

Volume

2



GUIDE

**Nurturing Early Learners**  
A Curriculum for Kindergartens in Singapore

# AESTHETICS AND CREATIVE EXPRESSION

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# Table of Contents

<b>Introduction .....</b>	<b>04</b>
<b>Chapter 1: Aesthetics and Creative Expression in the Early Years ...</b>	<b>05</b>
Stages of development in art .....	06
Elements of art .....	09
Stages of development in music and movement .....	13
Elements of music .....	15
<b>Chapter 2: Learning Goals for Aesthetics and Creative Expression .</b>	<b>19</b>
Learning goals 1 and 2.....	20
Learning goal 3.....	29
Learning goal 4.....	33
<b>Chapter 3: Strategies for Aesthetics and Creative Expression .....</b>	<b>39</b>
Strategies for art .....	40
Using themes .....	40
Using stimuli.....	42
Using art masterpieces .....	44
Providing a variety of art materials .....	46
Strategies for music and movement .....	48
Using a variety of music, dances and sound sources.....	48
Using rhymes, chants and songs .....	51
Using movement and musical games .....	53
Using body percussion and musical instruments.....	57
Using props .....	61
Making music an integral part of routines and transitions.....	62
Other strategies for Aesthetics and Creative Expression .....	62
<b>Chapter 4: Organising the Learning Environment.....</b>	<b>65</b>
Organising the physical environment .....	66
Organising and selecting resources .....	68
<b>Chapter 5: Observation and Assessment.....</b>	<b>71</b>
Observing and documenting children's learning .....	72
Examples of how observations are documented.....	75
<b>Annexes .....</b>	<b>79</b>
Annex A: List of children's books related to art .....	80
Annex B: List of percussion instruments.....	81
Annex C: List of children's books related to music .....	83
Annex D: List of music to accompany movement activities .....	84
<b>Bibliography.....</b>	<b>85</b>

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# Introduction

Aesthetics involves the love and pursuit of beauty as found in art and music and movement, and creates opportunities for the creative expression of emotions and ideas. Some examples of activities in the learning area of Aesthetics and Creative Expression include:

- *Art* - Children experiment with colours, lines, shapes and textures as they explore how to express themselves creatively through different art media and techniques.
- *Music* - Children explore dynamics, rhythm, pitch and tempo as they listen to a variety of music, sing songs of different genres and play musical instruments. Children express their ideas and feelings about the music they hear and songs they sing by talking about it, dramatising it or through drawing, painting and movement.
- *Creative movement* - Children explore movement and space as they dramatise the songs and rhymes they sing or move freely with their body in response to the music they hear.

Art and music and movement foster the development of the whole child, including the cognitive, physical, social-emotional and creative domains. As children listen and respond through creative expression and movement, they are motivated to communicate ideas from their imagination, thoughts and feelings. Hence, children should be provided with many opportunities to be engaged in art and music and movement.



## Aesthetics and Creative Expression in the Early Years

Art and music and movement experiences help promote children's imagination and creativity. Observations of children at play show that children are often fascinated with the arts and are easily motivated to express themselves, imagine and create without any inhibition when exploring art and music and movement.

Teachers can provide a range of stimuli, ideas and opportunities for children to draw, paint, print, create collages, construct 3-dimensional structures, sing with actions and movement, and play musical instruments. As the creative process is not always instant and children need time to work on their ideas and creations, there should be sufficient time for them to explore a diverse repertoire of art and music-making media and techniques.

## Stages of Development in Art

Children's development in art depends on the opportunities they have to:

- Enjoy exploring and experimenting with art materials and tools
- Become sensitive to the visual environment and to art works
- Express their personal views of the world around them

Art activities should be designed and sequenced to show growth in complexity, building on children's earlier experiences and skills acquired. Below are examples of how art activities can be sequenced:

Level	Drawing	Painting	Printing	Modelling/ Constructing
1	Draw on paper with large markers or crayons	Paint with fingers and hands on large sheets of transparent plastic taped on tables	Print with fingers, hands and feet	Make models from play dough
2	Draw on paper with chalk and charcoal sticks	Paint with large brushes on easels	Make prints by rubbing paper against textured materials such as sides of baskets, pavements, walls, tree barks, coins, leaves	Make 3-dimensional structures using recycled materials such as medium- and small-sized boxes
3	Experiment with charcoal on canvas	Paint with other tools such as natural objects (leaves, seeds, twigs), cotton buds	Print with medium-sized objects such as bottle caps, marbles	Make models using paper clay

Understanding the stages of development in art can help teachers facilitate children's acquisition of knowledge, skills and dispositions in Aesthetics and Creative Expression. Teachers need to be aware that children progress through the following stages (Fox & Schirmacher, 2011):

- Scribble stage
- Basic forms (pre-schematic) stage
- Pictorial (schematic or first drawing) stage
- Realistic stage

Of these four stages, the first three are more apparent in pre-school children's art. These stages are sequential and children progress from experimentation and exploration (the scribble stage), to the devising of basic forms before creating symbolic figures.





### **Scribble Stage**

The early scribbling stage involves scribbles which are random and uncontrolled. Children often explore with art materials in playful ways. Besides developing eye-hand coordination, the physical motions involved in scribbling bring joy to children, which will lead them to further manipulation and discovery.

The later scribbling stage involves scribbles which are more deliberate mark-making as children are able to control their fine motor skills to make the marks go in the direction they desire.

### **Basic Forms (pre-schematic) Stage**

Basic forms like circles, ovals and rectangles develop from the scribbles as children gain stronger muscle control and eye-hand coordination to repeat the shapes. Children's drawings look more organised at this stage of development.



### **Pictorial (schematic or first drawing) Stage**

Children progress from the basic forms stage to the pictorial stage when they start to put shapes together to form purposeful aggregates which are made up of two or three shapes. More details are added to objects such as people, trees and houses. An understanding of spatial relations is also evident. For example, people and houses stand on a baseline, while the sun and clouds are arranged above them.

When children work with clay, they exhibit similar progression from random to more purposeful creations.



*Children begin with uncontrolled squeezing, pressing and pounding with their hands and fingers.*



*When they gain better control over their hand movements, they begin to discover that they are able to break pieces of clay apart to form balls and coils.*



*As they become more familiar with the controlled movement in working with the clay, they begin to explore and shape clay to resemble realistic forms and scenarios.*

## Elements of Art

In order to effectively translate art activities into valuable learning experiences, it is important for teachers to understand the elements of art. This will enable them to facilitate art experiences that help children develop an understanding of the art vocabulary they need in order to respond to or interpret the visual world around them.

Experiences in art should introduce children to the following basic elements of art:

- Line
- Colour
- Shape
- Texture
- Form
- Space
- Value

Art experiences at the pre-school level often relate to the first four elements mentioned above.

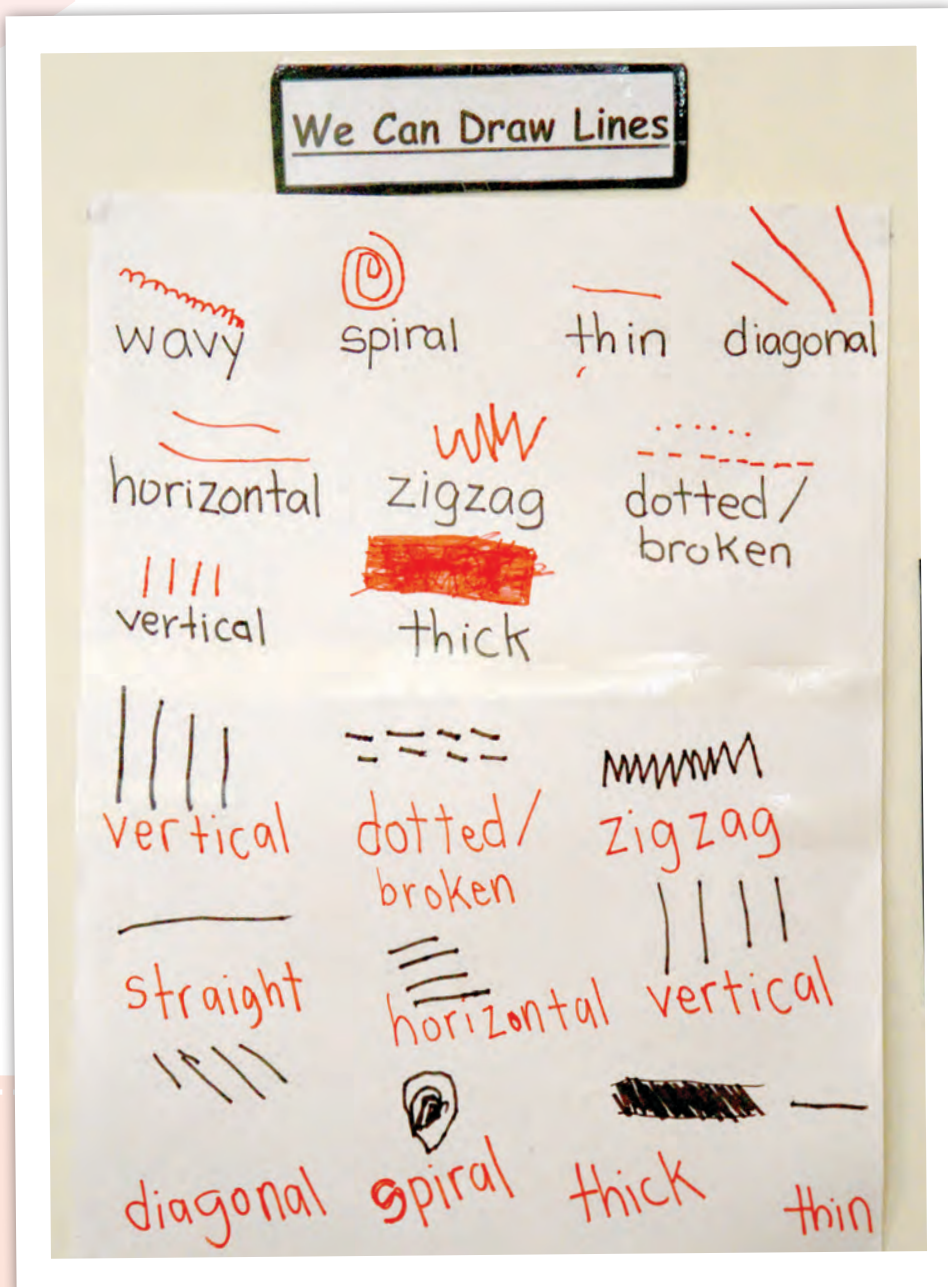


*Children explore the colours and texture of feathers to create an artwork.*

## Line

A line is defined as a continuation of a dot or a continuous mark that suggests a certain direction, implies movement and expresses a degree of energy (e.g. thick, strong lines) to the viewer. This can be made using implements such as pencils, markers, crayons and sticks. It can also be a line created by the edge of an object or by the folds of a piece of paper or fabric.

Teachers can introduce children to words that are used to describe lines (e.g. "long", "short", "thick", "thin", "horizontal", "vertical", "diagonal", "smooth", "continuous", "zigzag", "broken") to enable them to talk about their artwork more meaningfully.



