INTEGRATING MUSIC AND MOVEMENT INTO AN EARLY CHILDHOOD
EDUCATION CURRICULUM

A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
MASTER OF ARTS

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MUNCIE, INDIANA
MAY 2013
ABSTRACT

CREATIVE PROJECT: Integrating Music and Movement into an Early Childhood Education Curriculum

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DEGREE: Master of Arts

COLLEGE: Applied Sciences and Technology

DATE: May 4, 2013

PAGES: 68

Research suggests that children’s participation in creative movement and music instruction has the potential to improve their memory, ability to express themselves, and the quality of their relationships, above and beyond the benefits of standard preschool instruction. Moreover, an integration of music and movement into standard preschool curriculum provides children with another outlet to express their emotions and creativity. This creative project highlights the benefits of adapting an established preschool curriculum to include music and dance for children ages 3-5. By adapting an established curriculum to include creative movement and music, children will have a better understanding of the arts while learning in each of the seven areas of development. A series of 28 lessons were created for the following seven areas of development identified in the Creative Curriculum for Preschool: English, Mathematics, Science, Social Studies, Physical Education/Health, Music, and Visual Arts. With each lesson, I provide detailed instructions for executing the activity and how each activity corresponds to the Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5.
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CHAPTER 1

INTRODUCTION

Preschool children have a lot of energy, emotions, and feelings, and some scholars have suggested that preschool children have limited outlets to express their emotions or explain how they are feeling (Cole, Dennis, Smith-Simon, & Cohen, 2009). Preschool teachers are faced with the challenge of developing strategies to simultaneously address children’s behavior problems and promote positive self-expression in addition to everyday activities geared toward promoting positive physical, social, emotional, and cognitive development. There are many positive effects of adding music and movement into a child’s typical day in preschool. By integrating music and dance into a preschool curriculum, teachers would be able to teach children how to express themselves in a way that focuses on promoting pro-social skills and creativity (Sylva et al., 2007). In addition, some research suggests that activities involving dance and music could help children express themselves in a positive manner and help teachers by reducing behavioral problems in the preschool classroom. However, dance is not included in many preschool curricula. This creative project highlights the potential physical, cognitive, social, and emotional benefits of dance and music for preschool-age
children and provides an adaptation of an established preschool curriculum that includes dance and music-inspired activities.

**Problem**

Energetic children are often less focused in school and, as a consequence, tend to get into trouble more frequently (Jeloudar & Yunus, 2011). Children need appropriate outlets to express this energy in a positive and creative way (Poddiakov, 2011). Two appropriate outlets that should be considered are dance and music. Engaging preschoolers in dance and music allows them to gain experience in many different areas of physical development as well as promoting pro-social skills and positive peer relationships (Lorenzo-Lasa, 2007). Most early childhood education provides aim to provide children with daily learning and play opportunities to enhance their development in multiple domains. However, few preschool programs include dance in their curriculum (Sylva et al., 2007). If dance was included into the preschool curriculum, perhaps children might be better able to express themselves and use their energy in a more positive manner in addition to benefitting from the physical and cognitive challenges that dance and music can provide.

**Purpose**

The purpose of this project is to provide teachers with the resources to incorporate music and movement into an established preschool curriculum, and allow them to use these resources to enhance their classroom-learning environment.
**Rationale**

This project is important because preschool children need a positive way to express themselves and they are still in the process of learning and refining their social and emotional skills. The preschool years are characterized by high energy levels, and misdirected energy can be disruptive in the classroom, which may in turn undermine learning. Children who have the opportunity for music and movement incorporated into their daily routine have fewer behavior problems and are better able to express themselves without needing discipline (Jeloudar & Yunus, 2011). Dance and music have also been shown to help children control their bodies and their actions, make them more spatially aware of their surroundings and better able to understand the importance of appropriately expressing their emotions (Lundy & McGuffin, 2005). Making music and dance more central in a preschool curriculum has the potential to reduce behavior problems and the need for discipline in the classroom setting.

**Assumptions**

The researcher makes the following assumptions in the implementation of the study and in the interpretation of the data:

1. The creative movement and music that is incorporated throughout the day in a preschool classroom will help children behave better in school. This will teach body awareness, spatial concepts, and allow children to express their emotions in a more positive manner.
2. Children will be able to move, create, explore, learn, and enjoy their time with friends as they listen to instructions and will get excited about the new things that they are learning.

**Definitions**

For the purpose of this study, the following definitions will be used:

1. **Behavior**: Observable physical activity in a human.
2. **Expression**: The act of expressing or setting forth in words. Also, a manner or form in which a thing is expressed in words.
3. **Feelings**: The general state of consciousness considered independently of particular sensations, thoughts, etc.
4. **Dance**: to move one’s feet or body, or both, rhythmically in a pattern of steps, especially to the accompaniment of music.
5. **Preschool children**: children between infancy and school age, normally of the 3-5 year old age group.
6. **Curriculum**: the regular plan of a particular course of study in a school, in this instance, preschool.
7. **Music**: vocal, instrumental, or mechanical sounds having rhythm, melody, or harmony

**Summary**

Preschool children are often energetic and need appropriate outlets to express this energy in a positive and creative way (Poddiakov, 2011). By allowing children to express
themselves through creative movement and music, they will be better able to express their emotions in a positive manner and may require less discipline and redirection from their teachers. With a dance and music-inspired curriculum, children will learn appropriate ways to express themselves in the classroom via music and dance. Integrating dance and music into a preschool curriculum may offer cognitive social, emotional, and physical benefits above and beyond the standard preschool curriculum.
CHAPTER 2

REVIEW OF LITERATURE

The purpose of this project is to provide teachers with the resources to incorporate dance into a preschool curriculum and allow them to use these resources to enhance their classroom learning environment. This chapter will present a review of the literature to: 1) define the developmental stages tasks of the preschool child; 2) examine the importance of dance and music to preschoolers; and 3) describe the potential impact of the inclusion of dance and music in a preschoolers’ weekly curriculum.

Dance classes allow children the opportunity to take part in a fun and exciting activity that generally stimulates behaviors associated with positive self-expression, muscle development, regulation of emotions, heightened communication skills, heightened memory, greater coping mechanism, and opportunities for imagination and creativity that children without dance instruction. It is important for children to be able to engage in activities that will stimulate their brain and give them the tools they need to succeed later in life (Hadders-Algra, 2005). At four years of age, a typically developing child will be able to run, jump, climb stairs with alternating feet, throw a ball overhand, trace a straight line, and use scissors (Hadders-Algra, 2005). As children grow older,
they need more opportunities to play, exercise both fine and gross motor skills, and appropriately express their emotions (Hadders-Algra, 2005).

Creativity is acknowledged as one facet of children’s cognitive development (Poddiakov, 2012). Creative children display excitement and a sense of wonder about the world that they are a part of. The child’s inner world and entire personality is influenced by their self-development and the creativity that they display. This will remain a powerful source of the child’s full-fledged development for many years (Poddiakov, 2012).

**Benefits of Dance and Music for Preschool Children**

Music education in the preschool and elementary years should not merely enable children to experience and enjoy music, but it should also help develop children’s music abilities, skills and knowledge (Denac, 2008). The level of expressing interest in music activities and the level of development of music abilities are closely linked with children’s first experience in music. The earlier children express an interest in music, or are exposed to it, the more they are interested (Denac, 2008). When a child is able to experience music at an early age, they are more likely to grow up listening to music and wanting to create music than those children who do not have these early experiences (Denac, 2008).

**Cognitive Development**

Studies have shown that children who have dance in their weekly curriculum (compared to those who do not) are better able to concentrate and comprehend math, science, and other areas of their school day (Chen & McNamee, 2011). Furthermore,
children who are enrolled in a dance class or are able to have dance as part of their weekly preschool curriculum have been shown to be better able to modify and experiment with movement using creativity (Lorenzo-Lasa & Ideishi, 2007). For example, before executing any movement, the children can be asked “What does a scissors look like?” Once the children have the image in their head, they are asked to use their legs as “scissors.” During these activities, children use their memory and repetition to make objects that they have seen previously. This additional help from dance allows the children to understand things in their world better than those children without. These exercises incorporate movement and posture while helping to bring something familiar out that the children can remember (Lorenzo-Lasa & Ideishi, 2007).

