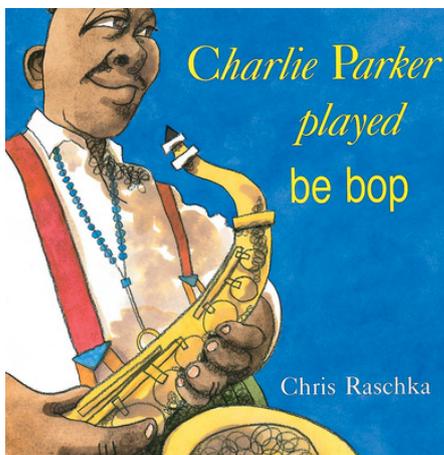
**Hello World! Music**  
by Jill McDonald



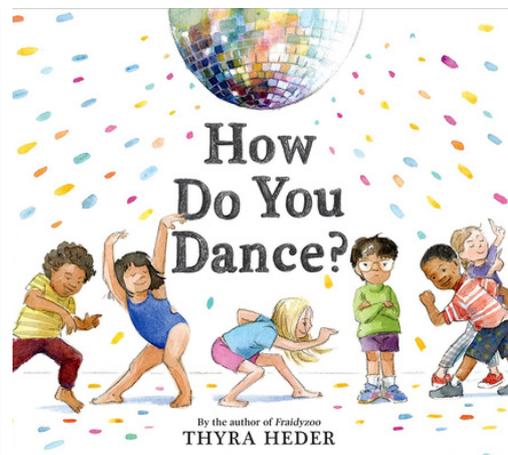
**Down by the Bay**  
by Raffi



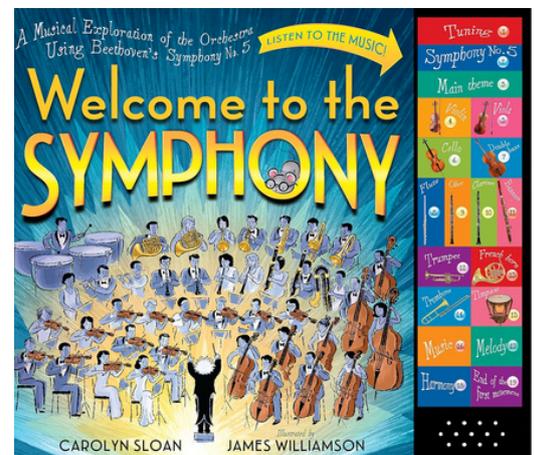
**Clap Your Hands**  
by Lorinda Bryan Cauley



**Charlie Parker Played Be Bop**  
by Chris Raschka



**How Do You Dance?**  
by Thyra Heder



**Welcome to the Symphony**  
by Carolyn Sloan

# 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).



# 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**.



## 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.



## 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.



# Scarf Play

## MATERIALS

- Dance/juggling scarves
- Device to play music to dance to, or simply sing songs with the scarves.

## DIRECTIONS

- Place a few scarves on the ground for children to explore.
- Begin singing songs, moving scarves according to the music - this will encourage your child to do the same.
- Refer to recommended songs & lyrics to accompany scarf play.

## LEARNING OBJECTIVES

- **Gross Motor Skills Enhancement:** Facilitates children's coordination, balance, and large muscle control. Dancing with scarves to music encourages children to synchronize their movements with the rhythm, refining their balance and coordination, while reaching and waving the scarves that strengthens their body.
- **Cognitive Skills Stimulation:** Engages children's cognitive abilities such as problem-solving cause-and-effect, and creativity.
- **Emotional Expression Support:** Assists in recognizing and expressing emotions. Using scarves to represent different emotions helps children identify and communicate their feelings, promoting emotional awareness and expression.
- **Creativity and Imagination Cultivation:** Incorporating scarves into storytelling activities allows children to create and act out imaginative scenarios, fostering creativity and storytelling skills.