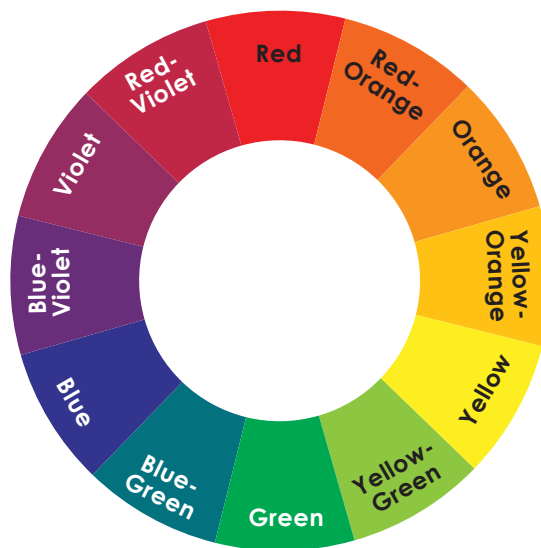
*Introducing children to words that describe lines enables them to talk about their artwork more meaningfully.*

## Colour

Colour is produced when light is reflected back to the eye upon striking an object and has the following characteristics:

- They are used to attract attention or camouflage.
- They can make us feel relaxed or excited.
- They can be used to create areas of brightness and dullness, lightness and darkness, warmth and coolness in an artwork.

The colour wheel below, which shows the primary, secondary, intermediate and complementary colours, helps us understand the use of colours in art:



The three primary colours are red, blue and yellow. They are used to produce the other colours.

Mixing two primary colours in equal amounts results in a secondary colour. For example:

- Yellow + Red = Orange
- Yellow + Blue = Green

Mixing a primary and an adjacent secondary colour in equal amounts results in an intermediate colour. The intermediate colours are found between the primary and secondary colours on the colour wheel. For example:

- Red + Orange = Red-Orange
- Yellow + Green = Yellow-Green

Complementary colours are opposite each other on the colour wheel. They provide a dramatic visual contrast (e.g. blue and orange, green and red).

Teachers can create awareness about these categories of colours and have children observe shades of these colours. Through printing and painting activities, children learn words that can be used to describe colours (e.g. "warm", "cool", "bright", "dull", "light", "pale" and "dark"). The lightness and darkness of colours is known as its value.

## Shape

Shape is defined as the area of an object or picture. Shapes can also be created without lines, for example, by using a mass of colour. 3-dimensional shapes (e.g. pyramids, spheres and cubes) are known as forms.

Children can be given opportunities to create 3-dimensional representations of things they see using clay, dough, blocks, sandpaper and scrap materials such as boxes and bottles.

Teachers can introduce children to words that are used to describe shapes and forms (e.g. “round”, “oval”, “triangle”, “rectangular”, “circular”, “broad”, “narrow”) to help them understand the concepts better.

## Texture

Texture refers to the tactile quality of objects. It can either be authentic (i.e. real-life) or simulated by using a combination of art elements in a picture (e.g. lines can be used to depict rough surfaces and broad paint strokes to simulate smooth surfaces).

Children may use objects of different texture to create a picture. They can be guided to describe the texture observed in a picture/painting using words such as “rough”, “smooth”, “furry”, “prickly”, “slippery”, “hard” and “soft”.



*Children use materials of different textures such as foam nets, bubble wraps and coloured cellophane paper to create a picture of fishes in an aquarium.*

## Stages of Development in Music and Movement

In the early years, music and movement is a social activity. In order to plan and implement appropriate music and movement activities for children, it is important for teachers to have an understanding of both early musical and physical development, and know how children respond to music and movement.

Bruner (1966) proposed three modes of representation in the cognitive development of children which could be a useful reference for teachers to understand children's musical development. The three modes of representation are:

- Enactive (action-based)
- Iconic (imaged-based)
- Symbolic (language-based)

Of these three modes, the first two are most apparent in pre-school children.



### Enactive (action-based) Stage

During the enactive or action-based stage, music and physical activities are intertwined. For example:

- Infants bounce as they are being swayed and rocked to the rhythms and dynamics in music.
- Toddlers, who are more mobile, respond to music using their arms and legs.
- Pre-school children, who have more control over their body movement and voice, respond to the rhythms and dynamics of music with more accuracy and confidence.

### Iconic (image-based) Stage

During the iconic stage, children are highly imaginative, and begin to use objects and pictures to represent ideas, such as floating like feathers or moving like animals and birds.

Singing and reciting rhymes help them progress from sensorimotor experiences to symbolic play and representations.



Some observable traits of children in the stages of musical and physical development are as follows:

Stage/ Skill	Listening	Singing	Moving	Playing musical instruments
Enactive (action-based)	<ul style="list-style-type: none"> <li>Identify familiar rhythms and tunes in music via humming, singing, listening to instruments and recordings</li> <li>Use body movements (e.g. walking, running, marching, swaying) to express tempi and moods of music</li> </ul>	<ul style="list-style-type: none"> <li>Explore the voice and its expressive abilities</li> <li>Differentiate between singing voice and speaking voice</li> <li>Enjoy singing nursery rhymes and singing games</li> <li>Sing simple and short songs from memory</li> </ul>	<ul style="list-style-type: none"> <li>Explore and enjoy moving the body freely to different types of music</li> <li>Show awareness of beat, tempo, dynamics and pitch of the music</li> <li>Perform simple action songs and singing games</li> </ul>	<ul style="list-style-type: none"> <li>Explore and differentiate sounds of instruments and objects of different materials (e.g. pebbles, wooden/metal/plastic tools)</li> <li>Manipulate and play simple percussion instruments (e.g. woodblock, tambourine, guiro)</li> <li>Show awareness of beat, tempo, dynamics and pitch through playing instruments</li> <li>Express ideas or moods using instruments or other sound making materials</li> </ul>
Iconic (image-based)	<ul style="list-style-type: none"> <li>Use simple words to describe music /sounds heard (e.g. "slow", "fast", "loud", "soft", "high", "low")</li> <li>Express their musical preferences (e.g. I like this music because ...)</li> </ul>	<ul style="list-style-type: none"> <li>Sing in tune</li> <li>Show awareness of beat, rhythm and mood while singing</li> <li>Create new lyrics for songs that are familiar to them</li> <li>Compose simple songs during play</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions of simple dances</li> <li>Synchronise movements with the rhythm of music</li> <li>Experiment with different body movements to express ideas and feelings</li> <li>Make up simple dance steps to accompany a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Have better body coordination and can play a variety of percussion instruments (e.g. finger cymbals, bongos, triangles)</li> <li>Use body percussion to accompany songs and chants</li> <li>Keep the beat on percussion instruments</li> <li>Explore rhythmic patterns on instruments</li> </ul>



## Elements of Music

Children's understanding of music will develop with accumulated experiences and exposure to the elements of music. The basic elements of music that teachers could integrate into children's learning experiences include:

- Rhythm
- Tempo
- Pitch
- Dynamics
- Timbre
- Texture
- Form

Music and movement experiences at the pre-school level often relate to the first four elements, namely, rhythm, tempo, pitch and dynamics. Discussions about timbre (i.e. sound quality and colour) are usually conducted when teachers introduce children to percussion instruments.

### Rhythm

Beat and rhythm are fundamental concepts in music learning. Beat refers to the regular pattern (i.e. pulse) in a song or a piece of music, similar to the ticking of a clock or a heartbeat. The rhythm of a song or a piece of music can be irregular and consists of long and short sounds, as well as silences. For example:

**Twin-kle twin-kle lit - tle star**  
Beat: X X X X

**Twin-kle twin-kle lit - tle star**  
Rhythm: X X X X X X X —



*The child learns about beat and rhythm as she uses home-made shakers to accompany a song or a piece of music.*

## Tempo

Tempo refers to the speed (i.e. how fast or slow) of a piece of music.



*As children listen and respond to music through body movements, they learn that music and songs have different tempi.*

## Pitch

Pitch refers to the high and low sounds that make up a song or a piece of music. A series of different pitches with one following the other makes up its melody. When different pitches are produced at the same time, harmony is created.

There are different ways of naming or notating pitches. Teachers can use them to guide children, especially when performing on pitched instruments. Below are some examples:



(C Major Scale)

Numbers	1	2	3	4	5	6	7	8
Solfege	do	re	mi	fa	so	la	ti	do
Letters	C	D	E	F	G	A	B	C
Colours	Use different colours to represent different pitches and match them to those indicated on the instruments.							

## Dynamics

Dynamics in music refer to the expressiveness of sounds, including loud or soft, and are usually associated with feelings, moods and images.



*Children learn to respond more accurately to the dynamics in music through movement and dramatisations.*

## Summary

Development in art and music and movement is often sequential and dependent on the physical abilities of children, such as their abilities to hold a tool or a musical instrument and manipulate them to perform a task. Having an understanding of children's development in the arts, as well as elements of art and music, will enable teachers to plan more appropriate learning experiences for children.





## Learning Goals for Aesthetics and Creative Expression

Art and music and movement offer opportunities for children to express themselves and engage in problem-solving, creative thinking and application of knowledge. It is important for children to participate in art and music and movement experiences because the open-endedness and playful qualities of the arts encourage self-expression, intuition, reasoning, imagination and communication.

The learning goals for Aesthetics and Creative Expression focus on the need for teachers to guide children to explore, improvise and express their imagination and ideas through art and music and movement. The examples in this chapter illustrate how teachers can provide opportunities for children to acquire knowledge, skills and dispositions of the learning goals.

## Learning Goals 1 and 2

**Learning Goal 1:** Enjoy art and music and movement activities

**Learning Goal 2:** Express ideas and feelings through art and music and movement

Key knowledge/skills/dispositions	Children's learning and development could be observed for example, when they...
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Recognise elements of art               <ul style="list-style-type: none"> <li>- lines (e.g. straight, wavy, zigzag, dotted, spiral, thick, thin)</li> <li>- colours</li> <li>- shapes (e.g. circle, triangle, square, rectangle)</li> <li>- textures (e.g. smooth, rough, hard, soft, hairy, prickly)</li> </ul> </li> <li>• Use elements of art to represent ideas and feelings in their artworks</li> <li>• Observe elements of art in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Explore elements of art in their artworks               <ul style="list-style-type: none"> <li>- mix paints to get to get different colours or shades of colours</li> <li>- use shapes and lines to create patterns</li> <li>- use materials of different textures to create a collage</li> </ul> </li> <li>• Use a variety of lines, colours, shapes and textures to express ideas and feelings in their drawings, paintings, construction and craft works</li> <li>• Represent ideas, events and personal experiences through artworks</li> <li>• Represent what they see, hear and feel through artworks</li> <li>• Identify elements of art in the environment (e.g. rocks, leaves, tree bark, fish scales, rooftops)</li> </ul>
<p><b>Music and Movement</b></p> <ul style="list-style-type: none"> <li>• Recognise elements of music               <ul style="list-style-type: none"> <li>- rhythm (e.g. long/short sounds)</li> <li>- tempo (e.g. fast/slow)</li> <li>- pitch (e.g. high/low)</li> <li>- dynamics (e.g. loud/soft)</li> </ul> </li> <li>• Recognise sounds from a variety of sources (e.g. the environment, musical instruments)</li> <li>• Use environmental sounds/ vocal sounds/body percussion/simple percussion instruments to demonstrate awareness of the elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• Explore elements of music through singing and playing percussion instruments (e.g. castanets, triangle, chime bars)</li> <li>• Listen to and identify sounds in the environment (e.g. whistling wind, chirping birds, siren of an ambulance)</li> <li>• Listen to and identify sounds of common musical instruments (e.g. drum, xylophone)</li> <li>• Listen to a variety of music (e.g. nursery rhymes, children's songs, community songs, short excerpts of music from famous works/composers) and identify elements of music</li> <li>• Sing a variety of rhymes and songs from memory or with the aid of song charts</li> <li>• Use the voice, body movements or percussion instruments to dramatise songs, rhymes and stories</li> </ul>

- Sing confidently accompanied by actions/ body percussion/percussion instruments
- Explore body movements to express ideas and feelings

- Play a simple rhythm on objects/percussion instruments to accompany songs, rhymes and chants
- Explore different ways of moving (e.g. straight/ zigzag, high/low, forward/backward/sideways; heavy/light; quick/slow)
- Move in various ways to express ideas and/or feelings (e.g. like a falling leaf, robot, active puppy)

*Note: The examples of children's learning and development are neither age specific nor exhaustive. Teachers have the flexibility to provide appropriate learning opportunities based on their children's abilities, interests and developmental needs.*



*Children experiment with colours to express their ideas and feelings.*

## Example 1: Mixing colours

### Learning Objective:

Children will experiment with malleable materials and observe how textures and colours change.