Younger children are unable to apply labels to unfamiliar objects when compared to older children. Dance and music can help younger children develop a better memory when they use the creative movement and imaginative process (Sacha & Russ, 2006). The process of children’s memory reconciliation is similar to the process of applying the name of the dance step to the novel step, and this is where the use of play as a teaching tool might be most beneficial (Sacha & Russ, 2006). The play used in the dance class setting is similar to gestures, as it incorporates whole-body movements in an imaginative manner. In this way, play that incorporates dance and creative movement may help younger children learn better (Sacha & Russ, 2006).

Research suggests that children who engage in activities such as dance and music have been shown to be developmentally more advanced and to be better able to focus in school than children who are not engaged in the arts (Sylva et al., 2007). Creative dance is defined as the interpretation of a child’s ideas, feelings, and sensory impressions
expressed symbolically in movement forms through unique uses of his or her body (Lobo & Winsler, 2006). Children who have opportunities for creative movement are better able to successfully negotiate interpersonal conflicts and are less likely to act out with others, both during preschool and at home (Lobo & Winsler, 2006).

Children’s early experience with dance and music provides them with daily learning and play opportunities aimed at enhancing their cognitive and social development, which allows their minds to properly develop as they learn and grow together (Sylva et al., 2007). High quality childcare and education enhances children’s development because they are engaging in stimulating and cognitively facilitating activities (Sylva et al., 2007).

**Pretend Imagery**

Pretend imagery, mental images that are products of the imagination, also plays a role on how children learn dance in the preschool classroom (Sacha & Russ, 2006). According to the dynamic systems theory, the gross motor development that children learn through dance is highly dependent on a number of skills that are learned over time (Sacha & Russ, 2006). Many movements learned in dance class are completely different from what children know, requiring the children to rearrange their existing thoughts of their motor skills to learn how to execute them (Sacha & Russ, 2006).

Preschool children’s expression, emotions, and behavior can all be affected by being involved dance instruction during their week. Children who are enrolled in a dance class, or who have dance in their preschool curriculum are more able to comprehend these movements and show them to teachers, parents, and other children. Overall, those
students who have dance classes during their week are at a higher level of emotional and cognitive development than those children without these classes in their weekly schedule. A “Movement Through Dance” program may include basic body awareness, counting and rhythm, creative body movement, and language and emotional expression (Lorenzo-Lasa & Ideishi, 2007). Through their participation, preschoolers are able to share the dances and the different things that they learned throughout the classes by putting on a dance show for their friends and family. Extending the dance techniques with creative movement allows children to modify those dance steps that they might already know, and make them into something to express themselves more clearly (Lorenzo-Lasa & Ideishi, 2007). Using creative representations during “butterfly” exercises can help promote children’s imagination. The children are encouraged to use their legs as butterfly wings. To encourage imagination, the children are asked to flap their wings and bring their head down to “hide” from the butterfly catcher! These imaginary concepts help to sustain the child’s interest, and use of their creative thought (Lorenzo-Lasa & Ideishi, 2007).

Social Development

Aggressive and out of control behaviors have been shown to be better controlled with a dance and music program (Lundy & McGuffin, 2005). A study was conducted using staff and children at a residential treatment center and day program. Children participating were 3-12 years old with different diagnoses (e.g., Attention Deficit Disorder, Attention Deficit Hyperactive Disorder, Autism, emotional disorders). The study was conducted in three phases including an interview asking teachers how they felt
creative movement and music could help in their classroom. The teachers then went to training regarding how to integrate music and movement into their current curriculum. After the teachers had the opportunity to implement their programs, data was gathered to tell how well these programs helped children express themselves.

Results of this study suggested that the children had feelings of anger and fear while being confronted by their teacher regarding their actions before dance instruction was integrated into their daily activities. These actions included hitting, kicking, yelling, or taking a toy away from another child. Feelings of anger and fear decreased after they participated in the study. This study highlights the benefits of this dance instruction and musical influences on the way children reacted to certain things. Dance and music have been shown to help children control their bodies and their actions, make them more spatially aware of their surroundings and better able to understand the importance of appropriately expressing their emotions when dealing with other students and teachers (Lundy & McGuffin, 2005).

Lobo and Winsler (2006) conducted a study to determine the effects of a creative dance and movement program on the social competence of head start preschoolers. Children were recruited from three classrooms, each with approximately 17 children and two teachers. The children were divided into a control group and an experimental group. The experimental group met twice a week for 35 minutes for dance sessions for eight weeks. The control group went to the same room as the experimental group, yet they simply played together with puzzles, games, blocks, balls, and manipulatives (dance and music was not a part of the curriculum). Parents and teachers completed the Social Competence Behavior Evaluation: Preschool Edition before and after the program. The
results of this study showed that those children who participated in the dance program had made significantly greater gains from pre test to post test on behavior problems and social skills compared to the control group. Those children who were in the control group had some differentiation between pre and post-tests, but children in the experimental group had a larger significance in their scores.

The capacity for children to attain social goals, engage effectively in complex interpersonal interaction, make and maintain friendships, gain entry to social groups and achieve peer acceptance, is a vitally important domain of child development (Lobo & Winsler, 2006). Adding dance and music to a child’s weekly preschool curriculum has the potential to enhance these capabilities. Not only will children have more confidence to deal with certain situations, but also they will be able to be socially aware and able to maintain friendships longer (Lobo & Winsler, 2006).

Social interaction is a core element of movement and dance classes (Koff, 2000). A child expressing his ideas and connecting with others through dance facilitates a child’s ability to engage in social problem solving (Koff, 2000). When a child is in a situation where they need to show effective communication skills, they can use the relaxation techniques and group communication skills that they learned through their dance and music instruction. Children who do not have the opportunity to participate in dance classes have a more difficult time staying with a group, engaging with other children, and having to have the teacher redirect them because of lack of concentration (Koff, 2000). Children who participate in activities such as dance and music have a greater ability to communicate with others, such as teachers, parents, and other students.
They are more confident and are more willing to engage in social activities than those children without opportunities such as these (Koff, 2000).

Movement is a physical means of expression and communication (Koff, 2000). When movement becomes a dance form, the sensory, motor, cognitive, social and emotional skills inherent in the experience can be facilitated as isolated skill. Through these experiences, children connect movement, sensation, and action to self-awareness, emotional response, social interaction, and cognitive focusing and attention (Koff, 2000). A program that includes dance for preschoolers has the potential to facilitate various skills areas simultaneously. Participating in dance classes with a group of children also provides opportunities for social modeling and repetitive practice, which promotes motor planning and sequencing skills (Koff, 2000).

Children’s communication is affected when they have the opportunity to have dance in their preschool curriculum. Music and dance not only help a child’s emotion and physical state, but it helps their communication skills. Children who have this opportunity are better able to communicate throughout their whole life because of lack of anxiety. This is the case because dance and music allows the children to express themselves easier than they could without this instruction (Koff, 2000)

Physical Development

Children who are involved in dance classes have more opportunities to be creative and express themselves than those children who do not participate in these activities. Ballet, for example, requires preschoolers to use every major muscle group with a strong emphasis on core strength and posture (Lorenzo-Lasa & Ideishi, 2007). Ballet builds stamina, tones muscles, and improves flexibility through stretching (Lorenzo-Lasa &
Ideishi, 2007). In ballet, children are forced to creative mind-body connections in order to execute the appropriate steps and positions demanded. Children who participate in a ballet class dance to a musical score, which is taught in a very regimented, hierarchical and organized system (Lorenzo-Lasa & Ideishi, 2007).

Chen and McNamee (2011) conducted a study to determine the effectiveness of positive learning approaches on 92 children (50 girls; 42 boys) from four public schools in a major metropolitan area. Of the 92 participants, 47 were pre-kindergartens and 45 were kindergartners. The measure of positive learning approaches was based on children’s participation in seven activities, including reading books, drawing a self-portrait, playing number games, and moving to music. Researches collected the data during a 1-month period during the middle of the school year. Two researchers independently scored 15% of children’s performances and rated their positive approach to learning for each activity. Results indicated that positive learning approaches, such as attentiveness and goal orientation, are associated with higher levels of early school achievement in math and reading. Dance and music instruction helps to instill these traits in the child because the activities require them to be focused and work toward a common goal. Early childhood teachers recognize that children differ not only in what they know and are learning but also in how they approach activities throughout the school day (Chen and McNamee, 2011).

