



## **Facilitating Spontaneous and Open-ended Experiences in Music and Movement**

Teachers can consider the following examples when facilitating spontaneous and open-ended experiences in music and movement:

- Exploring sounds in the environment
  - Listen to the sounds in the environment of a new place and describe what they sound like (e.g., a high-pitched sound, a sound with a steady beat).
  - Create different types of sounds from everyday objects such as tapping on a piece of cardboard as compared to a metal tin cover.
- Moving freely or imaginatively to prompts, such as “float like a feather” and “stomp like an elephant”
- Moving in response to the dynamics and tempo of the music
  - When parts of the music are louder, make larger body movements such as taking larger steps when walking.
  - When parts of the music are slower, slow down the speed of body movements made such as swaying instead of waving one’s arms rapidly.
- Improvising movements/actions to accompany a song/rhyme or piece of instrumental music
  - Get children to take turns to improvise the movements to parts of a song sung during routines like snack time.
- Using the body to demonstrate pitch of melodies that is gradually getting higher or lower
  - Songs with a wide range of pitch can be demonstrated by larger body movements as compared to songs with a small range of pitch (i.e., notes that are close to each other in terms of pitch) that can be demonstrated by smaller body movements.