

EduTrend Contents

G4C · DANCE AND RHYTHMIC GAMES · HIGH SCHOOL

Music and Movement Leaders

Plan and rehearse a music and movement session for children aged 4 to 10, with music choice and inclusive roles

Ages 14–18	Level: Advanced	75 minutes	Teams of 3–4 · up to 24	Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Music and Movement Leaders

Teams plan a 20-minute session for children aged 4 to 10: a warm-up to a steady beat, one stop-and-start game such as Tempo Train, one partner game such as Mirror Groove, non-dancing roles for shy children and a slow cool-down. They justify their music choices, rehearse with peers in role while observers use a checklist, and revise their plan.

Learning outcomes

By the end of the session students can:

- plan an age-appropriate music session;
- choose music with a clear beat;
- include shy children through roles;
- revise from observation.

KEY WORDS

session · beat · signal · role · cool-down · inclusion

CURRICULUM LINKS

Music and dance: leadership. Child development. PSHE: inclusion.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**ADAPT**	**TALK**	**COOL DOWN**
Get moving safely	One rule at a time	Short rounds	Easier or harder	What helped?	Calm and review

Materials (per team)

- Session plan template
- Music player and playlist
- Drum or tambourine
- Observation checklist
- Worksheets 1, 2 and 3

Before the session

- Prepare templates.
- Gather instruments.
- Agree safeguarding rules for work with younger children.
- Plan teams.

SAFETY

Any session with younger children needs staff supervision and school safeguarding approval.

ACTIVITY 05 · SESSION PLAN

Step by step

Remind leaders to end calmly so children leave settled, not overexcited.

Time	What happens	Say or ask
0–10 min **Brief**	What young children need from music games.	*"Why a steady beat?"*
10–35 min **Plan**	Write plan and choose music.	*"Where can a shy child join in?"*
35–60 min **Rehearse**	Run on peers with observers.	*"Did the stop signal work?"*
60–75 min **Revise**	Use checklist to improve.	*"What will you change?"*

CHALLENGE CARD (print or copy onto the board)

Plan a music and movement session where every child joins in, listens for signals and leaves calm.

ACTIVITY 05 · FACILITATOR NOTES

The game know-how in brief

Music with a clear, steady beat, such as marches or folk music, is easiest for young children to move to.

Offering roles like drummer or music controller lets every child take part without having to perform.

Common ideas to listen for

- “Louder music is more fun.” Clear beats matter more.
- “Everyone must dance.” Roles include everyone.
- “End on a high.” End calmly.

Adapting the activity

Support

Provide a partly completed plan and playlist.

Stretch

Add a version for a mixed-age family event.

WORKSHEET 1

Session plan

Name: _____ Class: _____ Date: _____

Complete each part.

Session plan

Part	Time	Activity
Warm-up		
Stop-start game		
Partner game		
Roles for shy children		
Cool-down		

WORKSHEET 2

Music choices

Justify each track.

Music choices

Track	Beat	Why chosen

WORKSHEET 3

Our revisions

After rehearsal.

We will change... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Plans age-appropriately	Chooses suitable music	Revises with evidence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Music and Movement Leaders is a sample activity from the EduTrend Contents G4C Dance and Rhythmic Games programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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