Emotion Regulation

Research suggests that young children’s involvement in dance and music can facilitate the expression of emotion, emotion knowledge, and emotion regulation strategies (Cole, Dennis, Smith-Simon, & Cohen, 2009). Cole et al. (2009) conducted a
study to understand preschoolers’ emotional regulation strategies. The researchers recruited 116 children between the ages of 3 and 4 years through area preschools, newspaper advertisements, and birth announcements in Pennsylvania. Parents received details of the study and then scheduled a visit. Each child and mother spent approximately one hour at a child study center on a single occasion. The session included a warm-up period, administration of the strategy, understanding task, and a series of fun and challenging tasks. Results indicated the 4-year-olds recognized and generated strategies to cope with anger more frequently than 3-year-olds, but both groups generated similar strategies for sadness.

Preschool-age children’s ability to verbally generate strategies for regulation anger and sadness, and to recognize purported effective strategies for these emotions were examined, and those with a dance background were better able to control and express these types of emotions. Understanding one’s emotional life is believed to be a central component of children’s socio-emotional competence and adjustment. This understanding in early childhood has been associated with a child’s general socio-emotional competence.

By the age of five, most typically developing children can identify emotions that are brought on by challenging circumstances. Activities such as dance and music help these emotions come out in young children (Cole et al., 2009). Teachers and parents are better able to understand what their child is feeling once dance is included in their curriculum because dance allows them to express themselves with more emotion and confidence than those children who do not have dance in their weekly preschool activities (Cole et al., 2009). Younger children often are unable to apply labels to unfamiliar
objects as well as older children. Dance is one way younger children can learn to label their feelings and adequately voice how they are feeling (Sacha & Russ, 2006).

Coping Skills and Resilience

According to stress and coping theorists, children’s perceptions of their environment, whether the situation necessarily demands a stress response or not, will directly influence their behavior (Robb et al., 2008). For example, when children perceive their environment as stressful, a common reaction is to withdraw from the situation, a behavior described as disengagement. Children who have dance included in their weekly curriculum are more likely to perceive their environment as a safe and non-stressful place (Robb et al., 2008). Evidence indicates the children who engage in dance are able to understand that things are not always bad and that with help, they can accomplish their dreams (Robb et al., 2008). Children who have had the experience learning and performing dances are more confident and in turn, more willing to try new things in their life (Robb et al., 2008).

Summary

The purpose of this project was to provide teachers with the resources to incorporate dance and music into a preschool curriculum and allow them to use these resources to enhance their classroom-learning environment. This chapter presented a review of the literature to: 1) define the developmental stages tasks of the preschool child; 2) examine the importance of dance and music to preschoolers; and 3) describe the potential impact of the inclusion of dance and music in preschoolers’ weekly curriculum.
Dance classes allow children the opportunity to take part in fun and exciting activities that promote positive self-expression, muscle development, regulation of emotions, effective communication, memory, coping skills, and provides opportunities for imagination and creativity that children without dance instruction may not have. All of these areas of development are important when talking about preschool children, and what they need to learn in order to grow. By incorporating dance and music into a child’s current curriculum, they are getting to experience different areas of their world that they will take with them in the future.
CHAPTER THREE

METHODS

The purpose of this project is to provide teachers with the resources to incorporate dance into a preschool curriculum, and allow them to use these resources to enhance their classroom-learning environment. This chapter will describe what was done to complete this creative project, and the challenges that were faced during this process.

Process for Completion

This project was completed in several steps. First, I researched the Indiana Foundations for children ages 3-5. This document includes foundations in the areas of English, Math, Science, Social Studies, Physical Education/Health, Music, and Visual Arts. After researching this document, I wanted to adapt music and dance to an existing preschool curriculum. To do this, I selected the Creative Curriculum, which is informed by the Indiana Foundations. I created 4 lessons for each of the categories and included components of music and/or dance in each. I looked at the foundations and decided which ones I would incorporate into each activity. The goal of this, was to allow children to get as much out of each activity as possible. I wanted to incorporate many of the foundations into each activity to give children the opportunity to revisit them at a later date. In this adapted curriculum, teachers would choose one lesson from each category.
each week for a month. This would allow them to have seven music and/or dance activities to go along with their regular scheduled theme and lessons for that week. Children would be able to experience dance and music on a daily basis in all areas of their day, allowing them to learn and have fun at the same time.

When creating these activities, I wanted to make them teacher friendly. I took into account how much it might cost, and how much time was needed for each activity. I wanted to make activities that the teacher would already have resources for, and that would not take a lot of time. Children often lose interest in something that takes a lot of time, so I wanted these activities to be exciting, but not take up a lot of time. While taking these factors into account, I created activities that would keep the child’s interest for a short amount of time, while incorporating as many foundations as possible.

Challenges

While completing this project, I had a few challenges that I had to overcome. The first one was creating the different types of lessons. I wanted to do lessons that I could adapt to include music and/or dance, and at first it was hard finding ones that made this easy. I began to be able to find a lesson that included relevant foundations and was able to adapt it to include a dance and/or music component to it.

The second challenge that I faced, was writing directions for a teacher to follow. Since I have a teaching background, I found these activities easy to understand. With the guidance of my major professor, I came to realize that not all teachers would have the background that I have, and may need prompts for the children. This made me realize that I needed to write these lessons like I was explaining them to someone who had never
worked with children and dance and music lessons before. This was tough for me at first, but I was able to start including these prompts automatically after a couple of lessons.
CHAPTER FOUR

RESULTS

The purpose of this project is to provide teachers with the resources to incorporate dance into a preschool curriculum, and allow them to use these resources to enhance their classroom-learning environment. This chapter will describe the creative project that was completed, and how to implement it into a preschool classroom.

Finished Project

My creative project is a dance and music curriculum that can be adapted to any current preschool curriculum. Included in my curriculum, are 4 lessons for each of the seven areas of development. These include English, Mathematics, Science, Social Studies, Physical Ed/Health, Music, and Visual Arts. Teachers pick one lesson from each of these areas once a week. Children will have the opportunities to learn about these areas while participating in music and dance themed activities. Each lesson is included in the Appendices.

Students will be able to explore cause and effect, weight, counting, sorting, patterns, storytelling, and many other components along with the traditional dance and music component of my curriculum. Teachers can use the Indiana Foundations for
children ages 3-5 to assess the children’s development during these lessons. I have included these foundations in my finished curriculum, along with specific foundations addressed on each lesson plan. Children will be learning in all aspects of their current curriculum in this fun and exciting journey through music and dance instruction.
CHAPTER FIVE

DISCUSSION

The purpose of this project is to provide teachers with the resources to incorporate dance into a preschool curriculum, and allow them to use these resources to enhance their classroom-learning environment. This chapter will describe how my creative project will be meaningful to preschool children and their teachers, and how the project will add to the body of knowledge.

Body of Knowledge

The core body of knowledge in the Early Childhood Education field is organized into seven core components. These include Child Growth and Development, Family and Community Relationships, Observation and Assessment, Environment and Curriculum, Health, Safety, and Nutrition, Professionalism and Leadership, and Administration and Management. These components are essential to the development of children, because it gives teachers a basis on which to teach their children.

My project will add to this body of knowledge by allowing children to grow and develop by learning new things while incorporating music and dance into their preschool curriculum. Children will be able to have conversations about their activities with parents
and show excitement for school. By adapting a current curriculum to include music and dance, the Early Childhood field will have the opportunity to teach children to be excited about movement while learning about other areas of their world. This body of knowledge informed the decisions I made while creating this adapted curriculum. Children benefit from music and dance by growing and developing, allowing them to learn about their world and apply these concepts in other areas of their lives.
CHAPTER SIX

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

The purpose of this project is to provide teachers with the resources to incorporate dance into a preschool curriculum, and allow them to use these resources to enhance their classroom-learning environment. This chapter will describe my music and dance curriculum, as well as what else I could do to help this project add to the Early Childhood Education body of knowledge.

