



Music and Movement

ITERS-R Indicator	Why is this important?
<ul style="list-style-type: none"> • Many pleasant sounding musical toys and/or instruments accessible daily, for much of the day. • Must have at least 10 musical materials, but no less than 1 toy per child based on maximum daily attendance. This means they must be intended specifically for the children to use for music. <ul style="list-style-type: none"> ○ Musical instruments – can have several of one kind of instrument – each counts as 1 item. So, you can have 5 egg shakers, 3 maracas, and 2 bells. ○ Or Toys that make music or sing songs ○ Musical materials must make a pleasant sound rather than a loud, startling noise. <p>Definition: Much of the day – is associated with the children’s access to materials typically used indoors (books, art materials, and fine motor or dramatic play toys). It means that most of the time that any child is awake and able to play. No wait times or inactive times longer than 3 minutes. They must have access to materials for Much of the Day.*Observation note* If any child is prevented from reaching and using materials for a total of 20 minutes during the 3 – hour observation much of the day cannot be given credit.</p> <p>Definition: Accessible – children don’t have to ask the teacher to get/open materials.</p>	<ul style="list-style-type: none"> • A variety of musical instruments ensures there will be enough for several children to play with at once. Also, it allows for children to explore different instruments by figuring out how to make it make noise and what kind of noise it makes.
<ul style="list-style-type: none"> • Although toddlers love music they should NOT be forced to sing, play with musical materials, learn the words to a song, or participate in a group music activity. There should be several other options available to them. 	<ul style="list-style-type: none"> • If children are forced to join in musical activities, it will take the fun and joy out of music and they choose not to participate in further activities. Toddlers do not have a long attention span and should be allowed to play with other toys if they choose to no longer participate in the musical activity.
<ul style="list-style-type: none"> • Recorded music needs to be played for musical purposes – not as background music. <ul style="list-style-type: none"> ○ Dancing, soothing at nap time, to teach a new idea, or to encourage language development. ○ Music is not to be played for more than 20 minutes at a time (except at naptime). 	<ul style="list-style-type: none"> • If music is on all the time as background music, it means children and teachers both have to talk above the music in order to be heard. It also might interfere with the child’s ability to listen to spoken language which is important for speech development in these crucial early years.

<ul style="list-style-type: none"> • They need to be accessible. The children need to be able to reach the instruments and play with them freely. • Children should be allowed to play freely with musical materials during free play AT LEAST 1 HOUR A DAY. 	<ul style="list-style-type: none"> • Musical instruments should be accessible to the children. They need to be able to reach them and play with them throughout the day. Music is something that can be enjoyed throughout the day with different moods and activity levels. It is important to allow children the freedom to express themselves with music and movement.
<ul style="list-style-type: none"> • Music and movement can be formal or informal, as well as adult- or child-initiated. <ul style="list-style-type: none"> ○ Music examples on Page 238 and 242/243 ○ Movement examples on page 239 	<ul style="list-style-type: none"> • Musical activities can be planned but it is also important to read the child and go along with what their mood is. If they aren't into the music, don't force it. Turn it off and join the child in a different activity. If they are enjoying the dancing, continue the movement with another active song.
<ul style="list-style-type: none"> • Three different types of music must be used regularly – see page 247 in All About ITERS for example. 	<ul style="list-style-type: none"> • Music is a cultural experience as well as a language activity. Children should be exposed to a variety of music (jazz, classical, country, multicultural, brass, etc.) Offering different music is a great way to teach about different cultures and communities and encourages appreciation for different types of music.
<ul style="list-style-type: none"> • Sing to the children and provide musical experiences every day. <ul style="list-style-type: none"> ○ Observers must observe one instance of staff singing informally (clean up song, singing while changing a diaper, etc.). 	<ul style="list-style-type: none"> • Children LOVE to hear their teachers sing! Singing and repetition allows children the chance to learn language. Songs and fingerplays encourage children's language, social-emotional, and motor development.
<ul style="list-style-type: none"> • Musical materials must be rotated (changed) at least monthly or more often depending on the children's interest level. 	<ul style="list-style-type: none"> • Rotating toys and materials (including musical instruments) allows children to explore new things. By offering new materials, children are challenged in new ways. They often get bored of the same toys when placed in the room for long periods of time. Changing the room arrangement and toys allows for new exploration.

SOURCE: *Infant/Toddler Environment Rating Scale (ITERS)*

