



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 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.

- Sing
- Dance
- Song
- Music
- Drum
- Guitar
- Piano
- Bell
- Flute
- Violin
- Beat
- Clap
- Shake
- Hum
- Melody
- Tune
- Lullaby
- Maracas
- Rattle
- Ring
- Tambourine
- Whistle
- Tap
- Strum
- Bang
- Ding
- Play
- Soft
- Loud
- Happy
- Quiet
- Silly
- Fun
- Wiggle
- Bounce
- Twirl
- Jingle
- Sway
- Pluck
- Strum



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!

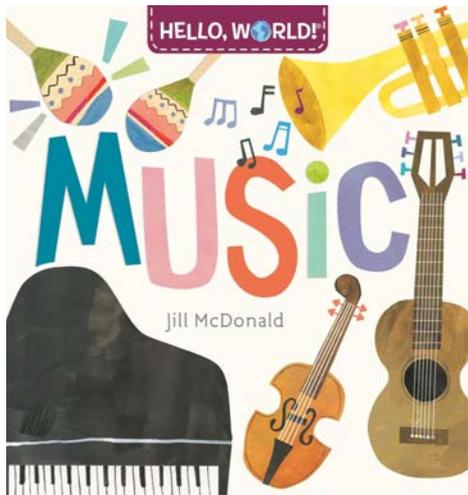
"Head, Shoulders, Knees, and Toes"

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.

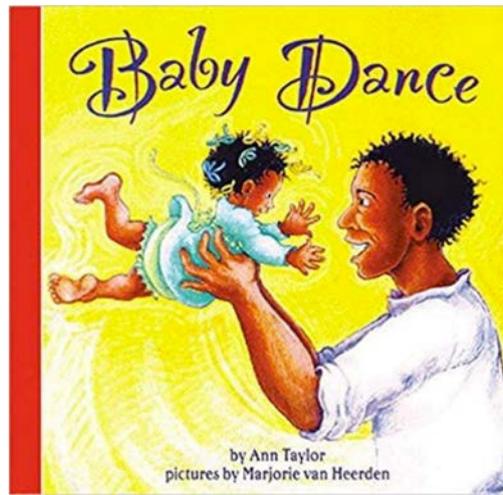
Books with Musical Concepts



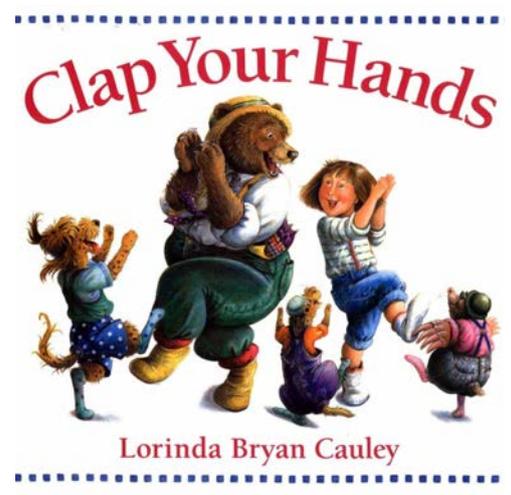
Books that weave music into their narrative provide children with a holistic learning experience. Through vibrant storytelling and captivating illustrations, these books introduce musical concepts in a way that sparks imagination and curiosity. By incorporating rhythm, melody, and movement into the narrative,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