Summary of Project

My creative project is a dance and music curriculum that can be adapted to any current preschool curriculum. Included in my curriculum, are 4 lessons for each of the seven areas of development. These include English, Mathematics, Science, Social Studies, Physical Ed/Health, Music, and Visual Arts. This curriculum allows teachers to pick one lesson from each of these areas once a week. Teachers will set up each activity according to the specifications. They would then implement their activity into their classroom’s activities for the day. This encourages children to still participate in their current curriculum, but allows for them to have dance and music lessons incorporated into their day. Children will have the opportunities to learn in the seven areas listed
above, while participating in music and dance themed activities. This will allow children to learn concepts while having fun and learning through music and dance.

**Recommendations**

While creating this project, I often thought of different things that I could have done differently. One of these things would have been to implement a few of the lessons in a local preschool. I believe that having documentation that these activities had been used before could have made my project more credible. I would have enjoyed watching the children have fun and learn while participating in one of the lessons that I created. I am confident however, that teachers will find my curriculum easy to follow and will become excited to teach their children music and dance in their daily schedules.

Another thing that I would have done differently was looked at themes that teachers have used before, and incorporated them in this manner. For example, if a preschool were using the theme of community helpers, I would have incorporated my activities to fit into this theme for the week. This would have made for more fluidity throughout the weeks while my curriculum was being used.
REFERENCES


Appendix A:

English Lessons
Lesson Title
I've got the “Tap Dance Fever”

Approximate Time Needed
20 minutes.

Objective—Standards Used
F.1.7: Tell something that a favorite character does in a story.
F.1.14: Watch and listen to a story to completion or for ten or more minutes.
F.1.37: Ask and answer simple questions about a story being read.
F.1.42: Pretend to do something or be someone.
F.1.44: Act out familiar, scripted events and routines.
F.2.4: Express what might happen after the action in a picture.
F.2.6: Use personal experiences to answer questions about stories.
F.3.11: Follow reader’s finger as a story is read.

Materials Needed
“Tap Dance Fever” book
Author: Pat Brisson

Steps to Execute Lesson Plan
2. Talk about dancing and ask if anyone has ever had the “Dance Fever.”
   a. Prompt: Has anyone ever taken tap dance? If so, can you show us some moves?
   b. Prompt: Have you ever wanted to get up and dance? This is what’s called “having the dance fever!”
   c. Prompt: What makes you want to get up and dance?
3. Read the book to the children.
4. Throughout the book, ask children to get up and do the steps that the book is describing.
5. After the story, ask children to tell you what happened in the story.
*Engage the children by doing the steps with them, and showing excitement throughout the story.

Set Up Process
No set up is required for this activity

Clean Up Process
No clean up is required for this activity
Lesson Title
Dance to My Name!

Approximate Time Needed
Depending on number of children. Approximately 2 minutes per child.

Materials Needed
Laminated cards with names of children written on them in uppercase letters (one per child).

Objective—Standards Used
E.1.16: Identify first letter of own name
E.1.23: Clap out syllables in word songs
E.1.24: Recognize own name in isolated print
E.7.31: Understand and follow a one-step direction

Steps to Execute Lesson Plan
*This is best done after circle time, or before washing hands for lunch or snack*
1. Have the children sit in a circle (or stay seated if already there for circle time).
2. Hold up a card with a child’s name on it.
3. Once the child recognized his/her name, have them stand up and clap the syllables with you.
4. For each syllable in their name, have the child do a dance pose in their spot.
   a. Ex.) Sophie has 2 syllables in her name, so Sophie would make one pose, then another.
5. Have the child come up to you and point to each letter on the card and spell their name.
   *If the child has trouble with the letters, have them sound out their name and go step by step with each letter.

Set Up Process
Make sure you have the cards with the children’s names on them with you.
*This will lessen the amount of time between activities, which tends to lead to disengagement.*

Clean Up Process
Place the cards back into the pouch and store in a place that is easily accessible for further use.
Lesson Title
My Dance Class

Approximate Time Needed
30 minutes to create story
30 minutes to share stories with the class

Materials Needed
White paper
Markers/crayons/colored pencils
Pictures from magazines or books of dance shoes, dance teachers, students
taking dance classes, outfits, or anything else relevant

Objective—Standards Used
F.3.4: Ask adult to read printed information
F.3.7: Tell something that a favorite character does in a story
F.3.8: Describe a picture in a book
F.3.10: Turn pages from front to back
F.3.12: Tell a story while holding a book
F.3.13: Talk about the cover and illustrations prior to the story being read
F.3.20: Identify two characters that interact in a story
F.4.1: Draw pictures and scribble to generate and express ideas
F.4.7: Write from left to right
F.4.11: Read own writing (e.g., give meaning to own writing by "reading what it says")

Steps to Execute Lesson Plan
1. Have the children sit at tables with paper and coloring materials and pictures.
2. Explain to them that they are the teacher of a dance class and you want them to create a story about a day in class.
   a. Talk about tap, jazz, and ballet classes. Show different shoes, and talk about what happens in each class.
   b. Have children decide which type of dance they want to teach
3. Have the children draw and write a story about their class.
4. After the stories are complete (about 4-5 pages), the children will share their book with the class.
   *This is best done with assistant teachers present so each student has time with an adult to help write in their book.

Set Up Process
Place paper and coloring utensils on each table before the activity is to begin
Make sure you have a stapler on hand to bind the books together when children are finished.
Have books about dance ready for children who get done writing earlier than others.

Clean Up Process
Place all of the materials back into their proper place.
Make sure children’s names are on their books and place in their cubby for take home that evening.
Lesson Title
I Can Guess Who's Dancing!

Approximate Time Needed
20 minutes.

Objective—Standards Used
F.1.7: Tell something that a favorite character does in a story.
F.1.14: Watch and listen to a story to completion or for ten or more minutes.
F.1.37: Ask and answer simple questions about a story being read.
F.1.41: Tell simple story from pictures and books
F.1.44: Act out familiar, scripted events and routines.
F.2.4: Express what might happen after the action in a picture.
F.2.6: Use personal experiences to answer questions about stories.
F.3.11: Follow reader’s finger as a story is read.

Materials Needed
“Dancing Feet” book
Author: Lindsey Craig

Steps to Execute Lesson Plan
2. Talk about different animals and ask the children if they know what each animals feet looks like.
   a. Prompt: Do you know what a dogs feet look like?
   b. Prompt: Do animals dance just like humans?
   c. Prompt: If you saw an animal dance, what would it look like?
3. Read the book to the children.
4. Throughout the book, ask children to identify the feet that are dancing. If they aren’t sure what animal it is, tell them identifying information (what color it is, what sound it makes, etc.).
5. After the story, ask children to tell you what happened in the story.
6. After the children have identified the feet, have them get up and do the dance moves that the animals are doing.
*Engage the children by being excited while reading the story.

Set Up Process
No set up is required for this activity

Clean Up Process
No clean up is required for this activity
Appendix B:

Mathematics Lessons
Lesson Title
Do the Number Dance

Approximate Time Needed
20 minutes

Objective—Standards Used
F.1.9: Draw pictures or symbols to represent a spoken number.
F.1.17: Match number symbols with amounts 0-5
F.3.1: Follow along and imitate patterns of sounds and movement.
F.5.2: Follow steps in a simple routine
F.5.16: Tell what comes before and after

Materials Needed
Sidewalk chalk
Number Flashcards
Dance Flashcards

Steps to Execute Lesson Plan
1. Explain to the children that you will call out the number on the flashcard that you choose, then the dance move. When they hear it, they will need to find that number and “dance” their way to it.
   a. Example: 5, skip. The child would skip to the number 5
2. Repeat this until all of the numbers have been used. Once this is done, ask the children if they would like to play again!
*After the children have finished, you could switch roles! Have the children call out the numbers and dance moves and you do them! This will make the children excited to be in charge and will give you exercise too! The children will have fun encouraging you and watching you dance your way to the number that they have called.

Set Up Process
Have students help you write letters with chalk on the pavement.
*Make sure there is enough of each number for each child to have their own set of numbers (Emma has 1-5, Katelyn has 1-5, etc.).