### Activity:

- Have children mix clear glue and liquid starch in the ratio 3:2 to make slime.
- Add food colouring to the mixture and knead the mixture.
- When the mixture has gelled to become slime, let children explore the changes in texture as they knead it further, and observe the changes in colour when they mix two different colours together.



*Children explore the texture of different coloured slime and observe how new colours are formed as they mix one with another.*



## Example 2: Experimenting with lines

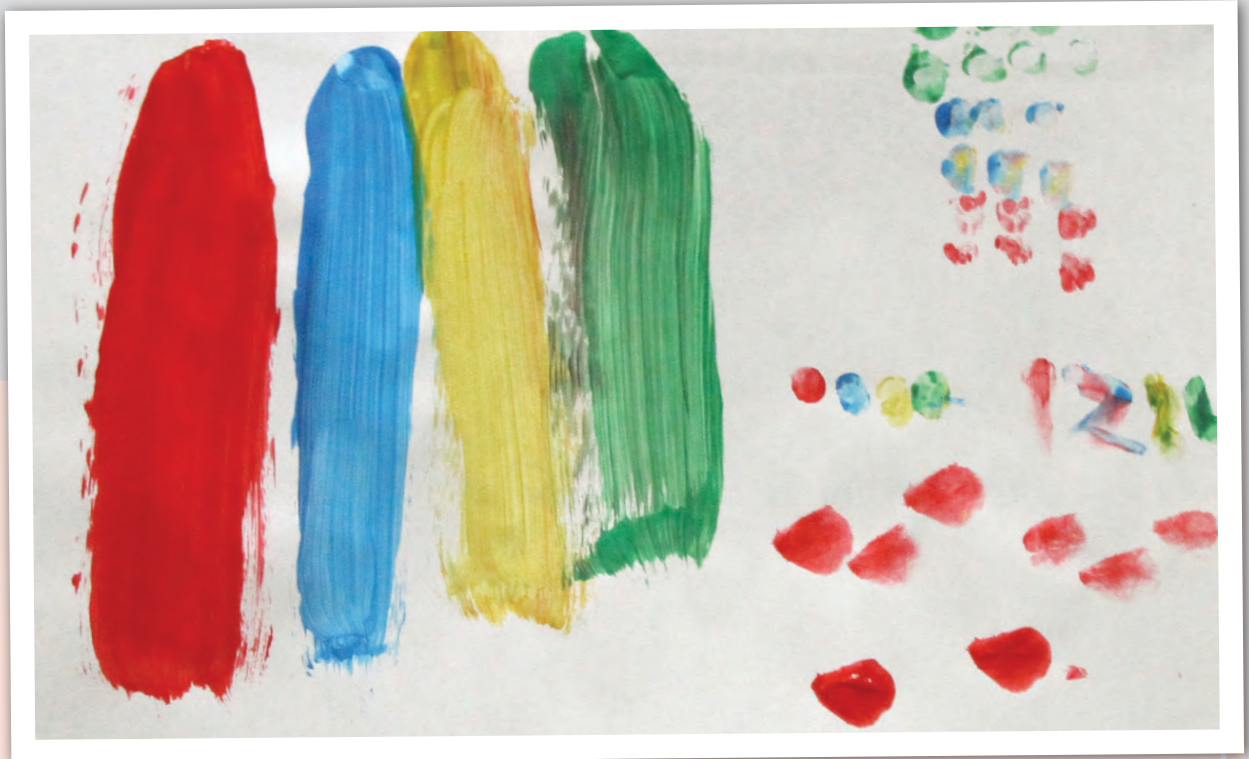


### Learning Objective:

Children will experiment with a variety of lines to express ideas and feelings.

### Activity:

- Invite children to draw a line that expresses a feeling (e.g. a “happy” line) or a movement (e.g. a “jumping” line).
- Talk about the lines drawn by the children and how they use them to represent feelings such as happiness and fear through movement.
- Using music with different dynamics, explore other feelings (e.g. sad, scared) and movements (e.g. skipping, running, galloping and marching) with children. Provide them with different media such as paintbrushes, crayons, pencils and markers, and encourage them to form lines of different lengths and thickness to represent the different movements.



*Children draw thick straight lines, dotted lines and zigzag lines in response to a piece of music.*

## Example 3: Observing lines in the environment



### Learning Objective:

Children will observe lines in the environment, including artworks and art prints.

### Activity:

- Bring the children outdoors to look for lines in plants and man-made objects (e.g. fences, pavements, tiles, buildings, windows). Talk about and examine the lines together with the children, and get them to make sketches of their observations while they are outdoors.
- Have children look at paintings and art prints from different cultures (e.g. batik cloth, orchid paintings, Chinese calligraphy). Talk about the lines found in them (e.g. curve, straight, dotted, zigzag) and have children make their own artworks using lines.



*Children observe straight, zigzag and curved lines in the environment and document the lines they saw.*

## Example 4: Recognising loud and soft sounds in music



### Learning Objective:

Children will match pictures/photographs of different scenes/environments with the dynamics of music.

### Activity:

- Sing a song or familiar rhyme softly and have children tip-toe to it. Repeat the song at a louder volume and have children march on the spot as they sing.
- Play two contrasting pieces of music – a soothing lullaby (e.g. “Rock-a-bye Baby”, “Wiegenlied” by Johannes Brahms) and a festive march (e.g. “Star and Stripes Forever” by John Phillip Sousa, “Military March” by Franz Schubert). Get children to compare the two pieces of music, first by listening and talking about what they hear, and then moving to the music.
- Use pictures/photographs (e.g. a beach, a food centre with many/very few people, a busy restaurant, a jungle filled with animals, a construction site, a garden) to represent the different sections/dynamics of the music and use them as cues for children to express the contrast in dynamics through movements.
- Talk about the pictures/photographs and have children match them to the different sections of the music. Encourage children to share the reasons for their choice.

## Example 5: Walking to a steady beat of a nursery rhyme



### Learning Objective:

Children will walk to the steady beat of a nursery rhyme.

### Activity:

- Have children demonstrate different speeds of walking – slow walk (like a very old man), normal leisure walk (like a woman walking in the park) or brisk walk (like a man walking in the rain).
- Encourage them to explore the different speeds of walking with a steady beat. Repeat the activity using a pair of claves to accompany the movements.
- Sing a familiar nursery rhyme such as “Five Little Monkeys” with the children, and have them clap the steady beat as you sing.
- Sing the rhyme at a different tempo (i.e. faster/slower), playing the claves as the children walk to the steady beat.
- Use a song chart (refer to the example found on the next page) to help children visualise the beat as they sing the rhyme.
- Recite the rhyme in a rhythmic way. Get children to say the words in the rhyme, and have them clap the steady beat as they recite the rhyme.




*To feel the beat of the music, children can walk to the music, while clapping their hands.*

Example of a song chart with symbols to help children visualise the steady beat of a rhyme:

Pulse (P)        

**Five** **lit-** tle **mon-** **keys,** **jum-**ping **on** the **bed,**

P        

**One** **fell** **off** **and** **bumped** **his** **head.**

P        

**Ma-**ma **called** the **doc-**tor **and** the **doc-** **tor** **said,**

P        

**"No** **more** **mon-** **keys** **jum-**ping **on** the **bed!"**

Note: The monkey symbols represent the steady beat of the rhyme.

## Example 6: Using instruments to create high and low sounds



### Learning Objective:

Children will compare the high and low sounds produced on pitched percussion instruments (e.g. handbells, xylophone).

### Activity:

- Give each pair of children two handbells, one with a distinctly higher pitch than the other. Have them play the handbells and identify which one makes a higher pitch.
- Have children listen and compare two sounds played on the xylophone, then identify which is high/low.



*Musical instruments with distinct pitches such as handbells help children learn to identify high and low sounds easily.*

## Learning Goal 3

**Learning Goal 3:** Create art and music and movement using experimentation and imagination

Key knowledge/skills/dispositions	Children's learning and development could be observed for example, when they...
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Create artworks using a variety of               <ul style="list-style-type: none"> <li>- tools and different parts of the body (e.g. hands/fingers/feet, roller, sponge, paint brush)</li> <li>- techniques (e.g. crayon etching, cotton-bud painting, splatter painting)</li> <li>- media (e.g. crayon, paint, play dough)</li> </ul> </li> <li>• Create 2- and 3-dimensional artworks from               <ul style="list-style-type: none"> <li>- observation</li> <li>- imagination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Design patterns and motifs by experimenting with a variety of printing tools, techniques and media</li> <li>• Construct 3-dimensional structures using a variety of objects (e.g. sago seeds, bottle caps, newspapers, cardboard, styrofoam)</li> <li>• Experiment with malleable materials such as dough, starch, clay and wet sand to create artworks</li> <li>• Use malleable, scrap and art materials to represent observations, ideas and imagination</li> <li>• Create artworks in response to a stimulus (e.g. paint a picture to reflect the mood of a piece of music, imagine and draw a new scene/character after listening to a story)</li> </ul>
<p><b>Music and Movement</b></p> <ul style="list-style-type: none"> <li>• Improvise simple rhythms for percussion instruments to accompany songs</li> <li>• Create actions and new verses to songs</li> <li>• Create sound effects and movements using imagination in response to a stimulus (e.g. music, story)</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with using the voice, objects (e.g. tear paper, tap the side of a tin can), different parts of the body (e.g. clap, smack the lips) and percussion instruments to create sounds</li> <li>• Make musical instruments using materials in the environment (e.g. blocks, spoons, pots and pans, milk cans, water bottles)</li> <li>• Create different sound effects using the voice, objects, parts of the body and percussion instruments to accompany songs, stories and rhymes</li> <li>• Create actions/movements/rhythms to accompany songs or dramatise stories</li> <li>• Create new songs by making changes to the words of familiar nursery rhymes and songs</li> </ul> <p><i>Note: The examples of children's learning and development are neither age specific nor exhaustive. Teachers have the flexibility to provide appropriate learning opportunities based on their children's abilities, interests and developmental needs.</i></p>



## Example 7: Creating artworks using a variety of media



### Learning Objective:

Children will create 3-dimensional artworks using a variety of materials.

### Activity:

- Ask children to bring a variety of materials (e.g. leaves, seeds, twigs, bottle caps, aluminum foil, styrofoam sheets/nets, buttons, yarn, strings, old newspapers and straws).
- Tell children a story, and have them use the materials to design and construct a character/object from the story.



Children make use of wrappers, bread tags, foam nets, paper, straws and leftover crepe paper to represent a scene in a picture book that they have read.

## Example 8: Printing with common objects



### Learning Objective:

Children will talk about shapes found in a variety of objects and use objects of different shapes to create artworks by printing.

### Activity:

- Provide children with sponges or small bottles with different shapes, tempera paint and paper.
- Talk about the shapes and edges of the sponges, bottles and containers.
- Have children create pictures by printing with the sponges or objects of different shapes.



Children use rectangular sponges to create their own abstract art pieces.



