Music and Movement Policy

Rationale
Music is an important facet across all developmental areas – it can be linked directly to language, cognitive, physical, social and emotional development therefore it is an extremely important activity to offer in our program.
Creativity: Music opens new horizons of the mind and supports wonderment, imagination, appreciation, and sensitivity. Creativity is the source of possibility and is a mental muscle that must be trained and exercised often.
Communication: Music is a language beyond words. Music can only be explained with music because of its various styles, textures, tempos, and dynamics. It can elicit an emotion. Music truly stirs the soul of people. No words or visual display can come close to the emotional impact of music.

Aim
We aim to offer music and movement experiences that will enhance the development, sense of enjoyment and positive self-esteem of all the children in our care.

Implementation
Music and movement experiences are an important element of the early childhood environment. They play an integral role in all areas of development. Music and movement activities need to be planned and relevant to the children’s developmental stage.

Developmental Areas

Social
• Provides opportunities to develop social skills such as turn taking, sharing and co-operative play
• Allows a child to participate at own level of skill and interest

Emotional
• Music is joyful and children are usually joyful – the more music experiences you provide the more happy and joyful the children will be
• Music and movement activities can be an outlet for emotions and a method of self expression
• Music introduces endorphins into the body and makes us more relaxed and happy

Physical
• Assists in fine motor development of hands, face and mouth muscles
• Provides opportunities for gross motor development – balance, co-ordination etc
• Assists in the development of body awareness
• Singing increases oxygen intake in the body and actually allows them to be more receptive to learning.

Language
• Assists in the development of language through repetition and introduction of new words
• Helps in the development of sentence structure
• Aids in the development of listening skills

Cognitive Development
• Helps to develop memory and retention
• Introduces simple music concepts such as fast/slow, loud/soft and rhythm
• Singing reinforces patterns such as rhyming and repetition and we learn through patterns from birth.

A wide variety of music types and music activities should be provided in the Center including:
• Music specifically recorded for children
• music from other cultures
• music from different genres e.g. jazz, rock, classical
• relaxation music
• Instruments for children’s use
• Group music times - songs, finger plays and action songs.
• Spontaneous music activities where staff and children sing or dance together

Educators Will:
• Ensure music is not just confined to group time. E.g. incorporate it into routine tasks such as diaper change, sun safe procedures, hand washing etc.
• Use singing as a distraction, to encourage or involve a child who is unsettled or upset.
• Introduce musical instruments as a method of expression.
• Sing a set of songs regularly as young children respond to music that is familiar. Repetition is necessary so that music can be stored in the memory, even of the youngest baby.
• Play a variety of music styles. Some sung by men, some by women solos and choirs so children get used to hearing different voices.
• Include music that is orchestral only and unaccompanied singers.
• Play music from a variety of cultures.
• Teach children simple songs in languages other than English.
• Encourage children to dance to the music, march, sing, whistle melodies, hum tunes and play musical games with other children. These boost a child’s growing language, listening and motor skills.
• Incorporate movement in their music experiences with the children. Movement is an indispensable part of learning and thinking. A child will gain memory skills learning to sing a variety of songs with different rhythms.
• Organize for visitors to come to the Center to offer extended music and movement activities with the children such as music experiences from another cultural group.
• Encourage children to use everyday objects to make music.