Clean Up Process
Put the flashcards back into the pouch
When it rains, let it wash away the chalk!
Lesson Title
Sorting the Dance Shoes

Approximate Time Needed
20 minutes

Objective—Standards Used
F.3.3: Reproduce simple AB patterns of concrete objects
F.3.5: Predict what comes next when shown a simple AB pattern of concrete objects
F.3.7: Give reason of placement of objects
F.3.9: Sort a group of objects by more than one way
F.3.13: Categorize familiar objects by function and class
F.4.6: Sort by one attribute (e.g., size, shape, color)
F.4.19: Put objects into groups by attributes
F.5.11: Identify similarities and differences in objects
F.5.19: Categorize familiar items by function and class

Materials Needed
Pictures of Dance Shoes (ballet and tap)
Real dance shoes (ballet and tap)
You can call your local dance studio to see if they have any to borrow, or get them at Payless Shoe Source.
Explanation of what each dance shoe sounds like

Steps to Execute Lesson Plan
1. Have the children sit at tables and explain to them that you are going to do a math activity.
2. Show children pictures of different dance shoes and explain what they sound like and look like.
   a. Also show them the real shoes and let them hear them and feel them.
3. Hand each child a bag with pictures of different types of dance shoes. Have them follow simple instructions.
   a. Ex.) Make a pattern with the shoes
   b. Group the quiet shoes and the noisy shoes together
   c. Sort the shoes into a right group and a left group
   d. Have them complete a pattern that you have started

*Allow the children to make many different patterns. Go around to the children and have them tell you why their pictures are in a pattern and what the pattern is.

Set Up Process
Make sure you have the dance shoes, pictures, and bags ready before the children sit at the tables.

Clean Up Process
Put the pictures back into the bags and place these materials where you store your math activities.
Lesson Title
Adding Music Notes

Approximate Time Needed
30 minutes

Objective—Standards Used
E.2.3: Count on fingers
E.2.4: Identify and use the concepts of “one more” and “one less”
E.2.8: Describe addition situations for numbers less than three
E.2.10: Describe subtraction situations for numbers less than three
E.2.11: Describe addition situations for numbers less than five
E.2.12: Describe subtraction situations for numbers less than five

Materials Needed
Pictures of music notes
Laminated music note math cards
Dry erase markers
Rag

Steps to Execute Lesson Plan
1. Have the children sit at tables and explain to them that you are going to do a math activity.
2. Show the children pictures of music notes and explain to them what each one is called and how many beats it has
   a. You can also have children keep beat on the table. For example, if you show them a whole note, you would beat, hold 4, and then beat again (whole notes are 4 counts.)
3. Do different types of notes and have the children keep the beat for each one (quarter note, half note, whole note, and a rest.) Explain that a quarter note is 1, half notes are 2, whole notes are 4, and a rest is 0 since there is nothing going on when a rest appears.
4. Give the children the math music cards and have them figure out the solution
   a. Ex) whole note (4) + half note (2) = 6
5. Make several different types of cards and have the children pass them around so they have a chance to see all of them.
*You can also give the children paper and allow them to make math problems of their own. Then they can trade and have other children complete their math problems.

Set Up Process
Have the pictures of the music notes ready to show the children. Make several math cards so the children can see examples and have them to work on. Also, have markers and rags at each table ready for the children.

Clean Up Process
Put the math cards back into a place where they can be easily accessible. Allow the children to take home the math cards that they created if they would like.
Lesson Title
Shape Hokey Pokey

Approximate Time Needed
15 minutes

Objective—Standards Used
F.3.1: Follow along and imitate patterns of sounds and movement.
F.4.15: Identify circles, squares, triangles, and rectangles.
F.5.2: Follow steps in a simple routine.
F.5.11: Identify similarities and differences in objects.
F.5.12: Ask why something is the same or different.

Materials Needed
Different colors of felt
Scissors
A pattern of the following shapes:
Circle
Triangle
Square
Rectangle
Oval

Steps to Execute Lesson Plan
1. Have the children sit at tables and cut out shapes from patterns that you have created. Use the craft material to have the children cut out the 5 different shapes each. **Once they have tried to cut the shapes, you may help them if needed.**
2. Have the children get into a circle and ask them if they know the hokey pokey song. If so, tell them that you are going to sing that song but with different words.
   a. Put your circle in, put your circle out, put your circle in and shake it all about. Do the hokey pokey and turn yourself around, that’s what it’s all about!
   b. Put your triangle in, put your triangle out, put your triangle in and shake it all about. Do the hokey pokey and turn yourself around, that’s what it’s all about!
   c. Put your square in, put your square out, put your square in and shake it all about. Do the hokey pokey and turn yourself around, that’s what it’s all about!
   d. Put your rectangle in, put your rectangle out, put your rectangle in and shake it all about. Do the hokey pokey and turn yourself around, that’s what it’s all about!
   e. Put your oval in, put your oval out, put your oval in and shake it all about. Do the hokey pokey and turn yourself around, that’s what it’s all about!
*Children will enjoy doing this activity and will want to do it over and over. You can also have them put in their favorite shape and go around the circle and say what they put in and why it is different from other shapes.*

Set Up Process
Make sure you have enough shapes cut out for the children to use.

Clean Up Process
Place the shapes into a container for use during other activities.
Appendix C:

Science Lessons
Lesson Title
Dance Shoe Sun Prints

Approximate Time Needed
15 minutes to make prints. 
45-60 minutes for prints to be complete

Materials Needed
Old dance shoes in a basket (you can ask parents to donate these, or get them from local dance studios)
Construction paper
Notebook to write children’s hypotheses and outcomes

Objective—Standards Used
F.1.3: Observe and describe properties of objects
F.19: Ask and answer questions about his world
F.3.4: Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, or recognizing changes in weather
F.3.5: Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year, or things falling
F.4.4: Participate in discussions related to their findings

Steps to Execute Lesson Plan
1. Start by having the children look at the dance shoes and decide what properties they have. Continue by asking the children to come up with a hypothesis. Explain to them that this means what they think is going to happen. In this case, what they think will happen if they leave a dance shoe on a piece of construction paper out in the sun.
2. After they have guessed what is going to happen, write down each response, making sure their name is with their response.
3. After this is completed, have the children pick a piece of construction paper and a dance shoe from the basket.
4. Have the children place their piece of paper on the ground and put the dance shoe on top of it. Make sure they are in a place where the sun will shine on them.
5. After 45 minutes to 1 hour, come back outside and have the children remove their dance shoes from the paper. Have them observe what happened, and tell you if their hypothesis came true.
*The paper should be faded outside the dance shoe. When the student takes the shoe off, there should be a darker shoe print on the paper.

Set Up Process
Make sure you have enough dance shoes for each child to have one.
Make sure that it is a nice day (no rain, sunlight, warm) so the prints will turn out the way you would like them to.
Take all materials (shoes, notebook and paper) outside

Clean Up Process
Have the children write their names on their prints. If they need help, you may help them. They can put these in their cubbies for take home, or you may display these in the classroom for a period of time. Put the dance shoes and extra paper back where you can access them later.
Lesson Title
Floaters and Sinks.

Approximate Time Needed
This is a come and go activity. Children will each use approximately 5 minutes to complete this activity.

Objective—Standards Used
F.1.1: Choose an area with science materials as a place to work.
F.4.1: Use vocabulary that indicates understanding of scientific principles (e.g., sink, float, melt, solid, liquid).
F.4.4: Participate in discussions related to their findings.
F.4.5: Use charts, drawings, and/or graphs to share their findings with others.

Materials Needed
Discovery table (or other table) filled with water.
Sink/float music materials
- Bells
- Water bottles with beads inside
- Play instruments, etc.

Steps to Execute Lesson Plan
1. Put the materials in a container and place them beside the discovery table.
2. Invite children to come over one at a time and predict if each item will sink or float. Record their prediction on a spreadsheet. Emphasize learning about the musical instruments (labeling, describing, etc. while children are manually and visually exploring them at the table).
3. Have them place each item in the water and see if they were right about their prediction.
4. After all of the items are in the water, ask the child why they think some of the items sunk and some of them didn’t.
5. Have the children take the items back out of the water and place back in the container before leaving the station.
6. After all children have had a turn, have them come together as a group and share what they found during the activity.
*You can put each child on the same paper and display their predictions with pictures of the items on your classroom wall.

Set Up Process
Place several musical items in a container and place beside the water filled discovery table.
Make sure the prediction spreadsheet has each child’s name on it, and each item that they are going to be using.