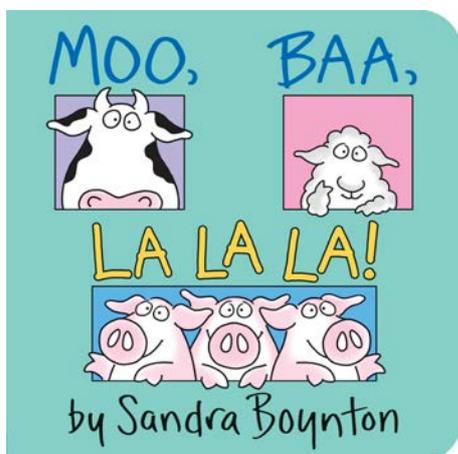
Hello World! Music
by Jill McDonald



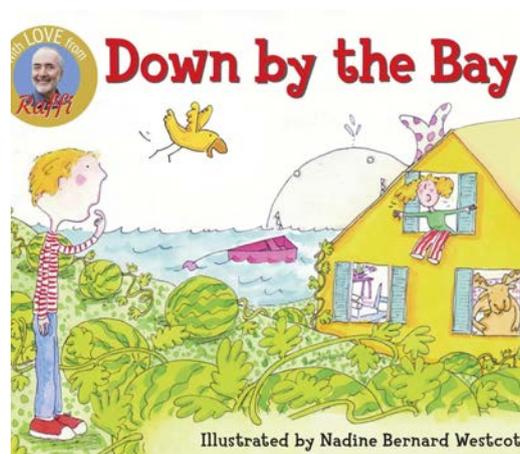
Baby Dance
by Ann Taylor



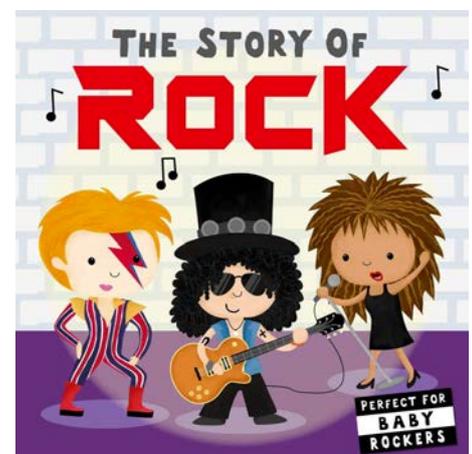
Clap Your Hands
by Lorinda Bryan Cauley



MOO, BAA, LA LA LA!
by Sandra Boynton



Down by the Bay
by Raffi



The Story of Rock,
by Editors of Caterpillar Books

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. If your baby is not yet able to keep their body upright, simply hold them and dance with them in your arms.
- **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. You can provide the corresponding vocabulary to what you and your baby are hearing to help build communication and auditory development.
- **Connect with Musicians:** Whether in the classroom or in the home, think of people you may visit or welcome into the space to play different instruments for you little ones.



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.



Fingerplay Songs

DIRECTIONS

- Position your child in a comfortable upright position in which they can face you.
- Begin to sing different songs as well as model corresponding hand/body motions.
- If your child is watching but not yet moving along, you can also place your hands over theirs and move their hands for them, showing them that their body is capable of doing these things too.
- Be receptive to your child's cues. If they're engaged, keep going. If they become restless, overwhelmed, etc. pause here and then revisit another time.

LEARNING OBJECTIVES

- **Language Skills (Receptive & Expressive):** Combining specific vocabulary words or lyrics with corresponding physical cues supports greater connection building and language skills. Babies learn to associate words with actions, enhancing their ability to understand (receptive language) and use (expressive language) these words effectively. This multisensory approach reinforces language learning and retention.
- **Fine and Gross Motor Development:** Modeling finger play, such as clapping, reaching, and closing/opening fists, inspires little ones to mimic caregiver's actions. These activities enhance fine motor skills by developing finger and hand coordination, as well as gross motor skills by involving larger movements of the arms and body. This imitation also promotes neural connections related to motor planning and execution.
- **Focus, Attention, and Engagement:** Modeling different movements while singing various songs expands upon babies' focus, attention, and engagement. This sustained attention and participation are critical for cognitive development and learning.
- **Positive Mood, Social Skills, and Bonding:** Sharing musical experiences that include singing songs, movements, and togetherness promotes a positive mood, social skills, and bonding. Participating in group activities fosters early social skills such as turn-taking, listening, and responding to others.



Sing & Dance With Baby

DIRECTIONS

- While holding baby in your arms, put on some music and dance! If you do not have a device to play music, simply sing some songs aloud and dance to your lyrics.
- While dancing, take some pauses from the constant motions to let your baby regroup.
- After some dancing with baby in your arms, put your baby down and let them explore movement while the music is playing. Dance along to inspire your little one to move and groove, too!

LEARNING OBJECTIVES

- **Auditory Processing & Language:** Consistent exposure to music from the earliest ages supports auditory processing and language acquisition as babies listen to and mimic words and sounds.
- **Motor Skills:** Improve gross motor skills through movements such as swaying, bouncing, and clapping, enhancing coordination, balance, strength, and control while stimulating different muscles and range of motion.
- **Cognitive Development:** Foster memory and pattern recognition through repetition of songs and rhythmic movements.
- **Spatial and Emotional Intelligence:** Varying genres and rhythmic movements prompt spatial awareness and emotional intelligence.
- **Lymphatic Stimulation:** Bouncing is known to stimulate the lymphatic system, which supports immune health.
- **Overall Well-being:** Music and dancing is an exciting and wonderful bonding experience that contributes to a sense of safety, security, confidence, and love.



Music & Movement with Scarves

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 your baby to explore.
- Begin singing songs, moving scarves according to the music - this will encourage your baby to do the same.
- Refer to recommended songs & lyrics on the next page.