## Example 9: Creating textures on paper

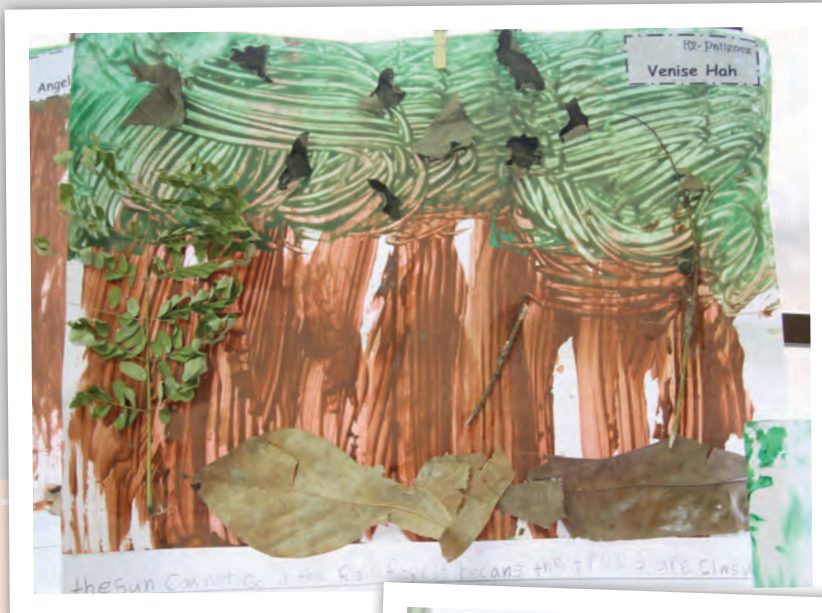


### Learning Objective:

Children will touch and feel objects of different textures and use them to make different prints.

### Activity:

- Have children paint and print with crumbled paper balls and combs before adding objects of different textures (e.g. leaves, twigs) to create an artwork.
- Have them talk about the pictures they have created and the textures that can be found in their artworks.



Children create "textured" artworks by using different objects and tools like leaves, twigs, paper balls and comb.



## Example 10: Creating loud and soft sounds



### Learning Objective:

Children will use their voices to create loud and soft sounds.

### Activity:

- Get children to experiment with their voices by creating different loud and soft sounds. For example, a soft purring sound, a siren, the roar of the thunder, raindrops on an umbrella.
- Have children chant familiar rhymes in different dynamics.

## Example 11: Creating movements using imagination



### Learning Objective:

Children will use body movements to demonstrate their understanding of loud and soft sounds found in a piece of music.

### Activity:

- Listen to "In the Hall of the Mountain King" by Edvard Grieg. As children are listening, have them tap their knees to the beat of the music.
- Get children to tell a story based on the music. Discuss the images children think about when they were listening to the music and what made them feel or imagine that way.
- Have them suggest ways to move for different sections of the music, (e.g. smaller movements for softer sounds and larger movements for the louder sounds).
- Children can dramatise a scene or story that they think the music represents.



*Children move like elephants in response to the loud instrumental sounds they hear in "In the Hall of the Mountain King" by Edvard Grieg.*

## Learning Goal 4

**Learning Goal 4:** Share ideas and feelings about art and music and movement

Key knowledge/skills/dispositions	Children's learning and development could be observed for example, when they...
<b>Art</b> <ul style="list-style-type: none"><li>• <i>Observe art as it occurs in nature and talk about it</i></li><li>• <i>Look at different forms of art and talk about them</i></li></ul>	<ul style="list-style-type: none"><li>• Talk about their own artworks and those of their peers (e.g. what the artworks is about and what they think the lines, shapes and colours represent)</li><li>• Talk about what they think and feel about the artworks and art forms (e.g. paintings, sculptures, building designs) from different cultures</li></ul>
<b>Music and Movement</b> <ul style="list-style-type: none"><li>• <i>Listen to different types of music (e.g. children's songs around the world, music from different cultures) and talk about the music</i></li><li>• <i>Be aware of a variety of music and dance performances (e.g. bhangra, dikir barat, joget, modern dance, lion dance, Chinese opera)</i></li></ul>	<ul style="list-style-type: none"><li>• Talk about how they feel or what they imagine when they listen to a piece of music</li><li>• Talk about what they like about a variety of songs, music and movement experiences</li></ul> <p><i>Note: The examples of children's learning and development are neither age specific nor exhaustive. Teachers have the flexibility to provide appropriate learning opportunities based on their children's abilities, interests and developmental needs.</i></p>



## Example 12: Talking about their own artworks



### Learning Objective:

Children will create a 3-dimensional model using scrap materials of different textures and talk about what they have constructed.

### Activity:

- Get children to work in groups to create their own vehicles (e.g. trains, buses or rockets) using scrap materials with different textures (e.g. plywood, nuts and bolts, coloured cellophane paper, straws, cloth strips made from velvet, silk, fur, cotton, sand paper strips, dried flowers, paper rolls, plastic cartons).
- Encourage children to use words that describe textures (e.g. hard, soft, smooth, rough) when they share about the model that they have constructed.



Children create their own rockets using scrap materials and talk about the textures of the materials that they have used.

## Example 13: Art in public places



### Learning Objectives:

Children will

- Visit a public place where artworks can be found, such as Mass Rapid Transit (MRT) stations, art galleries or museums
- Talk about artworks using words to describe lines, shapes and colours
- Talk about what they think and feel about the artworks they observed

Note: Teachers will have to be familiar with the selected artworks found at the places where they plan to visit with the children. Make a visit to the MRT station (e.g. Paya Lebar or Bishan MRT station), art gallery or museum before the actual visit by the children to select the artworks for observation and discussion with the children. Decide in advance what you would like the children to observe and for how long.

### Activity:

- Talk about the venue with the children before the actual visit (e.g. where it is, how they would be travelling there, how it is different from the school environment), general rules and expected behaviours for the outing.

### Bishan MRT station

- Get children to view the artwork located at Bishan MRT station.



Photo credit: Land Transport Authority, Singapore

Move! by Soh Ee Shuan. Commissioned by Land Transport Authority for Circle Line Art in Transit Programme

- Ask:
  - What colours/shapes can we see?
  - Who are the people in the picture and what are they doing?
  - Where is this place?
  - What do you think is happening to the people or animals in the picture?
  - What story is the picture trying to tell us?

- Focus children's attention on the people and the expressions on their faces. Ask:
  - *Who is this person (point to the figure as you ask)? Who do you think he/she is?*
  - *Why do you think he/she is here? What do you think he/she wants/is going to do?*
- Have children draw a figure (human or animal) that they have observed in the artwork.

### **Paya Lebar MRT station**

- Get children to view the artwork found at Paya Lebar MRT station.



*Photo credit: Land Transport Authority, Singapore  
The Sign of Times by Salleh Japar. Commissioned by Land Transport Authority for Circle Line Art in Transit Programme*

- Encourage children to discuss their thoughts about the artwork (e.g. the shapes, the pictures, the lines). Ask:
  - *What are some of the things you can see in the artwork?*
  - *Where is this place? What story do you think the artwork is telling us?*
  - *What is the man doing? Where do you think he is going?*
- Focus children's attention on the lines in the artwork. Ask:
  - *What type of lines do you see in the artwork?*
  - *How did the artist use the lines?*
  - *What do you think the lines represent?*
- Provide children with a brief history of Paya Lebar:
 

Paya Lebar was initially an area with farms, including pig farms and fruit farms. In 1955, Singapore's first airport opened at Paya Lebar. Currently, Singapore's Post Office HQ is located right next to Paya Lebar MRT station, which is also a major MRT interchange.
- Ask:
  - *What are the parts of the picture that relate to the history of Paya Lebar?*
  - *Why do you think the artist created this piece of art?*

## Example 14: Music from different cultures



### Learning Objective:

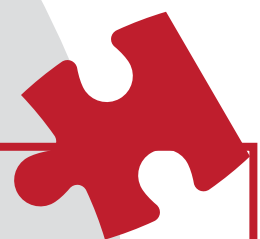
Children will talk about how they feel and what they think of when they listen to a Tamil nursery rhyme “Appa Ennai” and a Malay folk song “Chan Mali Chan”.

### Activity:

- Play the nursery rhyme “Appa Ennai” and the folk song “Chan Mali Chan” for the children.
- Have children talk about their thoughts and feelings after listening to the music. Ask:
  - *How does the music make you feel? Does it make you feel happy, sad, scared, or angry?*
  - *What do you think about when you were listening to the song?*
  - *Does the music make you want to dance? Why?*
- Introduce the lyrics of “Chan Mali Chan” and explain what the song is about.
- Encourage children to sing and dance to the chorus of the song:
  - Take 3 steps to the right, clap clap
  - Take 3 steps to the left, clap clap
  - Take 4 steps towards the front, followed by 4 steps backwards
  - Repeat the steps
- Get children to talk about their experience. Ask:
  - *Do you think the songs were written for dancing? Why/Why not?*
  - *How did you feel when you were moving to the music?*

### Summary

Experiences in art and music and movement should be both enjoyable and meaningful. Therefore, when designing such experiences to help children attain the learning goals for Aesthetics and Creative Expression, teachers need to provide opportunities for them to explore, improvise and express their ideas while applying their knowledge, skills and dispositions and making connections with events that they encounter in their daily lives.









## Strategies for Aesthetics and Creative Expression

Art and music and movement should be taught in a way that makes it enjoyable for children and helps them acquire knowledge and skills in stimulating ways. The strategies selected should always allow children some independence in decision-making.

Teachers can use themes, stimuli, art masterpieces and art materials to give children a focus and encourage their creativity in art. For music, teachers can use a variety of music, dances, sound sources, rhymes, chants and songs for children to listen to and perform. Teachers can also play movement and musical games with children, allow them to be involved in music making through body percussion and musical instruments, and make music a part of daily routines for children.

## Strategies for Art

There are many strategies for teaching art to children. Some key strategies to develop skills in art-making include:

- Using themes
- Using stimuli
- Using art masterpieces
- Providing a variety of art materials

### Using Themes

Themes can be very useful in guiding children's creative expressions, especially in the early stages of development, to provide a focus for their thinking and imagination. In the later stages of development, themes can also be used to reinforce art skills and techniques that the children have been exploring in their learning experiences. A theme can be a topic (e.g. sea creatures, plants, vegetables) or a story.

### Example 1: Create a figure out of shapes

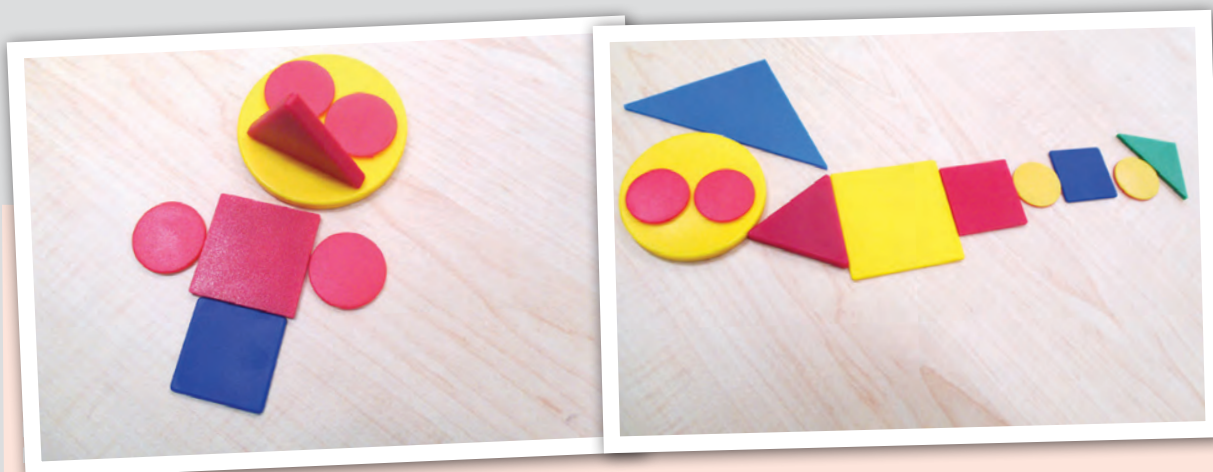


#### Learning Objective:

Children will use basic shapes to create different figures based on a theme.