Clean Up Process
Dry off all materials used.
Drain discovery table.
Display prediction spreadsheet and pictures (if you choose) on the classroom wall.
Lesson Title
Music in Nature

Approximate Time Needed
20 minutes

Objective—Standards Used
F.1.5: Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.
F.1.6: Use a variety of "scientific tools" (e.g., balance scales, magnifying glasses, measuring cups, food flooring) to investigate the environment and to gather information.
F.3.4: Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.

Materials Needed
Magnifying glasses (one for each child)
Buckets (one for each child)
Brown paper bags

Steps to Execute Lesson Plan
1. Explain to the children that you are going to go on a scavenger hunt to look for music in nature.
   a. Explain to the children that they can find things in nature that they could use to make music.
      (Examples: sticks, rocks, leaves)
2. Give the children a bucket and a magnifying glass.
3. Tell the children that they can search high and low for their materials, and they can use the magnifying glass to look for materials.
4. After the children have found their materials, gather the children and have them share with the class what they found and why they are good musical instruments.
5. After everyone has shared, give the children a paper bag with their name on it and have them place their materials into it for take home.
   *You can even take a bucket and a magnifying glass yourself and gather materials to share with your students!

Set Up Process
Gather the magnifying glasses and buckets together before you start the activity with the children.

Clean Up Process
Have the children place all of their materials that they gathered into their brown paper bags and place them in their cubbies to go home. Wash the buckets and place them back into a safe place.
Lesson Title
Dance Shoe Weigh-in

Approximate Time Needed
5 minutes per child

Materials Needed
2 pairs of dance shoes (tap and ballet work best).
*You can ask parents to donate these, or get them from local dance studios.
Scale
Weigh-in chart
Crayon

Objective—Standards Used
F.1.1: Choose an area with science materials as a place to work.
F.1.3: Observe and describe properties of objects.
F.1.6: Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.
F.4.2: Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).
F.4.5: Use charts, drawings, and/or graphs to share their findings with others.

Steps to Execute Lesson Plan
1. Talk to the children about weighing dance shoes and the difference between something that is heavy and what is light.
2. Have the children come over to the table one at a time and guess which shoe is going to be heavier. Once they have made their selection, have them color in the area by their name that corresponds with the shoe they chose.
3. Have them place the shoes on the scale and observe which one is heavier. Ask them why they think this was the outcome.
4. After all the children have done the activity, talk with them as a class about their predictions and their findings.
*After the activity is finished, the children can weigh other objects on the scale while the science center is still open. Encourage them to find other dance/music-influenced materials in the classroom to weigh.

Set Up Process
Create a weigh-in chart with each child’s name on it. Make sure there are 2 columns (one for ballet shoe and one for tap shoe). Tape this to the science table and lay out a crayon with the paper. Place the scale and dance shoes on the table.

Clean Up Process
Place the weigh-in paper on the wall in the classroom if you choose. If not, you can file this. Put the dance shoes in a place that the children can use them at another time. Place the scale with the other science materials.
Appendix D:

Social Studies Lessons
Lesson Title
Dance Studio Rules

Approximate Time Needed
10 minutes

Materials Needed
List of dance studio rules
*These may be the same as your classroom rules, just adapt them as needed.

Objective—Standards Used
E.2.5: Talk about the importance and reason for rules
E.2.6: Tell the consequences of not following rules
E.2.9: Tell the consequences of behaviors and choices
E.2.11: Identify and follow different rules in different places (e.g., school rules may be different from home).
E.2.18: Make choices after considering alternatives

Steps to Execute Lesson Plan
1. Explain to the children that every classroom has rules, and ask them why they think having rules is important.
2. Tell them that the classroom is a dance studio, and you are going to talk about dance studio rules.
3. Ask the children if they know some rules that they might have at a dance studio.
4. Show the class the rule poster and point as you read the rules to the students.
5. After reading and discussing each rule, have two students come to the front of the class and demonstrate the rule being used.
   *You can also have children demonstrate the wrong thing and have the class decide who is demonstrating the right rule.

Set Up Process
If your classroom rule poster is on the wall, take it down and place it by the circle time area.
Gather any materials needed to show the children the right/wrong way to follow the rules on the poster.

Clean Up Process
Place your classroom rules poster back into its proper place.
Lesson Title
Dance Into Morning Meeting

Approximate Time Needed
15 minutes (this can be added in with your regular morning meeting)

Materials Needed
Morning meeting calendar
CD player
Hello/Good morning CD’s

Objective—Standards Used
F.1.1: Sequence recurring events (e.g., “After I eat lunch, I take a rest.”)
F.1.4: Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/afternoon/evening)
F.1.10: Verbalize the days of the week and names of the months
F.1.12: Recall information about the immediate past

Steps to Execute Lesson Plan
1. Invite the children to come to the carpet for morning meeting.
2. Tell them that you are going to “dance” into the morning meeting.
3. Play the good morning or hello song (a song that the children are familiar with and can sing along to.) Encourage the children to get up and dance to the song as well.
4. Talk about the calendar (day, month, count the days, and holidays and/or special activities)
   *This activity can be used with your other morning meeting aspects. These could include:
1. Name song
2. What is happening in the classroom that day
3. Special visitors/activities for the day
4. What’s for lunch/snack
5. Whatever else your normal morning meeting consists of

Set Up Process
Since most (if not all) of your morning meeting materials will already be in place, no set up is necessary for this activity.

Clean Up Process
No clean up is required for this activity. You may direct the children to a new activity however you choose.
Lesson Title
My Dancers Biography.

Approximate Time Needed
15 minutes per child

Materials Needed
Laptop with Google Maps
Paper
Crayons

Objective—Standards Used
F.3.4: Identify and locate familiar places (e.g., home, store, grandparent’s house).
F.3.5: Recognize that streets have signs and houses have numbers to help identify locations.
F.3.8: Use a simple map (e.g., diagram of the house, street on which the child lives).
F.3.13: State the name of his city or town
F.3.14: Give information about where she lives (e.g., street, telephone number, house description).
F.3.15: Identify common community symbols (e.g., signs, highway and street markers, lights).
F.3.16: Describe features of familiar places (e.g., buildings, stores).
F.3.18: Talk about how to get from one common place to another.

Steps to Execute Lesson Plan
1. Explain to the children (either in circle time or another group meeting) that they will be looking at a map and creating a map of their own demonstrating how to get to the dance studio from their home.
2. Call each child over one at a time. Ask them the questions on the paper and fill out what they say
   a. How far they live from the dance studio (can make this up)
   b. If they know how to get to the studio from their house
   c. Any other information that you might think of
3. Have the child draw a simple map from their house to the studio
4. After all of this is finished, you can put these in a binder for all the children to look at!

Set Up Process
Have paper and crayons at the table. Make sure you have your computer open to Google maps and be ready to type in the child’s address.

Clean Up Process
You may put each map into a binder for the children to look at while they are in the classroom.
Lesson Title
My Family Can Dance

Approximate Time Needed
20 minutes

Objective—Standards Used
F.3.30: Discuss members of the family and their roles.
F.3.31: Draw pictures of their family.
F.3.32: Ask questions about families.
F.3.33: Talk about how he is the same and/or different from other children.
F.5.3: Ask questions about physical differences.
F.5.6: Observe that different families live in different types of housing.
F.5.7: Discuss how grandparents and older people look and act different from children.

Materials Needed
Family template (template included)
Crayons
Family picture (have children bring these in on the day of the activity.)

Steps to Execute Lesson Plan
1. Talk to the children about their family and tell them that you are going to pretend that their family loves to dance.
2. Have the children look at their family picture, and think about what type of dance each of their family members might like to do.
   a. If the children don’t know different types of dance, you can demonstrate or play a video with people dancing different ways.
3. When they are ready, help them tape their family picture to the top of their page, and write or draw in each box what type of dance that family member likes to do.
   a. Ask the children if they have ever seen their parents/family members dance.
   b. Ask the children if they know different ways that their mom or dad moves and ask them if they can move the same way.
   c. You can also ask the children if their family members would dance in groups or by themselves, and why they think this.
4. Once they have completed this, have them come to the carpet and one by one, share their family stories. Ask them questions about their family and how it is different from other families in the classroom. You can also open up discussion and questions from other children in the classroom to be able to participate in the discussion.

Set Up Process
Make sure you have enough family papers for each child in your classroom.
Set crayons and papers at each table before the children sit down.