LEARNING OBJECTIVES

- **Crossing the Mid-Line:** Swaying a scarf from left to right allows your baby to practice crossing the mid-line of the body. This important developmental milestone involves using both sides of the brain and contributes to future reading and writing skills, as well as learning how to play instruments. It helps in developing coordination between the left and right hemispheres of the brain.
- **Language Development:** During scarf play, introducing concepts of prepositions (under, over, in, etc.) helps babies understand spatial relationships and language. Hearing and using these words in context enhances their vocabulary and comprehension, laying the groundwork for effective communication.
- **Kinesthetic Awareness:** Enhancing kinesthetic awareness, babies learn to recognize and control the position and movement of their bodies in space. As they explore different movements with the scarf, they develop a sense of how their bodies move and respond to various stimuli, which is crucial for physical development.
- **Sensory Development:** Scarf play engages multiple senses as babies see the vibrant colors, feel the soft texture, and observe the flowing movement of the scarf. This multi-sensory experience supports their overall sensory development, helping them process and respond to sensory information effectively.

Lyrics for Music & Movement with Scarves

Where is Baby? (Sang to the tune of Frere Jacques)

Where is baby? Where is baby? (Hold scarf in front of your face)

There he is! There he is! (Remove scarf quickly)

I'm so glad to see you.

I'm so glad to see you.

Peek-a-boo!

Peek-a-boo!

Wave Your Scarf (Sang to the tune of London Bridge)

Wave your scarf up & down,

Up & down, up & down

Wave your scarf up & down

Wave your scarf!

Wave your scarf left & right,

Left & right, left & right

Wave your scarf left & right

Wave your scarf!

Wave your scarf fast & slow,

Fast & slow, fast & slow

Wave your scarf fast & slow

Wave your scarf!

If You're Happy and You Know It

If you're happy and you know it sway your scarf

If you're happy and you know it sway your scarf

If you're happy and you know it and you really want to show it

If you're happy and you know it sway your scarf

Repeat with:

"ball up your scarf," "cover your face," & "hide your scarf," "throw your scarf."





Mirror Moves!

MATERIALS

- Large secure mirror
- Optional: music

DIRECTIONS

- Sit with your baby in front of the mirror, holding them securely. Point to their reflection and say, "Look, that's you!"
- Perform simple movements like waving, clapping, or swaying.
- Add Music (Optional): Play soft, rhythmic music. Gently move to the rhythm while holding your baby, encouraging them to follow along with their eyes.

LEARNING OBJECTIVES

- **Self-Awareness:** Mirror dance helps babies develop self-awareness by recognizing their reflection and movements. This recognition is a crucial step in understanding their own identity and body.
- **Motor Skills Development:** Enhances both fine and gross motor skills as babies try to imitate movements they see in the mirror. This includes waving, clapping, and other gestures that improve coordination and control.
- **Visual Tracking:** Improves visual tracking abilities as babies watch their own and the caregiver's movements in the mirror, following the motion with their eyes.
- **Body Awareness:** Promotes body awareness and spatial understanding as babies observe how their body parts move and relate to each other.
- **Imitation and Learning:** Encourages imitation, which is a fundamental learning process. Babies learn new movements and actions by copying what they see in the mirror and from the caregiver.
- **Cognitive Development:** Supports cognitive development by helping babies make connections between their actions and the visual feedback they receive. This enhances understanding of cause and effect.

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.



Musical Story Time

MATERIALS

- Book with musical elements, whether rhythmic storyline (simple and repetitive text) or sound buttons.
 - Books to consider: "Moo, Baa, La La La!" by Sandra Boynton, "The Wheels on the Bus" by Annie Kubler, "If You're Happy and You Know It" by Jane Cabrera
- Optional: device to play sound clips

DIRECTIONS

- Before starting the story, introduce a musical element related to the book.
 - For example, if the book is about animals, play a short song or sound clip that imitates the animal's sound.
- Begin reading the book, using animated facial expressions and a gentle, rhythmic tone of voice. Pause at certain points to allow baby to process the story and make connections with the musical elements.
- As you come across the musical parts in the book, press the sound buttons or make the associated sounds yourself. Encourage your baby to imitate the sounds or gestures if they show interest.

LEARNING OBJECTIVES

- **Language Acquisition and Comprehension:** Reading aloud and incorporating music supports language acquisition and comprehension. Babies listen to the rhythm, tones, and patterns of speech, expanding their language skills.
- **Cognitive Development:** Musical story time engages babies' cognitive abilities as they make connections between the sounds, words, and visual elements in the book. They learn cause-and-effect relationships by associating sounds with specific objects or actions.
- **Sensory Development:** The combination of visual elements, auditory stimulation, and tactile interaction with the book supports babies' sensory development.
- **Fine Motor Skills:** Develop fine motor skills as babies reach out to touch and interact with the book, turn pages, or press sound buttons.



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.



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