



## Music and Movement Tip Sheet

Music materials should be stored neatly, well organized and placed where children may have daily access. Staff should sing with children and offer encouragement when children choose to participate.



Staff should draw attention to patterns, rhyming words, etc., and invite older preschoolers to experiment with creating their word-rhyming in songs.

Recorded music should not be used at a volume that interferes with other activities, and should only be used in a purposeful way (i.e. nap time, while children are dancing or singing).

Children should have access to a variety types of musical experiences.

**Recorded music** - CD's and/or cassettes. Music should be appropriate for the ages of the children and offer a wide array of diversity.

**Dance props** - dancing scarves, ribbons, microphone, etc. that can be used to enhance music experience.

**Musical instruments** - instruments that the children can play. These can be commercial or homemade.



## Language to use in the Music and Movement Center

Examples of vocabulary:

- acappella
- beat
- choir
- classical
- conductor
- duet
- encore
- ensemble
- falsetto
- harmony
- instrument
- key
- march
- orchestra
- octave
- pitch
- rhythm
- scale
- sharp
- flat
- tempo
- tone

Examples of open-ended questions:

- How does this music make you feel?
- Show me how you use the \_\_\_\_\_ to make music?
- Tell me about what you are doing.
- What do you like best about this music?
- What do you think we can do with this drum/maraca/tambourine, etc.? Why?
- What rhymes with \_\_\_\_\_?
- Describe how you are dancing/singing.
- Tell me about your song/dance.