

MUSICAL MOVEMENTS

Theme: Give It a Try

Overview: In this series of activities, students will explore creative movement in the form of music and dance. They will move and dance to several different beats, create works of art to represent different songs, and learn dances from different cultures, places, and genres.

Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.

Activity 1: Give Me a Beat

Type of Activity: Energy to Perform, Energy to Move, Energy to Discover

Domain: Cognitive, Language, Physical, Auditory

Students will:

- Describe the sounds and tempo of different beats.
- Move to the beat of several different tempos.

Materials:

- A drum or something that could be used as a drum (empty container, coffee can, etc.)
- Drumsticks, rhythm sticks, unsharpened pencils, or rulers

Time Frame: 20-30 minutes

Directions:

1. Invite students to sit in a circle.
2. Model for them how to clap out the syllables in your name. For example, if your name is Mrs. Jones, you would clap out three beats: two quick beats and one slower, longer beat. Have students repeat the beats for your name.
3. One at a time, ask students to clap out the beats for their names. For younger students, you can do the first name only. For older students, you can include the last name. After each student has his or her turn, invite the class to repeat that person's clapping pattern.
4. Explain to students that they just made music! Music is all about making beats and sounds, just like they just did. They can make music with just about anything.
5. Pass out the rhythm sticks/drum sticks/rulers/pencils to students and ask them to repeat the exercise by tapping out their names.

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

6. Then, have the students put down their rhythm sticks and invite them to stand up. Explain that you will make some music using the drum. As you make beats, they should move in a way that goes with that beat.
7. Start out with a slow beat. Tell students this is their slow walk beat. Invite them to walk around the room slowly.
8. Speed up the beat. Tell students this is their fast walk beat. Invite them to walk around the room more quickly.
9. Speed up the beat even more. Tell students this is their jog beat. Invite them to jog around the room.
10. Finally, go very quickly. Tell students this is their run beat. Invite them to (safely) run around the room.
11. Ask students which beat was their favorite and why!
12. Continue to make several different types of tempos and beats on the drum – slow, fast, loud, soft, high, low, etc. This time, encourage students to listen and move along to what they hear on the drum by dancing. They should dance slowly for the slow beats and more quickly as the beat quickens. They can also do a soft dance for soft beats and a wild dance for wild beats!
13. If time allows, invite students to take turns being the drummer and use their imaginations to create different beats as other students move.

Activity 2: Art Beat

Type of Activity: Energy to Create, Energy to Move

Domain: Physical, Auditory

Students will:

- Practice large motor skills by learning different dances

Materials:

- Music source
- Several songs of different tempos (classical, country, rock and roll, pop)
- Newspaper print or butcher paper
- Paint brushes
- Paints

Time Frame: 20-30 minutes

Directions:

1. As students enter the room, play a song for them. Ask them to describe the song using any word. Give each student a chance to share his or her word.

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

2. Explain to students that there are many ways to show how we feel about music. They just shared a word. But they can also create musical art!
3. Tape a large piece of newsprint or butcher paper to a table.
4. Give each student a paint brush. Put out some paint colors and invite students to dip their brushes into a paint color.
5. Play a different song for students. Invite them to walk around the table with their paintbrushes and paint on the butcher paper/newsprint to the beat of the music. If the music is slow, they should paint slow strokes. If the music is fast, they should paint quick strokes. But they must keep walking and moving as they paint. Note: If you think that moving while painting will be too messy or difficult, simply ask students to paint to the beat of the music without walking around.
6. Once the song is finished, repeat the process with a new sheet of paper and a new song. Continue until students have made at least three pictures.
7. Once they are finished, ask students to look at each picture and describe things that are the same and different about the pictures.

Activity 3: Dance Around the World

Type of Activity: Energy to Perform

Domain: Cognitive

Students will:

- Practice auditory and movement skills as they learn a dance.

Materials:

- Music source such as CD, radio, computer, portable music device
- Songs from different cultures and genres. This could include but not be limited to salsa, Israeli, Mexican, hula, waltz, samba, Irish step, polka, etc.
- World map or globe (optional)

Time Frame: 20-30 minutes

Directions:

1. Play several different types of music from around the world and from different genres for children. Ask them to name or describe any that they know. Name each type of music for children. If possible, show them where in the world the music comes from on a map or globe. As they listen, encourage students to describe the type of music. Ask: Is it fast? Slow? Loud? Soft? Fun? Sad? How does each type of music make them feel?
2. Explain to students that people around the world have dances and music that are special to them. Ask students if they know what type of music is special to people in their family. Allow volunteers to share answers.

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

3. Choose one of the dances to teach to children. You may want to select the dance before class or wait to see what type of music most interests students. You can also choose a dance that you know students would relate to culturally *or* one that would be unfamiliar to everyone.
4. Play the song and invite students to move to the beat.
5. Then, teach students a few dance moves they can do to the music. You can use dance moves that would be most appropriate for your students' age and development level or you can teach traditional moves for the song. Many instructional videos can be found online.

Modifications:

Pump It Up for Older Students

- Older students could learn more than one cultural dance.

Cool It Down for Younger Students

- Younger students may need to learn a very repetitive folk dance like the Chicken Dance or the Mulberry Bush.

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.03** Children are provided varied opportunities and materials that support fine-motor development.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music, (c) dance, and (d) two- or three-dimensional art.
- **2.L.01** Children are provided varied learning opportunities that foster positive identity and an emerging sense of self and others.
- **2.L.03** Children are provided varied opportunities and materials to build their understanding of diversity in (a) culture.

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the [Healthy Decisions, Healthy Habits Together Counts™ curriculum](#) can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

SMART FROM THE START

HEALTHY DECISIONS. HEALTHY HABITS.

Energy at Home

This week, your child learned all about music, movement, and dance. Movement through music and dance helps young children follow directions, listen to a beat, practice motor development, and develop coordination and balance. They learned that people around the world have music and dances that are special to them.

Dancing and movement related to music are engaging activities that can be shared by family members of all ages. Ask your child to show you what he or she learned. Then, talk about the music and dances that are special to your family and your culture. Finally, put on some music and get moving together!