# Body Rock

## MATERIALS

- Open space for movement
- Optional: Music player or instruments for accompanying music

## DIRECTIONS

- "Body Rock" is a fun and engaging activity where children use their hands, feet, and body to create music.
- Start by playing energetic and rhythmic music that children can move and groove to. Alternatively, you can create your own rhythmic beats using instruments.
- Encourage children to explore different movements using their hands, feet, and body. They can clap their hands, stomp their feet, pat their thighs, slap their knees, or use any other body part to create sounds.
- Guide your children to experiment with different rhythms and patterns. They can try alternating between fast and slow movements, or creating a call-and-response pattern.
- Join in the fun and model music making with your body and/or dance along to their music - show enthusiasm to inspire their participation!

## LEARNING OBJECTIVES

- "Body Rock" involves using hands, feet, and body to create movements and sounds. This activity **enhances gross motor skills, coordination, and body awareness.**
- Through exploration and experimentation, children **develop cognitive skills such as cause and effect.** They learn that their movements create sounds and rhythms, and can modify them accordingly.
- The activity encourages children to **use their imagination and creativity** in creating their own movements and rhythms. They can explore different ways of using their body to make music, **fostering their creative thinking and self-expression.**



## DIY Maracas

### MATERIALS

- Two plastic spoons
- Aluminum foil
- Tape (preferably painter's tape, duct tape or strong adhesive tape)
- Rice, beans, or small objects for filling
- Optional: Art materials to decorate the maracas

### DIRECTIONS

- Take one plastic spoon and wrap the concave part (the bowl) with aluminum foil. This will create the hollow part where the filling will go.
- Fill the hollow part of the spoon with rice, beans, or small objects. The filling will create the shaking sound of the maraca.
- Take the second plastic spoon and place it on top of the filled spoon, aligning the handles together.
- Use tape to securely attach the two spoons together. Start by wrapping the tape around the handles, covering the point where they meet.
- Continue wrapping the tape around the handles until both spoons are securely attached and the maraca feels sturdy.
- You can cover the entire "maraca" in tape and welcome children to decorate it.
- Invite children to use their maracas while singing songs and listening to music together.

### LEARNING OBJECTIVES

- **Explore sensory experiences:** Children will engage their sense of touch and hearing as they manipulate the materials inside the maraca and listen to the sounds it produces.
- **Encourage creativity:** Children will have the opportunity to personalize their maracas by decorating them with colorful designs, fostering self-expression and creativity.
- **Promote musical exploration:** Children will experiment with rhythm and sound by shaking the DIY maracas, allowing them to explore basic musical concepts and develop a sense of rhythm.
- **Foster social interaction:** Children can engage in collaborative play maracas among adults and/or peers, encouraging communication and cooperation during musical activities.



# 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.

Melissa & Doug

~crafted by hand~

# SOUND PUZZLE

## MUSICAL INSTRUMENTS



## Sound Puzzles

### MATERIALS

- Musical puzzle set with pieces depicting different instruments or musical sounds

### DIRECTIONS

- Encourage children to explore the puzzle pieces, manipulating them and discovering how they fit together.
- Welcome children to listen carefully to the sounds each piece makes and discuss the differences between them.

### LEARNING OBJECTIVES

- **Develop fine motor skills:** Children will practice grasping, manipulating, and fitting puzzle pieces together, enhancing their hand-eye coordination and dexterity.
- **Explore musical concepts:** Children will learn about different musical instruments and notes as they engage with the puzzle pieces, fostering early understanding of basic music theory.
- **Foster cognitive development:** Children will exercise problem-solving skills as they work to assemble the puzzle, promoting logical thinking and spatial awareness.
- **Encourage auditory discrimination:** Children will listen to the sounds produced by each puzzle piece, honing their ability to distinguish between different tones and pitches.
- **Expand vocabulary:** Children will learn the names of different musical instruments as the adult highlights and discusses the characteristics of each puzzle piece, enriching their vocabulary and language skills.



# Interpretive 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

- Play soft, instrumental music or provide live music as background ambiance to set the mood.
- Invite children to move freely around the space, using their bodies to express themselves based upon the music played
- 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 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.



# 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.



## 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.



## **MADE FOR CHILDREN. DESIGNED FOR YOU.**

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