Clean Up Process
You can display these pictures in the classroom if you choose. This would be a good activity to complete before parent night so they can be on display when the parents visit the classroom.
Place the crayons where they can be easily accessible for another activity.
Appendix E:

Physical Education/Health Lessons
Lesson Title
Musical Statues

Approximate Time Needed
25 minutes

Materials Needed
CD Player
Recordings of songs that inspire a variety of movements.
Ribbon streamers, chiffon scarves, or hula-hoops (optional)

Objective—Standards Used
F.1.1: Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).
F.1.4: Perform basic rhythmical skills alone and/or with a partner (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).
F.5.1: Take turns during physical activities.
F.5.4: Play cooperatively with others during physical activities.

Steps to Execute Lesson Plan
1. Invite the children to move around (dancing, hopping, skipping, running) while the music is playing and to freeze into a statue when the music stops.
   a. You may tell the children about different tempos of music including allegro, moderato, adagio, etc.
2. Tell them to remain like a statue until the music starts again.
3. Randomly stop and start the music by pressing and releasing the pause button on your CD player. Surprise your child by varying the amount of time you play and pause the music.
4. You can also give the children streamers, scarves, or hoops to manipulate as the music is playing.
   *Using a different style of music (a march, a waltz, an orchestral piece) every time you play the game, or during each game, will give the children the chance to experience a variety of musical elements. You’ll be amazed at how it changes their movements!

Set Up Process
Gather the CD player and CDs to take outside.
Make sure you have dance materials ready so children can use them during different parts of the songs.

Clean Up Process
Put the CD player and CD’s back where they belong in the classroom.
Make sure the dance materials are back in their proper place for the children to easily find at a later date.
Lesson Title
Obstacle Course

Approximate Time Needed
10-15 minutes

Objective—Standards Used
F.1.1: Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).
F.1.4: Perform basic rhythmical skills alone and/or with a partner (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).
F.5.1: Take turns during physical activities.
F.5.4: Play cooperatively with others during physical activities.

Materials Needed
Any outside equipment including:
Hula-hoops
Slides
Cones
Balls
Jump ropes
Tunnel

Steps to Execute Lesson Plan
1. Make an obstacle course for your children to go through.
   a. Arrange equipment, such as hula-hoops, slides, cones and balls around the yard.
2. Instruct children how to complete the course, and lead them through it the first time or until they get the hang of it.
3. Have the children do a variety of dance movements during the course
   a. For example, have them skip to the slide, and jump through hula-hoops. They can also practice different skills and stations throughout the course, such as crawling through a tube and stopping to jump rope 10 times.
*After they have completed the course a couple of times, see if the children can make their own course to go through. They might even want you to try!

Set Up Process
No set up needed

Clean Up Process
No clean up needed
# Lesson Title

Copy Cat

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# Objective—Standards Used

- F.1.1: Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).
- F.1.4: Perform basic rhythmic skills alone and/or with a partner (e.g., the child marches and dances to music or rhythmic sounds in free form or with simple adult directions).
- F.5.1: Take turns during physical activities.
- F.5.4: Play cooperatively with others during physical activities.

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# Materials Needed

Cat headband (may be made with headband and felt, or may be bought.)

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# Steps to Execute Lesson Plan

1. Have all the children spread out in their own personal space
   1a. You may put down dots for them to stand on, or have them move to a spot of their choice.
2. Start out as the “cat” that all the children want to copy and put on the cat headband.
3. Start with basic stationary movements (marching, stomping, clapping.)
4. Start off slowly doing your movements then challenge the students to move a little faster.
5. Once all the students are successfully copying you, start moving off and around your area (jump, walking around, etc.)
6. Talk to the children about everyone being in their own space and not being able to touch anyone else.

*Once the children get the hang of copycat, as for volunteers to be the “cat.” Students usually come up with the best moves that are really creative. Take turns so that everyone that wants to gets a chance to be the “cat”.

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# Set Up Process

No set up needed.

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# Clean Up Process

No clean up needed.
Lesson Title
Musical Hula-Hoops

Approximate Time Needed
10-15 minutes

Materials Needed
Several hula-hoops (however many you want to use is fine... about 1 for every 2-3 children works best)

Objective—Standards Used
E.1.1: Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).
E.1.4: Perform basic rhythmic skills alone and/or with a partner (e.g., the child marches and dances to music or rhythmic sounds in free form or with simple adult directions).
E.5.4: Play cooperatively with others during physical activities

Steps to Execute Lesson Plan
1. Set up the hula-hoops in a circle formation outside.
2. Play this game just like musical chairs as you play music.
3. Have the children walk around the outside of the hula-hoop circle. Make sure the children make a circle big enough to prevent tripping over the hula-hoops.
4. When the music stops, everyone must run and get into a hula-hoop.
5. Children are able to get into a hula-hoop that already has a child in it. Encourage children to invite others into their space. There are no winners or losers to this game, so no child is out if they are the last one to find a spot in a hula-hoop.
6. This can be done as many times as you or the children want.

After you have completed this numerous times, have the children take turns playing and stopping the music as you play the game with them. Children will have fun inviting you into their hula-hoop!

Set Up Process
Set the hula-hoops outside in a circle

Clean Up Process
Put the hula-hoops back where you keep the outdoor toys or where the children can get to them at a later date.
Appendix F:

Music Lessons
Lesson Title
Everyone Has Feelings

Approximate Time Needed
15 minutes

Objective—Standards Used
F.1.3: Sing along with familiar songs
F.1.6: Dance/sway/tap toes/jump/hop to music alone or with others.
F.2.5: Hum or sing along to tune playing on radio, tape/CD player, or television.

Materials Needed
A CD of “If you’re happy and you know it” if you desire

Steps to Execute Lesson Plan
1. Talk to the children about the different feelings that we have. For example: being happy, sad, angry, surprised, etc. When talking about them, ask the children to show you the different emotions.
2. Sing the song “If You’re Happy and You Know It.” You may sing this with the children, or play a CD with the song on it.
3. Do the actions stated in the song and make up your own actions. For example, clap your hands, stomp your feet, row your hands; touch your nose, etc.
4. Have the children do the motions with you.

Set Up Process
Make sure that if you have a CD, it is ready to go.

Clean Up Process
Put the CD back in a safe place where you can access it at a later date.
Lesson Title
Sing the Instrument Song

Approximate Time Needed
15 minutes

Materials Needed
Pictures of different types of instruments
Any classroom instruments that you may have in your room

Objective—Standards Used
F.1.3: Sing along with familiar songs
F.1.6: Dance/sway/tap toes/jump/hop to music alone or with others.
F.3.1: Play classroom instruments

Steps to Execute Lesson Plan
1. Talk to the children about different instruments that might be played in a band or orchestra. Show the children pictures of each type of instrument.
2. Pass out the classroom instruments and tell the children that they can play their instrument when the song talks about it.
3. Tell the children that you are going to sing a song about different instruments and that you are going to pretend like you are playing them.
4. Start to sing the song:
   a. This is the way we play our [flute]. Play our [flute]. Play our [flute]. This is the way we play our [flute]. When we’re in the band. Sung to the tune of: This is the Way
   b. When you get to the instrument, act like you are playing that instrument.
   c. Sing about several different types of instruments

Set Up Process
Make sure you have the pictures of the instruments with you before you start the song.

Clean Up Process
You may post the pictures around your classroom for the children to look at, or place them in a folder or other safe place.
Lesson Title
Instrument Identification Bingo

Approximate Time Needed
15 minutes.

Objective—Standards Used
F.3.4: Choose real or improvised instruments to play along with instrument heard.
F.3.5: Distinguish among the sounds of several common instruments.

Materials Needed
CD or computer with samples of different instruments (drums, guitar, maracas, piano, tambourine, triangle, xylophones, flute, bells)
Bingo cards
Bingo chips

Steps to Execute Lesson Plan
1. Talk to the children about the above instruments and play them an audio clip of what they sound like.
2. Explain to them that you are going to play bingo and they will need to listen to the music being played and put a chip on the instrument making the sound.
3. The children may call bingo when they have 3 in a row, 4 corners, or cover the entire board. You may determine this before you play, and change the way you can get a bingo before starting each game if you choose.
4. Play a sound and have the children place a chip on the correct instrument.
5. When a child calls out bingo, check their card and make sure they placed their chips on the correct squares.
   a. You may play this as many times as the children are interested.
   b. It would also be fun to have the children act like they are playing the instrument that they are hearing!