#### Activity:

- Provide children with plastic shapes or a variety of shape cut outs.
- Encourage the children to use their imagination to create a figure based on a theme (e.g. things in the garden).



*Children use basic shapes to create figures such as birds and caterpillars based on their imagination.*

## Example 2: Create an artwork of a fish



### Learning Objective:

Children will create an artwork of a fish using their choice of technique and materials.

### Activity:

- Have children create an artwork after examining a real fish. They can draw, paint, colour or make a print of it.
- Alternatively, children can create a collage using magazine paper or other small scrap materials such as teabag tags, bread fasteners, buttons and crepe paper.



Children sharpen their observation skills by exploring a real fish before creating artworks to represent the fish while learning about sea creatures.

## Using Stimuli

Stimuli can come in many forms. Objects, pictures and photographs that are colourful appeal strongly to children and can be used to encourage observations of details. Music and stories can also be used to provoke imagination and new ideas. These stimuli can inspire children to think beyond their immediate surroundings when creating their artworks.



*The child observes a mango and makes a drawing of it.*

### Example 3: Create a colourful elephant collage



#### Learning Objectives:

Children will

- Make a 3-dimensional collage using plastic bottles and other recycled materials
- Talk about shapes in their artwork

#### Activity:

- Read the story entitled “Elmer” by David McKee with the children.
- Discuss with them the colours and shapes that made up “Elmer”.
- Provide children with an empty bottle, glue and recycled materials and let them create their own “Elmer”.

## Example 4: Musical balloon art



### Learning Objective:

Children will listen to a piece of music and use their imagination to create artworks using balloons and paint.

### Activity:

- Have children listen to an excerpt of a piece of music, and have them talk about how they feel and what they think the music is about.
- Provide them with a piece of drawing paper and tempera paint and ask them to make balloon prints as you play the music again. To create the balloon prints, children need to bounce the base of their balloons (pre-filled with water) on a piece of paper after dipping it in paint.
- Use different types of music to stimulate the children's imagination and inspire their artwork (e.g. a march like "Military March" by Franz Schubert could suggest forceful, patterned up-and-down dots, a composition with short and detached rhythms like "Pizzicato Polka" by Johann Strauss II could suggest dots, and a slower piece like "Peer Gynt Suite No. 1" by Edvard Grieg could suggest connected splashes or wavy dots).



*A child uses a balloon to create an artwork in response to music.*

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## Using Art Masterpieces

Paintings by well-known artists can expand the way children look at art and the world. It helps them become aware of the aesthetics of art and will inspire them to experiment with different media to try and imitate the effects created by these artists.

### Example 5: Explore shapes in Picasso's painting



#### Learning Objectives:

Children will

- Talk about what they think and feel about Pablo Picasso's painting "House in the Garden"
- Create their own artwork using the shapes found in the painting

#### Activity:

- Show a picture of Pablo Picasso's painting "House in the Garden". Have children talk about the shapes found in the painting, how the shapes are used to form the pictures and what they think some of the shapes found in the painting represent.
- Have children create their own artwork using textured paper of different shapes (pre-cut if children are not able to cut with a pair of scissors).

Note: This activity can be extended to other artists such as Vincent van Gogh, Claude Monet, Leonardo da Vinci, Chen Wen Hsi and Liu Kang.

## Example 6: Create a self-portrait



### Learning Objective:

Children will draw a self-portrait of themselves after examining Leonardo da Vinci's painting "Mona Lisa".

### Activity:

- Talk about the colours, lines and shapes in the painting, "Mona Lisa" by Leonardo da Vinci.
- Encourage children to draw or use tempera paint to create portraits of themselves or one of their family members and friends.



Children create portraits of themselves after observing and talking about "Mona Lisa" by Leonardo da Vinci.

## Providing a Variety of Art Materials

Children's creations are often guided by the range of materials available to them. The art materials form the basis for the creation of any artwork. Providing children with an array of materials allows children to experiment with and become familiar with using different types of materials to create art. Children should have easy access to the materials and be given the flexibility to choose what they wish to create, how they want to make it and what it will look like.



*Easy access to a wide variety of art materials allows children the flexibility to choose and decide how they wish to create their artworks.*



## Example 7: Natural art



### Learning Objective:

Children will create artworks using a variety of objects found in nature.

### Activity:

- Provide children with objects such as leaves, twigs, sand, pebbles, flower petals and seeds.
- Have children look for patterns in the objects. After children have observed and talked about the objects, they can represent them in their artwork. Themes for these art pieces can range from “A Beach”, “Under the Sea”, “Up in the Sky” to “My Dream House”.

## Example 8: Bubble art



### Learning Objective:

Children will experiment with soap solutions and create paintings using circular prints.

### Activity:

- Provide each child with a straw and have them blow through it and feel the air on their hands.
- Give each group of 3 to 4 children a small bowl of soap solution and have them blow into it to form bubbles. Have children place a piece of paper over the bubbles. Talk about what they see and feel. (The bubbles will be colourless.)
- Add paint to the soap solution and have children blow into it. Have children place the same piece of paper over the bubbles and guess if the bubbles produced will be coloured. Talk about what they see on the paper.



*Children enjoy blowing bubbles using a straw before they put a piece of paper to “capture” the bubbles in print.*

## Strategies for Music and Movement

There are many strategies for teaching music and movement to children. Some key strategies to develop skills in listening, performing and creating include:

- Using a variety of music, dances and sound sources
- Using rhymes, chants and songs
- Using movement and musical games
- Using body percussion and musical instruments
- Using props
- Making music an integral part of routines and transitions

### Using a Variety of Music, Dances and Sound Sources

Most children can create or imitate sounds that they hear or have heard. They need to listen to sounds and music before creating their own sounds or responding to music they hear. The importance of listening was highlighted by Zoltán Kodály<sup>1</sup> who believed that children should be introduced to good music, such as folk music and works by great composers.

The first step to help children expand their knowledge and understanding of a repertoire of sounds is to sharpen their listening skills. To do so, teachers should introduce a wide variety of styles and genres of music and songs (such as instrumental/ensemble music, ethnic music and dances, western classical, jazz, rock, hip hop, bhangra, joget, dikir barat) to children. As children hear and aurally gather the sounds of music in the environment, they gradually learn to imitate the tonal and rhythm patterns with increasing precision.



Children listen to a rhythm played on the kompang and use it to accompany a rhyme.

<sup>1</sup> Zoltán Kodály was a Hungarian composer, ethnomusicologist, pedagogue, linguist and philosopher. He was known internationally as the creator of the Kodály Method which is based on the philosophy that children should be introduced to music as early as possible.

## Example 9: Sounds of ethnic musical instruments



### Learning Objective:

Children will listen to and identify sounds produced by common ethnic musical instruments such as those found in the gamelan or the Chinese percussion ensemble.

### Activity:

- Introduce common ethnic musical instruments (one or two at a time).
- Talk about the sounds they produce and have children create simple rhythms on it to accompany familiar nursery rhymes.
- Play a listening game with children using the ethnic musical instruments. Play each instrument behind a screen or out of children's sight, and have them identify the instrument.
- Increase the number of instruments when children become more familiar with the sounds of the instruments.



*Children listen and talk about the sounds produced by instruments from the gamelan, then create simple rhythms to accompany a song.*

## Example 10: Kompang music



### Learning Objectives:

Children will

- Learn about the use of kompangs in the Malay culture
- Be able to perform simple kompang rhythms on child-sized kompangs or tambourines

### Activity:

- Show children a video excerpt featuring a Malay wedding where the kompang is used to create the atmosphere of celebration and festivity.
- Build curiosity and facilitate learning by asking:
  - *What is the special occasion?*
  - *Can you describe the sounds you hear?*
  - *What are the men doing with the drum-like objects in their hands?*
- Help children understand the following:
  - The kompang is the most popular Malay traditional instrument for music-making.
  - It is used for social occasions including wedding ceremonies and National Day parades.
- Have children play some simple rhythms on the kompangs/tambourines.
- Get children to explore using the rhythms to accompany a Malay folk song such as "Rasa Sayang".

## Using Rhymes, Chants and Songs

According to Zoltán Kodály, singing experiences form the foundation for musicianship. Singing is children's natural means of musical expression as the voice is a "musical instrument" that they can access readily. Since children respond quickly to rhymes, chants, familiar songs and children's songs, teachers can use them to teach and reinforce musical concepts. Opportunities can be provided for children to experience rhymes, chants and songs with different moods, contexts, culture and languages. Teachers singing along with the children will help them become more comfortable about singing or using their voices in an expressive manner.

Teachers can consider the following progression when helping children to learn new songs:

- Choose simple songs/rhymes that children can sing easily before progressing to longer songs with more complex melodies.
- Play the recording of the new song/rhyme during snack time, transition or clearing up time.
- Have children listen to the song (that is sung without accompaniment) to hear the pitches and melodies clearly.
- Model good singing – sing in tune and keep to the rhythm throughout the song.
- Sing the entire song a few times.
- Have children sing by echoing and pitch-matching. Alternatively, children can repeat phrase by phrase, or join in on easy or repetitive phrases.
- Get children to sing the entire song independently after they have been engaged in a variety of experiences related to the song (e.g. listening and moving to the song, using instruments to accompany the song).



*Children enjoy singing and can be encouraged to participate in community singing to sharpen their listening skills.*

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Songs and rhymes are also fun ways to learn new vocabulary and language use. For example:

- When singing with children, guide them to raise and lower their arms to the rise and fall of the melodies and use words to describe the directions of the melodies (e.g. going up, coming down).
- Have children substitute words in songs, rhymes and chants.
- Lead children in swinging, swaying, patting and tapping in rhythm as they sing. Children can learn about the different parts of their body and movements associated with them.

### Example 11: Singing a local community song



#### Learning Objective:

Children will sing confidently and move to the chorus of the song "Singapore Town".

#### Activity:

- Have children listen and learn to sing "Singapore Town", a community song that mentions several places of interest in Singapore.
- Ask children to think of places that they have been to in their neighbourhood or in Singapore. Talk about the housing estate where they live and places that they like to go on weekend.
- Use photographs or objects to help them recall familiar places of interest in Singapore (e.g. the Singapore Zoo, the Botanic Gardens, or Sentosa). Substitute the places mentioned in the song with the names of these places, including the name of the neighbourhood where they live.
- Have children pretend to be drivers and move to the chorus of the song.

### Example 12: Creating verses for a song



#### Learning Objective:

Children will create new verses to a song.

#### Activity:

- Play the song "Singapura, Sunny Island". Get children to tap the beat of the song on their fingers or knees. Have children sing the song and tap the beat.
- Get children to create actions for the key words in the song (e.g. "sunny island", "sea", "flowers", "bloom").
- Have children brainstorm and create new verses by replacing the word "pretty flowers" with names of common flowers found locally such as orchids, hibiscus, morning glory and bougainvillea.
- Play it as a musical game whereby children "sing" the name of the flower when the teacher shows the picture of a local flower.

## Using Movement and Musical Games

Children love moving, dancing, exploring and improvising with their bodies. Singing games and action songs provide opportunities for children to learn musical concepts through movement. Well-known musical games include “Ring a Ring o’ Roses” and “London Bridge”.

