

The Quality Connection



in this issue >>> *Music and Movement*

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Beyond the Rule: A Path to Quality Care

Each issue of *The Quality Connection* will focus on one classroom component and will identify connections between requirements and expectations of DECAL's various divisions and the impact each one has on classroom practices. The *Quality Connection* aims to illustrate how all DECAL programs are part of the Quality Continuum and designed to work together toward continuous quality improvement.

Inclusive Practices

- Space large enough for all children to move around freely and safely
- Equipment and materials adapted to accommodate children of differing abilities (ex. instruments that can be worn or attached (bracelets with bells, hand straps on cymbals))
- Provide recorded music that is familiar or favored by children

Foundational Practices

- Variety of age & developmentally appropriate musical materials available/accessible
- Music materials in good repair
- Schedule reflects opportunities for child-directed, free choice music and movement play

Quality Practices

- Children allowed to use music and movement materials independently to cultivate creativity and imagination
- Infants and toddlers** exposed to new sounds and words through songs
- Preschoolers** learn concepts like cause and effect when working with various instruments
- Opportunities for language development provided through positive interactions & teacher communication and engagement

GA Pre-K Practices

- Materials labeled and organized within the music area
- Different types/cultures of music represented (ex. Jazz, Celtic, Classical, Latin, nature sounds, dance music)
- Include instruments that represent a **diversity of cultures** such as drums, rain sticks, castanets, bongo drums, and maracas
- Music and movement should always involve **gross motor** movement like jumping to the beat of music or dancing with scarves

Setting up your classrooms>>> Materials & Space



INFANTS

- ★ Toys that make noise such as rattles
- ★ Busy boxes
- ★ Grasping toys
- ★ Soft toys with bells
- ★ Shakers
- ★ Baby piano

TODDLERS

- ★ Sturdy musical instruments
- ★ Drums with sticks
- ★ Xylophone with mallet
- ★ Toy piano
- ★ Varied bells
- ★ Scarves and/or ribbons

PRESCHOOL

- ★ Rhythm instruments
- ★ Bongo drum and other drums with sticks
- ★ Xylophone with mallets
- ★ Players for recorded music
- ★ Tone bells
- ★ Real instruments, such as drum, piano, recorder, harmonica, kazoo**
- ★ Technology devices for music
- ★ Scarves and/or ribbons for movement dancing

SCHOOL AGE

- ★ Any materials from preschool list that add an appropriate challenge for older children
- ★ Real instruments such as guitar, piano, recorder, harmonica, phones**
- ★ Other technology for playing music

****Ensure that any instruments that go in the mouth are sanitized between uses****

ROOM ARRANGEMENT

- ★ Area should be clearly defined for use
- ★ Materials should be organized by type and be easily accessible
- ★ Provide enough space for children to move around freely
- ★ Do not position near quiet centers/areas so that children can explore sounds without disrupting other activities
- ★ Include music & movement equipment outdoors



Provider Spotlight >>>

We Want to Showcase You!

Check for topics covered in the next issue and submit pictures of your classroom interest areas for the chance to be included in the next publication!

You can send your pictures to*:

ccsqi@dec.al.ga.gov

Make sure to include your program name and location!

**Ensure parent permission for images of children to be used in publications.*



Provider

Spotlight...



Georgia Southern University
Child Development Center
Statesboro, Georgia



Miss McDuffie's Toddler 2 group dancing and playing with musical instruments.