

## **Planning for music and movement group times**

1. Beginning: Sets group time in motion
  - \* Begin with a simple song, rhyme or movement activity to invite participation.
  - \* Start right away. Don't wait for all children to get there and sit down.
2. Middle: Supports children's ideas and initiatives.
  - \* What might children do?
  - \* How might children move their bodies freely?
  - \* How might individual children communicate their ideas and choices (including gestures, pointing, speaking)?

How adults scaffold children's learning:

  - \* Participate *with* the children, on their level.
  - \* Give children choices about songs and movements.
  - \* Give children time to interact and respond in their own way.
  - \* Keep the group time active (apply the ingredients of active learning).
  - \* Encourage their efforts. Imitate children's actions.
  - \* Watch and listen to children's cues.
  - \* Use parallel talk to describe children's movements and actions and self talk to describe your own.
3. End: Smooths transition to the next activity.
  - \* Use a feature of the group time as a transition to the next activity.
  - \* Reassure children that the experiences and materials will continue to be available.
4. Follow-up: What ideas from the children can you use for another group time or at another time in the day? How can you extend the learning?