Besides moving to games and songs, there are generally two other types of movement activities:

- Free movement
- Structured movement

### Examples of free movement

- Moving freely or imaginatively to prompts such as “float like a feather”, “march like a soldier”, “let’s be bubbles”
- Moving in response to the dynamics and tempo of music
- Improvising movements/actions to accompany a song/rhyme or piece of instrumental music


### Examples of structured movement

- Moving to songs with lyrics that dictate specific actions and body movements such as “Head, Shoulders, Knees and Toes” and “Skip to My Lou”
- Dancing a sequence of pre-determined steps such as in a folk dance




*Children listen to a slow piece of music and move their bodies to the tempo of the music .*

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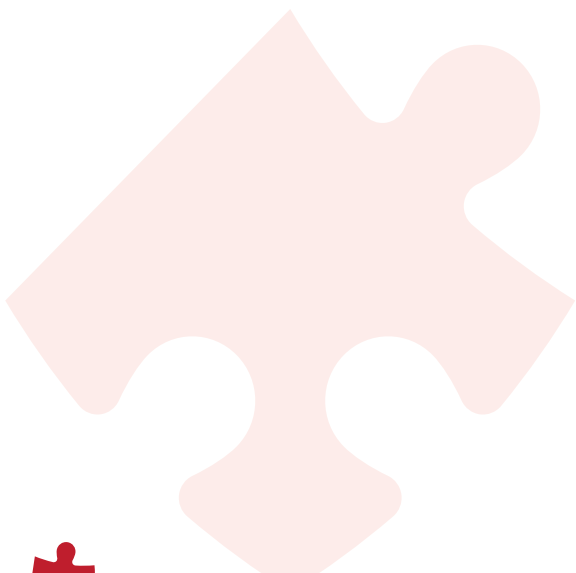
### Tips on classroom management when facilitating music and movement activities

- Ensure there is ample room for movement
- Plan for children to respond to music through quiet actions such as tapping their fingers to the pulse of the music or patting their knees with their index fingers, especially when they are expected to listen
- Listen to and talk about the music before having children respond through movement
- Set some basic rules for using the space
- Choose music that is rhythmic and motivates children to move in different ways



### Consider the following when planning music and movement activities

- Have an understanding of children's needs, interests and stages of development in music and movement
- Build on what the children already know or can do
- Plan to introduce new knowledge/concept/skills or practise a musical concept or technique
- Allow children freedom to create and improvise actions/movement
- Use creative games or movement activities
- Plan for rest and relaxation after stimulating movements





## Example 13: Moving to the tempo

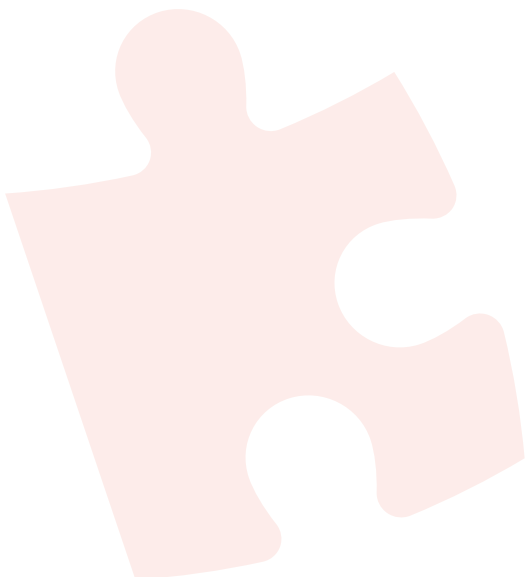


### Learning Objective:

Children will move in different ways in response to music of contrasting tempi.

### Activity:

- Have children listen to two pieces of music with contrasting tempi (e.g. "Flight of the Bumble Bee" by Nikolai Rimsky-Korsakov and *Tortoises* from "The Carnival of the Animals" by Camille Saint-Saëns).
- Using picture cards of a bee and a tortoise, lead children to compare the 2 pieces of music and ask,
  - Which animal movement would be better for this music? Why?
  - What would happen if the bee moves to this slower music?
  - What would happen if the tortoise moves to the fast music?
- Have them talk about how each piece of music makes them feel and suggest other animals or living things that might move at that speed. Encourage children to demonstrate the movements with their bodies.



## Example 14: From head to toe



### Learning Objective:

Children will use their body to represent high and low sounds.

### Activity:

- Introduce a song such as "Do-Re-Mi" (from the musical "The Sound of Music") which has phrases that begin with a lower pitch and gradually rises to a higher pitch (e.g. do-re-mi-fa-so-la).
- When children are familiar with singing the song, demonstrate how they can represent the low and high sounds using their body. For example, use the feet to represent the lowest sound and the head to represent the highest sound. Get children to touch parts of their body in an ascending manner (i.e. toes, knees, thigh, waist, shoulder, ears, hands stretched high) and in a descending manner.
- The diagram below shows how children can sing the word "up" to ascending pitches of the scale while touching parts of their body in ascending manner. Similarly, they can sing the word "down" to descending pitches of the scale while touching parts of their body in descending manner,



Up (sung to the pitches of the scale i.e. do re mi fa so la ti do)



Down (sung to the pitches of the scale i.e. do ti la so fa mi re do)

## Using Body Percussion and Musical Instruments


Children are naturally attracted to the sounds of musical instruments and enjoy playing drums, bells, rhythm sticks and tambourines. When used in appropriate ways, musical instruments can reinforce musical concepts and skills.

Teachers need to provide opportunities for children to be involved in active music-making, whereby children explore and play instruments in a learner-centred environment to acquire musical knowledge and skills. A range of home-made and purchased instruments should be made available to children for first-hand experiences in sound exploration and music-making.

### Using body percussion

The body is the most versatile musical instrument because of the many creative sounds that can be made with different parts of the body. In some cultures, it is one of the primary sources of musical sound. Teachers can provide opportunities for children to discover different ways of creating sounds and rhythms with their hands, palms, fingers, elbow, feet, lips, tongue, knees and thighs.

Examples of ways to create sounds and rhythms with different parts of the body:



<b>MOUTH, LIPS, TONGUE</b> <ul style="list-style-type: none"><li>• Click tongue</li><li>• Lightly pat on puffed cheeks</li><li>• Smack lips</li></ul>	<b>HAND, ELBOWS</b> <ul style="list-style-type: none"><li>• Clap</li><li>• Pat</li><li>• Slap</li><li>• Cup both hands and knock lower palms against each other</li></ul>	<b>FINGERS</b> <ul style="list-style-type: none"><li>• Snap</li><li>• Tap</li><li>• Pat three fingers on palm</li></ul>
<b>KNEES, THIGHS</b> <ul style="list-style-type: none"><li>• Knock knees against each other</li><li>• Pat knees (together or alternate)</li><li>• Pat thighs (top, side, back; together or alternate)</li></ul>		<b>ARMS</b> <ul style="list-style-type: none"><li>• Sway</li><li>• Swing</li><li>• Wave</li></ul>
		<b>FEET, TOES</b> <ul style="list-style-type: none"><li>• Stomp (together or alternate)</li><li>• Tap floor with toes</li><li>• Pat sole</li></ul>
		<b>LEGS</b> <ul style="list-style-type: none"><li>• Slap back of leg</li></ul>

## Example 15: Body percussion accompaniment



### Learning Objective:

Children will gain rhythmic stability in their responses to music.

### Activity:

- Help children become aware of their bodies being sound sources by exploring a variety of body percussion such as hand clapping, finger snapping, lap patting, tongue clicking, foot stamping and different ways of creating sounds using the voice such as humming, growling and whistling.
- Sing a familiar song (which can be sung as a round<sup>2</sup>), for example, “Are You Sleeping?”, “I Hear Thunder” or “Row, Row, Row Your Boat”.
- Have children use body percussion to accompany the song. For example, children can clap along or repeat a sequence of body sounds such as clap-pat-snap as the song is sung.
- Divide children into two groups to perform the song as a round – i.e. one group starts clapping the rhythm first, followed by the second group after the first group has performed the first phrase of the song.



Children explore different ways to tap different parts of their body to create sounds and use them to accompany a song.

<sup>2</sup>A round is a piece of music that is sung/played by two or more group of people. Each group starts with the same melody at different points within the song/music at a regular interval. Each voice or instrument, when it finishes, can start at the beginning again and the song/music goes “round and round”.

## Playing musical instruments

Using different types of percussion instruments for musical improvisation in the classroom allows children to participate actively in music and movement activities. This also facilitates creativity and personal musical growth.

Teachers should provide a range of pitched and unpitched musical instruments that children can hit, tap, shake and scrape to produce different types of sounds. Children should be given sufficient opportunities and time to explore the different sound qualities (i.e. timbre) that can be produced by each type of instrument, before new ones are introduced.

Teachers can introduce musical instruments in the following ways:

- Listen, compare and talk about the sound qualities of two or more instruments. Children could represent the differences in sound qualities through free movement.
- Use percussion instruments to accompany a story or rhyme. Children could choose a particular rhythm to represent a character or movement in the story/rhyme and play the rhythm as the story is being told or as the rhyme is being chanted.



*Children learn about timbre as they use different percussion instruments to represent characters in a story.*

### Tips on classroom management when using musical instruments

Children get excited when they are given the opportunity to handle and perform with musical instruments. It is necessary to establish some rules and routines, such as:

- When instruments are not in use, place them about one arm's length away or under the chair if children are seated
- Watch for signal to pick up the instrument and wait for the cue to start playing
- Always be gentle with the instruments and put them away quietly

## Example 16: Percussion accompaniment



### Learning Objective:

Children will explore creative ways of accompanying a song with percussion instruments.

### Activity:

- Sing "Row, Row, Row Your Boat" together (i.e. in unison).
- Play the rhythm on a guiro as you repeat the song. Have children play the rhythm on imaginary guiros with you, keeping the beat of the music.
- Have children take turns to play the guiros as the song is sung the third time.
- Discuss how the rhythm and sound of the guiros help make the song more interesting and fun to sing.
- Play the rhythm on claves as you sing the song. Have children tap their index fingers as though they are playing the claves.
- Have children take turns to play the claves. Demonstrate that the claves will only join in the accompaniment after the first phrase of the song.
- When the children are confident with singing in unison, divide them into two groups use hand signals to cue each group to start singing.  
(Suggestion: Group the confident singers together. They will start the song while the second group sings the second part with the teacher.)
- Add in the instrumental accompaniment when children are able to sing in rounds by dividing children into four groups:
  - Group 1: Plays the guiros
  - Group 2: Plays the claves
  - Group 3: Sings the song, starting with the instruments
  - Group 4: Starts to sing the song later, with the teacher's cue

**Row, Row, Row Your Boat**

Voice: Row, row, row your boat, Gen - tly down the stream.

Guiro: X - - X - - X - - X - - X - - X - - X - - X - - X - -

Claves: - XX - XX - XX - XX - XX - XX - XX - XX

Voice: Merri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly, Life is but a dream.

Guiro: X - - X - - X - - X - - X - - X - - X - - X - -

Claves: - XX - XX - XX - XX - XX - XX - XX - XX

## Using Props

Teachers can make musical experiences more visual for the children by using a variety of props. For example, puppets can be used to dramatise rhymes and songs as they are chanted and sung. Balloons and streamers can be used to demonstrate music that is slow or joyful.

### Example 17: Moving with a scarf



#### Learning Objective:

Children will move with a scarf in various ways to express ideas and feelings.

#### Activity:

- Have children explore the rhythm of a song or a piece of instrumental music by dancing freely with a scarf. Talk about their movements, ideas and feelings.
- Let them experiment with different ways to move their scarves by asking:
  - *Can you make the scarf go up and down, round and round and side to side?*
  - *Can you make waves with your scarf?*
  - *What will happen if you throw your scarf high up in the air?*
  - *What will happen to your scarf if there is a strong wind?*



*Scarves are useful props for music and movement activities.*

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## Making Music an Integral Part of Routines and Transitions

Teachers should make music an integral part of children's learning, beyond the planned music and movement activities by singing with the children when transiting from one room to another or from one activity to another. Some examples include:

- Sing a greeting song to start the day
- Sing or play a familiar tune each time you want to end an activity
- Invent a "walking song" for children to sing as they move from one room to another
- Sing a song to gather children together for a story or for group time
- Sing a goodbye song at the end of the day/before dismissal

## Other Strategies for Aesthetics and Creative Expression

### Talking About and Sharing Experiences in the Arts

Teachers and children need to talk about their own creative work and the processes of exploring art and music and movement. It is only when children are engaged in discussions that they think and talk about what they had imagined, how they created something, what they like about their creation/expressions and what other ways there are of doing the same thing.