Set Up Process
Make sure you have enough bingo cards for all the children in your classroom.
Set out the cards and the bingo chips at the tables.
Have your CD of sounds or your computer ready for the game.

Clean Up Process
Put the bingo cards and chips back into a place for easy access at a later date.
Lesson Title
The Classroom Band

Approximate Time Needed
1.5 minutes

Objective—Standards Used
F.3.1: Play classroom instruments.
F.3.2: Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
F.3.3: Moderate vocalizations to tempo and dynamics of music

Materials Needed
Classroom instruments

Steps to Execute Lesson Plan
1. Tell the children that we will be listening and taking turns playing our instruments. Ask them put their instruments in their laps until it is their turn. Place an instrument in your lap and model putting your hands together in your lap. Let them know they will need their hands for applause when it isn't their turn. Now the music begins. Here are some examples.
   a. "Please play your instruments if you have a piano. Let's hear from all the piano players."
   b. "Thank you piano players. That was lovely. Now only the drums should play. Who has a drum?"
   c. "Thank you drums. How enthusiastic our drummers are today. It's time for a solo from the triangle. A solo means one person is playing alone. Can we hear from our triangle player?"
   d. "Thank you triangle player. That was beautiful. Let's hear from just the maracas now. Some people call the maracas "shakers" because we shake them to play."
   e. "Way to go maraca players. That was really fun. Last we need to hear from tambourine players. Can we have a concert from the tambourine players please? We have two tambourine players. They will be a duet."
   f. "That was excellent. Now we can be a band. It's time for all of us to play together on the count of three. Are you ready?"
2. You can also have them practice tempo (going faster or slower) or dynamics (loud or soft) with their instruments and their voices.

Set Up Process
Make sure you have all the classroom instruments ready to go, and that there is enough for each student to have one.

Clean Up Process
Put the instruments into a place where they are easily accessible to the children.
Appendix G:

Visual Arts Lessons
Lesson Title
Draw What You Hear

Approximate Time Needed
10-15 minutes

Objective—Standards Used
E.2.3: Compare and contrast own creations and those of others.
E.2.13: Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper.
E.2.19: Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.
E.3.4: Learn to enjoy and respect the artwork of others.
E.3.6: Display interest in the artwork of others.

Materials Needed
Different types of CD’s (pop, kids, classical, country, etc.)
CD player
White paper
Crayons

Steps to Execute Lesson Plan
1. Invite the children to sit at tables and each get a piece of paper.
2. Explain to them that they are going to be drawing what they hear in the music.
3. Start the music and have the children draw what they hear. For example, with slower music, you might draw long, loping lines in a dark color. With faster music, shorter, sharper angles using a brighter shade.
   a. Prompt: How does the music make you feel?
   b. Draw what the music is making you feel
4. Play a few different types of music for the children to draw.
5. You may display these pictures around your room however you wish. An example would be to make frames and put them in categories according to the type of music (country, jazz, classical, etc.)
6. Allow children to share their papers with each other before putting them around the room. An alternative would be to play the music outside and hand the children some chalk to draw on the pavement.

Set Up Process
Make sure all the CD’s that you want to use are ready for the activity.
Place paper and crayons on the tables for the children.

Clean Up Process
Have the children put their papers in their cubbies for take home.
Place the extra paper, crayons, and CD’s back into their proper places.
Lesson Title
Jingle Bell Painting

Approximate Time Needed
15 minutes

Materials Needed
Shoeboxes (about 10, children can share)
Paper
Paint (2 to 3 colors)
Jingle bells (about 30 jingle bells. This will allow more than one child to do this project at once.)

Objective—Standards Used
F.2.3: Compare and contrast own creations and those of others.
F.2.19: Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.
F.3.4: Learn to enjoy and respect the artwork of others.
F.3.6: Display interest in the artwork of others.

Steps to Execute Lesson Plan
1. Have the children pick a piece of paper.
2. Place the child’s paper into the shoebox. The papers will fold onto the side of the box, and this is expected.
3. Have the children chose one or two paint colors and place a little dab of this color on the paper in their box.
   a. Prompt: Ask the children what they think their picture will look like after the colors they chose mixed on their paper.
4. Place 2-3 jingle bells in the box and have the children move the box around to move the bells through the paint. You can ask the children if they hear the sounds that the jingle bells are making while they are making their project.
5. After the children are finished, help them remove their paper and place on the drying rack to finish drying before sending them home.

Set Up Process
Gather all materials and place on the art table.

Clean Up Process
After the children have finished their creations and they have dried on the drying rack, you may choose if they take these home or you display them in the room for a period of time.
Make sure all the supplies are put back in their proper places.
<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Paper Plate Banjo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Time Needed</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Objective—Standards Used</td>
<td></td>
</tr>
<tr>
<td>F.2.3: Compare and contrast own creations and those of others.</td>
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<td></td>
</tr>
<tr>
<td>F.3.4: Learn to enjoy and respect the artwork of others.</td>
<td></td>
</tr>
<tr>
<td>F.3.6: Display interest in the artwork of others.</td>
<td></td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Thick paper plates (2 for each child)</td>
</tr>
<tr>
<td></td>
<td>Paint</td>
</tr>
<tr>
<td></td>
<td>Stickers/glitter/other decorating materials</td>
</tr>
<tr>
<td></td>
<td>Paint sticks (one for each child)</td>
</tr>
<tr>
<td></td>
<td>Rubber bands (3 per child)</td>
</tr>
<tr>
<td></td>
<td>Black pony beads</td>
</tr>
<tr>
<td></td>
<td>Stapler</td>
</tr>
<tr>
<td>Steps to Execute Lesson Plan</td>
<td></td>
</tr>
<tr>
<td>During this activity, you might play banjo music so the children can get a feel for what it sounds like!</td>
<td></td>
</tr>
<tr>
<td>1. Stack two paper plates on top of each other and staple them together for durability.</td>
<td></td>
</tr>
<tr>
<td>2. Have the children paint or put decorations such as glitter, stickers, or pom pom balls on their paper plates.</td>
<td></td>
</tr>
<tr>
<td>3. Attach a paint stick to the back of the stacked plates and glue beads to the very end.</td>
<td></td>
</tr>
<tr>
<td>4. Add strings to the rubber bands around the stacked plates.</td>
<td></td>
</tr>
</tbody>
</table>

![Example banjo](image)

<table>
<thead>
<tr>
<th>Set Up Process</th>
<th>Clean Up Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather all materials and place on the art table. <em>You may also make a banjo before the children get there to show them an example.</em></td>
<td>You can have the children place their banjo in their cubby for pick up, or let them play with them. <em>This instrument would be fun to bring to circle time and allow the children play in a band!</em></td>
</tr>
</tbody>
</table>
### Lesson Title
Kazoo Band

### Approximate Time Needed
- 10 minutes to make
- 10 minutes for music making

### Materials Needed
- Cardboard paper towel tubes
- Wax paper
- Rubber band
- Pen
- Markers or Paint

### Objective—Standards Used
- **F.2.3:** Compare and contrast own creations and those of others.
- **F.2.13:** Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper.
- **F.2.19:** Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.
- **F.3.6:** Learn to enjoy and respect the artwork of others.

### Steps to Execute Lesson Plan
1. Cut the paper towel tubes in half (one half for each child).
2. Place wax paper onto the table and help the children cut a circle slightly larger than the cardboard tube.
3. Fold the wax paper circle over one end of the cardboard tube and fasten it tightly with a thin rubber band.
4. Poke a hole into the cardboard tube with the pen, right below the rubber band and wax paper. Trim the wax paper if necessary so it doesn’t cover the hole.
5. Hum into the open end, making sounds with your new kazoo. Play around with covering the hole with your finger; adding more holes in the tube or adjusting the amount of air you blow into it.
6. Color the kazoo with markers or paints.
7. When all children have completed the activity, have the children play their kazoo’s together to make beautiful music!

### Set Up Process
- Gather and cut the paper towel tubes so they are ready for the children.
- Gather other materials and make sure there is enough for each child.

### Clean Up Process
- Place the art materials back in their proper place.
- After the band, make sure the children put their kazoo’s in their cubbies.