Teachers can help children express their ideas in their own way by asking:

- *What is this?*
- *How did you do it?*

Teachers can also introduce new vocabulary during the interaction by saying:

- *Look at these wavy lines you're creating!*
- *Yes, the rhythm you just played sounded like ...*
- *This instrument that you've selected has a long sound. You can still hear it ringing after you hit it once.*

Teachers can also help children articulate their ideas and opinions by saying:

- *Tell me about your picture. Why did you choose these colours?*
- *Why did you paint the circle over here?*
- *You're moving just like...*



## Modelling an Interest in the Arts

When children watch their teachers explore and experiment with materials, sing and play musical instruments or use different art media, they will be more willing to experiment with different materials and ideas that they have. Teachers should be involved with the children during art and music and movement activities. They model interest and confidence as they participate in painting, constructing, singing, moving, playing and dancing with the children.



*Teachers model musical competencies when they are actively involved with the children during musical activities.*



## Valuing Children's Expressions in the Arts

Teachers need to value children's ideas and not expect them to reproduce someone else's picture, movement or model. This respect for children will encourage them to create and learn. They can show positive acceptance of children's arts expression by smiling, nodding and being involved in what they do. Teachers can also convey respect of children's arts expression when they allow them to choose their own partners to draw, paint or dance with, select the art materials, songs and instruments to be played and change the way to use props or play a game.



*The teacher looks closely at what the child has done and points out an interesting feature about his artwork to affirm his effort.*

### Summary

The strategies suggested in this chapter seek to provide teachers with pedagogical tools to plan and enhance art and music and movement learning experiences or activities for children. These diverse strategies, though non-exhaustive, will ensure that children with different needs and interests are engaged in fun and meaningful experiences in the arts.



## Organising the Learning Environment

Art and music and movement activities can be conducted beyond the classrooms and should not be limited to the same work space. Teachers should capitalise on the resources and spaces within and outside of the classroom.

Teachers can consider the following when organising an environment that promotes aesthetics and creative expression:

- Display beautifully illustrated books, art prints and interesting artefacts at children's eye-level
- Provide open space for creative movement and group activities
- Provide space for creative and constructive activities such as clay modelling and collage making
- Provide facilities for wet and messy activities
- Make available familiar and novel resources and materials for children to experiment, explore and use to express their ideas and feelings
- Provide materials that can hold children's interest and can be used in multiple ways

## Organising the Physical Environment

Art and music and movement activities can be conducted as large group, small group or individual activities. As such, they will overlap physical areas used for other activities. Classrooms should be organised in a way that is flexible for the teacher to move furniture and partitions around to allow children to work as one large group, such as mural painting, constructing a gingerbread house with a refrigerator box or moving in rhythm to a song. More defined arts spaces could be made available for children to work in small groups, such as making a collage on a large piece of cardboard, exploring a variety of sounds and improvising on musical instruments.

Tables should be made available for children to do art activities comfortably in small groups or individually. Easels should be placed away from traffic flow. A cozy corner with soft furnishings provides a special place for children to work on their art activities.

Painting activities could be conducted outdoor where children can observe and create artworks related to the natural environment.



*A defined and uncluttered art space for children to create and display their artworks shows children that their creations and efforts are respected and encouraged.*

Teachers should always view messiness and spills as part of children's learning. To minimise messiness, teachers could consider the following:

- Organise children to work outdoors for large-scale and messy projects
- Line the work areas with newspapers or plastic sheets
- Supply work aprons with easy-to-use velcro fasteners
- Ensure there is a water source or buckets of water nearby - an ideal place for art activities should be one that is near a toilet or sink
- Have children practise a routine of cleaning up after an art or music activity
- Keep a supply of rags, sponges, duster or dustpans in the art area for the occasional spills

Resources for the arts can be grouped by media or type. They should be organised in containers with clear labels and placed on open shelves to facilitate ease in putting them away after use.



*Art materials and musical instruments/ props should be neatly displayed with clear labels for children's easy access and proper use.*

Resources and tools that are safe for children to handle can be placed on shelves that are within their reach. However, those that are sharp and require adult supervision should be stored near areas where the activities are conducted, but out of reach from the children.

Musical instruments, art materials and props (e.g. paint and brushes, crayons, scarves, puppets, beanbags and hoops) can be placed in small containers or trolleys so that they can be moved around the classroom or to outdoor areas where the arts activities are being conducted.

## Organising and Selecting Resources

### Art

Some basic categories of art resources include:

- Tools for mark making (e.g. markers, crayons, pencils, chalk)
- Paper with different sizes, shapes and textures
- Modelling and moulding materials (e.g. clay and play dough, rolling pins, cookie cutters)
- Tools for cutting, fastening and attaching (e.g. scissors, glue, tape, staples, strings, pipe cleaners)
- Tools for painting and making prints (e.g. paint, brushes)
- Collage items (e.g. nature specimens, fabric, yarn, gift wrap, recycled items)
- Books related to art (See Annex A)

### Music and Movement

Musical instruments that are suitable for the pre-school classroom include:

- Sound producers found in the environment that can be hit, struck, shaken or rubbed such as kitchen utensils, stones, seed pods, and cans filled with beans
- Unpitched percussion instruments such as triangles, woodblocks, rhythm sticks, maracas, guiro, castanets, drums (These instruments do not have a definite pitch.)
- Pitched percussion instruments such as resonator bells, tubular bells, handbells, glockenspiels, xylophones (These instruments can be used to play a tune or melody.)

Refer to Annex B for a list of percussion instruments.



*A variety of assorted pitched and unpitched percussion instruments can be provided in the pre-school classroom for music and movement activities.*

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Additional items that enhance music and movement experiences are:

- Materials for experimenting and making musical instruments. For example, paper plates, empty cans, pie tins, paper towel rolls, rice, sand, coins, small bells and beans
- Paper and writing tools for children to make their own songbooks
- Books related to music (See Annex C)
- A folder comprising songs and rhymes that children have learnt
- Scarves, streamers, ribbons, strips of fabric
- Mark-making materials to combine drawing with music
- CDs with music from different genres (e.g. classical waltzes, contemporary music, traditional folk dance, ethnic music) to encourage movement and dance (See Annex D)
- Pictures of children and adults singing, dancing and playing instruments
- Costumes, instruments, seats for audience, tickets and toy microphones to transform the Dramatic Play Corner into a stage

Songs and music that are suitable for the pre-school classroom include:

- Songs with a suitable range, that have tunes moving in steps (e.g. "The Alphabet Song", "Hot Cross Buns", "The Muffin Man")
- Songs that involve finger play (e.g. "Incy Wincy Spider", "Where is Thumbkin?")
- Songs that can incorporate circle games and actions (e.g. "Head, Shoulders, Knees and Toes", "Hokey Pokey", "London Bridge", "The Wheels on the Bus")
- Songs with sound effects (e.g. "Old MacDonald Had a Farm", "She'll be Coming 'Round the Mountain")
- Rounds (e.g. "Are You Sleeping", "Three Blind Mice", "Row, Row, Row Your Boat")
- Children's chants, songs, singing games, nursery rhymes
- Local community songs, ethnic music and folk songs around the world
- Classical music, jazz, rock and roll music
- Dances and marches
- Holiday and seasonal music, advertisement jingles

## Summary

By creating an aurally and visually stimulating learning environment, teachers can better facilitate quality interactions during art and music and movement activities. Properly arranged and displayed art and music resources will encourage children to explore, experiment and improvise creatively and musically.







## Observation and Assessment

Teachers observe children in art and music and movement experiences to understand children's knowledge, skills, dispositions and interest in the arts. At the same time, teachers are also interested in children's creative expressions, familiarity with techniques and their use of materials related to the arts experiences. By identifying children's learning needs in the arts, teachers can adjust instruction and plan appropriate activities to enhance their creative experiences in art and music and movement activities.

## Observing and Documenting Children's Learning


To facilitate better planning to ascertain the suitability of the arts experiences offered to the children, teachers need to know children's needs and interests and their expression of ideas and feelings through the arts. This includes their art and music-making process and final creations, and the way they communicate with and to others about their discoveries and findings through their learning experiences in art and music and movement.

### Observing Children's Needs and Interests

Observation and documentation of children engaging in art and music and movement activities will enable the teacher to form and articulate impressions of what children are interested in, to monitor their progress and to ensure that each child's needs are being met. Children may be observed working in groups or individually in the following contexts:

- Working collaboratively on a mural
- Listening attentively to music
- Talking about what has been heard as part of a class discussion
- Illustrating or writing about what has been heard
- Listening to the responses of others
- Moving to music
- Singing a favourite song
- Playing an instrument
- Sharing ideas
- Selecting and organising instruments

Below is an example of how a checklist accompanied by an anecdotal record can be used to document how each child is responding to the arts experiences and resources offered to them:



Painting at the Easel Area			
Child's Name	Volunteers all the time	Volunteers occasionally	Needs to be invited
Kasim		✓	
Tammy	✓		
Zhi Xin			✓

Tammy asked to paint at the easel area. As she had painted at the easel yesterday, she was invited to participate in a table activity to observe and draw the shell of a terrapin. Although she was excited to see a live terrapin, she turned her head to check on the availability of the easel frequently. When Zhi Xin completed her painting, Tammy asked if she could paint the drawing she made of the terrapin.

At the easel, Tammy painted her observation of the terrapin with great care. She spent 15 minutes on it.

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To determine children's attitude and interests towards art and music and movement experiences, teachers could observe the children and bear in mind the following questions:

- Is the child attentive to details during the activity?
- Does the child ask for repetition of the activity (e.g. to do the activity again later or the next day)?
- Is the child able to be engaged in the activity for a sustained period of time?

### **Observing Children's Expression of Ideas and Feelings through the Arts**

Children's imagination can be seen in how they express themselves through art and music and movement. As they interact with open-ended materials and experiment with different ways to create and improvise, the final expression of an idea can be interestingly varied.

Children's expressions could be captured in photographs, audio and video recordings. Photographs of 3-dimensional works, drawings/paintings and children creating music, dancing, singing and listening can be used to document children's behaviours and their progress in learning through and in the arts. Video recordings can showcase children's process of art-making and musical performances over time.

When teachers examine children's final creative products, it is necessary to have children verbalise their thoughts and ideas on what made them design, construct or perform in this manner. They can be encouraged to talk about their artwork and involvement in music and movement activities using the following open-ended prompts:

- *What do you see/hear?*
- *Why do you use this colour/shape/musical instrument/movement?*
- *What is your artwork made of?*
- *What does your artwork/movement mean?*
- *Are there different/other ways to create/perform this?*

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## Observing Children's Understanding of Arts Concepts and Skills

If the children have used and understood or acquired a concept, skill or disposition in the arts, teachers can observe what the children are doing, ask open-ended questions to understand what they are doing and examine and interpret the responses from the children.

Some questions that teachers should keep in mind when assessing a child's understanding of concepts related to art and music and movement include:

- *What are the elements of art/music that the child could identify?*
- *What techniques/media did the child use?*
- *What did the child draw/paint/do/say/sing?*
- *What did the child say to his/her friends in the process?*
- *What is the child trying to communicate?*
- *How did the child use the elements of art/music in his/her work (e.g. drawing, song, performing on musical instrument) to express his/her ideas?*
- *How or where the child gets his/her idea (e.g. from a classroom/home experience, a television programme character/plot, a story book or a recent/upcoming celebration)?*
- *What did the child do to express how he/she feels in response to music?*

Questions to keep in mind when assessing a child's development of skills related to expression in the arts include:

- *Are the child's responses random or deliberate?*
- *Does the response/expression represent an intended action?*
- *Is the expression an obvious representation or easily understood?*
- *Does the expression reflect the child's understanding or ability to perform the skill?*

Information gathered from these observations will enable teachers to guide instruction, evaluate teaching strategies, track children's progress and identify children who may require more help in acquiring the necessary skills and concepts in the arts. Teachers can also proceed to plan for the next appropriate action with more focused learning objectives and goals.

## Examples of How Observations are Documented

### Example 1



#### Context:

Children were given a selection of crayons and coloured pencils to express their ideas about designs they saw on batik materials. They were encouraged to use some elements of art (e.g. lines, shapes, colours) to represent their ideas on paper.

#### Teacher's Anecdotal Record:

- When Zhi Hong was asked to try adding other colours to her painting, she replied she wanted to use red crayons only.
- Zhi Hong was willing to try different shades of red for different areas in her drawing.
- She did not appear to be interested in using other colours.

#### Possible Interpretation/Assessment:

- Zhi Hong has a special preference for red and is interested in things that are red.
- She needs to be encouraged to explore the use of colours so that her expressions in art could be more meaningful and representative of the real world.
- She needs to experiment with other colours and explore how these colours can complement her "red" pictures.

#### What the Teacher Could Do:

- Conduct activities to help the children see how different colours could be used to construct things that are attractive and interesting (e.g. constructing with coloured building blocks, using coloured papers, making collages using a variety of coloured paper).
- Encourage Zhi Hong to observe things in the environment, label the colours and draw them using matching colours.
- Introduce Monet's "Pink Water Lily" to the children and talk about how the artist used different shades of a colour to create a more attractive painting.

#### Documentation:

Teacher could document Zhi Hong's progress by including a series of her artworks and observation notes to show:

- Her preference for red
- Her creativity in using different shades of red and other colours in her artworks over time
- Her efforts to include other colours (e.g. yellow and orange) in her drawings and paintings

## Example 2



### Context:

Children listened to “An American in Paris” by George Gershwin (an orchestral piece depicting sounds in the city experienced by a tourist) and talked about what they heard in the music. They were given art materials to draw what they heard to represent their ideas.

### Teacher’s Anecdotal Record:

- Rashid listened to the music carefully and started to pretend he was playing a trumpet. He put up his hand excitedly and said, “Someone playing musical instruments” and “Everybody dance” when the teacher asked what they heard.
- Rashid drew two people playing different instruments in a park.



Rashid drew one man playing a trumpet and another playing the cymbals to represent the image in his mind after listening to the music “An American in Paris”.

### Possible Interpretation/Assessment:

- Rashid was able to relate to the happy mood of the music and identified some of the instruments in the music.
- He needed to hear the music a few more times so that he could identify the prominent characteristics of the music such as the repeated car horns, busy traffic movements and people walking/rushing across the streets.

## What the Teacher Could Do:

- Play excerpts of specific sounds in the music and ask Rashid to describe it. When he is able to identify these sounds, play the entire piece of music and ask him to put up his hand each time he hears a specific sound (e.g. car horn, traffic sounds).

## Documentation:

Teacher could document Rashid's progress by observing his responses during and after listening to the music, and include a series of his artworks and observation notes to show:

- How he interprets the music "An American in Paris"
- How he translates his ideas through drawing
- The increasing details he adds to his images as he becomes more familiar with the music

## Summary

Observing and assessing children's learning in the area of Aesthetics and Creative Expression involves determining and documenting their interests, expression of ideas and feelings through the arts, and understanding of arts concept and skills. Using the information gathered, teachers will be able to plan learning experiences to ensure that children continue to be creative and enjoy art and music and movement activities.







# Annexes



## List of Children's Books Related to Art

Type	Book title/author
Books on elements of art	<ul style="list-style-type: none"> <li>• "Planting a Rainbow" by Lois Ehlert</li> <li>• "Spirals, Curves, Fanshapes and Lines" by Tana Hoban</li> <li>• "Changes, Changes" by Patricia Hutchins</li> <li>• "Colour Dance" by Ann Jonas</li> <li>• "Little Blue and Little Yellow" by Leo Lionni</li> <li>• "The Shapes Game" by Paul Rogers</li> <li>• "Find Out by Touching" by Paul Showers</li> <li>• "Mouse Paint" by Ellen Stoll Walsh</li> </ul>
Authors of books with outstanding illustration	<ul style="list-style-type: none"> <li>• Adrienne Adams</li> <li>• Molly Bang</li> <li>• Marcia Brown</li> <li>• Virginia Lee Burton</li> <li>• Eric Carle</li> <li>• Victoria Chess</li> <li>• Barbara Cooney</li> <li>• Alexandra Day</li> <li>• Diane and Leo Dillon</li> <li>• Roger Duvoisin</li> <li>• Lois Ehlert</li> <li>• Kevin Henkes</li> <li>• Ezra Jack Keats</li> <li>• Frane Lésac</li> <li>• Arnold Lobel</li> <li>• Dav Pilkey</li> <li>• Martin and Alice Provenson</li> <li>• Maurice Sendak</li> <li>• Uri Shulevitz</li> <li>• Lane Smith</li> <li>• Chris Van Allsburg</li> <li>• Brian Wildsmith</li> <li>• Taro Yashima</li> <li>• Ed Young</li> </ul> <p>Note: The Caldecott Award would be a reliable guide for beautifully illustrated children's books.</p>

List of Percussion Instruments



Bells



Bongos



Cabassas



Castanets



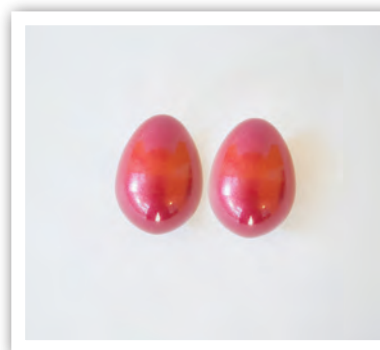
Chime bars



Claves



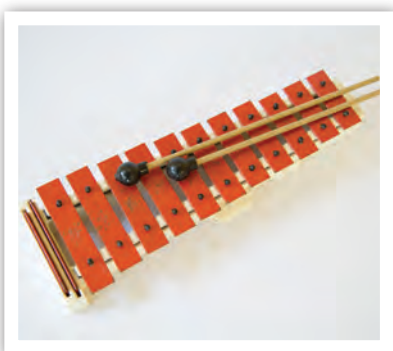
Cymbals



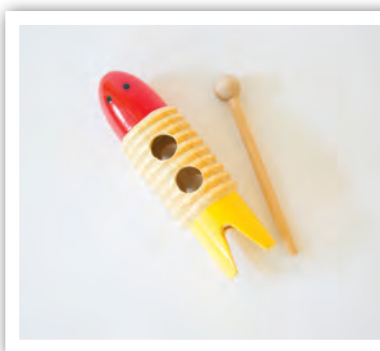
Egg shakers



Finger cymbals



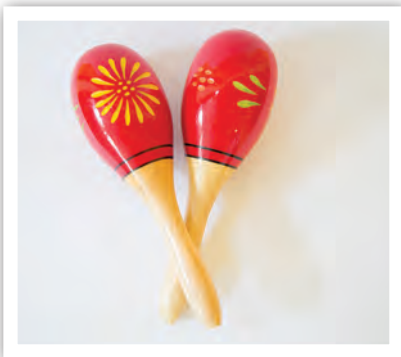
Glockenspiel



Guiro



Lollipop drum



Maracas



Rain stick



Tambourines



Triangle



Two-tone block



Wrist bells

## List of Children's Books Related to Music

Type	Book title
Books on nursery rhymes	<ul style="list-style-type: none"> <li>• "The Wheels on the Bus" by Rosanne Litzinger</li> <li>• "The Itsy Bitsy Spider"; "Twinkle, Twinkle, Little Star"; "Row, Row, Row Your Boat" illustrated by Iza Trapani</li> <li>• "If You're Happy and You Know It, Clap Your Hands!" illustrated by David A. Carter</li> <li>• "Old MacDonalD Had a Farm"; "There were Ten in the Bed" illustrated by Pam Adams</li> <li>• "My Favourite Things" illustrated by Renee Graef</li> <li>• "Over in the Meadow" by Michael Evans</li> <li>• "Animal Fair" by Anthony Browne</li> </ul>
Books with rhyming words and rhythmic flow	<ul style="list-style-type: none"> <li>• "Saturday Night at the Dinosaur Stomp" by Carol Diggory Shields</li> <li>• "Hand, Hand, Fingers, Thumb" by Al Perkins</li> <li>• "Five Little Monkeys Jumping on the Bed" by Eileen Christelow</li> <li>• "One Duck Stuck" by Phyllis Root</li> <li>• "Chicka Chicka Boom Boom" by Bill Martin Jr and John Archambault</li> <li>• "Brown Bear, Brown Bear, What Do You See?" by Bill Martin Jr and Eric Carle</li> </ul>

## List of Music to Accompany Movement Activities

Type	Music title
Relaxing, calming music for slow movement	<ul style="list-style-type: none"> <li>• "Pavane" by Gabriel Fauré</li> <li>• <i>Meditation</i> from "Thaïs" by Jules Massenet</li> <li>• "Canon in D" by Johann Pachelbel</li> <li>• <i>Air</i> from "Suite No 3" by Johann Sebastian Bach</li> </ul>
Sad music for slow movement	<ul style="list-style-type: none"> <li>• "Adagio in G minor" by Tomaso Giovanni Albinoni</li> <li>• "Adagio for Strings" by Samuel Barber</li> <li>• "Peer Gynt" suites by Edvard Grieg</li> </ul>
Majestic, dramatic music for walking/marching	<ul style="list-style-type: none"> <li>• "Pomp and Circumstance" marches by Edward Elgar</li> <li>• "Water Music" by George Frideric Handel</li> <li>• "Emperor Waltz" by Johann Strauss II</li> <li>• <i>Mars</i> from "The Planets" by Gustav Holst</li> </ul>
Cheerful, lighthearted music for skipping, jumping, hopping	<ul style="list-style-type: none"> <li>• <i>Spring</i> from "The Four Seasons" by Antonio Vivaldi</li> <li>• "Die Fledermaus" by Johann Strauss II</li> <li>• <i>Ballet of the Unhatched Chicks</i> from "Pictures at an Exhibition" by Modest Petrovich Mussorgsky</li> <li>• <i>Kangaroo</i> from "The Carnival of the Animals" by Camille Saint-Saëns</li> </ul>
Energising music for fast movement	<ul style="list-style-type: none"> <li>• "Carmina Burana" by Carl Orff</li> <li>• "Thunder and Lightning Polka" by Johann Strauss II</li> <li>• <i>The Devil's Dance</i> from "The Soldier's Tale" by Igor Stravinsky</li> <li>• <i>Russian Dance</i> from "The Nutcracker" by Pyotr Ilyich Tchaikovsky</li> </ul>
Graceful music for sliding, gliding, swaying	<ul style="list-style-type: none"> <li>• "Nocturne in E flat major" by Frédéric Chopin</li> <li>• <i>Waltz of the Flowers</i> from "The Nutcracker" by Pyotr Ilyich Tchaikovsky</li> <li>• <i>Aquarium and Elephant</i> from "The Carnival of the Animals" by Camille Saint-Saëns</li> <li>• "Serenade for Winds" by Wolfgang Amadeus Mozart</li> </ul>
Music for both fast and slow movement	<ul style="list-style-type: none"> <li>• "Boogie-Woogie Walk" by Dee Spencer</li> <li>• <i>The Little Train of the Caipira</i> from "Bachianas Brasilieras No. 2" by Heitor Villa-Lobos</li> </ul>



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