|  |
| --- |
| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** |
| **Context:** | A small group of three children (Child F – 18 months, Child G – 20 months, and Child H – 21 months) were observed during an outdoor small-group music session. The educator offered musical instruments (drums, bells, shakers) and sat with the children on a mat under a shaded area. The observation focused on the children’s responses to rhythm, sound, and peer presence. |
| **DOCUMENTATION** |
| **Running Record – 9:55am–10:00am**9:55 am – The educator shakes a tambourine and sings, “Hello everyone!” The children sit facing the educator. Child G sways and smiles. Child F claps hands. Child H watches silently, holding a small bell.9:56 am – The educator distributes shakers and bells. Child F immediately shakes her instrument vigorously. Child G imitates, then starts to tap the shaker on the ground. Child H holds the bell and begins to shake it gently.9:57 am – Child F looks at Child G, giggles, and shakes her instrument higher. Child G smiles back and makes a louder tapping sound. Child H watches them both, then begins shaking more vigorously and laughs. All three are actively engaged.9:58 am – The educator sings, “Shake your bells,” and models the action. All three children follow the instruction. Child F stands and begins to move side to side while shaking. Child G taps his shaker on his own knee.9:59 am – Child H vocalises “ding-ding” while shaking. The educator affirms, “Yes, it makes a ding sound!” All three children laugh and continue shaking instruments.10:00 am – The educator slowly lowers the volume and tempo. Children follow. Child F begins to slow down, sits again. Child G places the shaker in the basket. Child H claps and says “more!” The educator smiles and says, “We’ll sing again later.” |
| **ASSESSMENT***Each portion of the documentation above is to be reflected on and identified domains, milestones and dispositions must be linked to where the skill was demonstrated in the observation and referenced.* |
| **Domains** | **Milestones** | **Dispositions** |
| * Cognitive development by pattern recognition and rhythm following (Frischen et al., 2022).
* Language development by emerging verbal imitation (Ingersoll & Lalonde, 2010).
* Social and Emotional development through Peer engagement, shared enjoyment, turn-taking (Malik & Marwaha, 2022).
* Physical development through fine and gross motor like shaking, clapping, and swaying (Sutapa et al., 2021).
 | * Responds to familiar songs and rhythms.
* Engages in social imitation.
* Uses single words and gestures to express preferences.
 | * Joyful: Expressed enjoyment through movement and sound.
* Curious: Imitated peers and educator.
* Communicative: Used sounds and words to take part.
 |
| **LEARNING and CURRICULUM***Each portion of the documentation is to be analysed for learning that is occurring and the curriculum areas the children are engaging in* |
| **Learning** | **Curriculum Areas** |
| * Children showed early musical literacy, shared attention, turn-taking, and expressive communication. They showed engagement with rhythm, tempo, and collaborative play.
 | * Music and Movement
* Communication and Language
* Social and Emotional Learning
* Physical Development as motor coordination
 |
| **THEORY and FRAMEWORKS** |
| **Development and Education Theory** | **Early Years Learning Framework Principles, Practices, Outcomes** |
| * Vygotsky’s Sociocultural Theory: Children develop communication through social interaction (McLeod, 2025).
* Gardner’s Multiple Intelligences: Musical intelligence and bodily-kinaesthetic abilities were supported (Marenus, 2025).
* Attachment Theory: The secure presence of the educator encouraged group engagement and exploration (Mcleod, 2024).
 | * Principles: Secure relationships; Respect for diversity (AGDE,2022).
* Practices: Responsiveness to children; Learning through music and play (AGDE,2022).
* Outcomes:
* Outcome 1.4: Children learn to interact with empathy and respect (AGDE,2022).
* Outcome 3.2: Children take increasing responsibility for wellbeing (AGDE,2022).
* Outcome 5.1: Children communicate verbally and non-verbally (AGDE,2022).
 |
| **PEDAGOGICAL SKILLS AND KNOWLEDGE***Each portion of the documentation is to be analysed for pedagogical skills and knowledge demonstrated by the educators.* |
| **Play-based Pedagogies** | **Teaching Strategies** | **EYLF Educator Evidence** | **Child Development** |
| * Open-ended musical play allowing for expression and collaboration.
* Embedded communication through familiar routines.
 | * Modelling, singing, verbal affirmation.
* Supportive presence enabling imitation and participation.
* Observing and responding to cues with sensitivity.
 | * Facilitated inclusive play for multiple developmental levels.
* Encouraged verbal and non-verbal communication.
* Modelled musical language and participation.
 | * Strengthened musical memory and auditory discrimination.
* Developed early group interaction and social play skills.
 |
| **PLANNING** |
| **Objective for future holistic learning and development** |
| To support communication, rhythm, and positive social interactions through small-group music and movement experiences that encourage imitation and emotional expression. |
| **Learning Experience** |
| **Learning experience name** | “Shake, Sing and Smile” |
| **Experience rationale** | Group music and rhythm play promotes expressive language, self-regulation, motor coordination, and joyful collaboration in infants and toddlers. |
| **Development and learning goal:** | * Encourage group participation and turn-taking.
* Develop rhythm and tempo awareness.
* Support verbal and non-verbal communication.
 |
| **Experience outline:** | Continue weekly small-group music sessions with varied instruments and structured but flexible routines. Introduce call-and-response songs and movement cues for imitation. |
| **A list of materials required with photo(s):** | * Bells, shakers, tambourines
* Mat or carpet space
* Song lyric cards with visual cues
* Emotion cue cards like happy, excited, calm, and so on.
 |
| **EYLF child evidence links** | * Outcome 1.4: Respectful interactions (AGDE,2022).
* Outcome 3.2: Participation in group wellbeing (AGDE,2022).
* Outcome 5.2: Understanding verbal and symbolic patterns (AGDE,2022).
 |
| **Implementation plan** | **Introduction** | Greet the group by name with song. Invite them to choose instruments. |
| **Body** | Sing and model shaking, clapping, swaying. Pause for children’s reactions. Encourage imitation and verbalisation. |
| **Conclusion** | Use a calming song to close. Praise participation and tell them when they can do it again. |
| **Engagement questions** | * “What sound does your instrument make?”
* “Can you play it loud? Quiet?”
* “How do we play together?”
 |
| **ACTING and DOING** |
| **Play pedagogies** | * Interactive musical exploration.
* Peer learning through movement and mimicry.
 |
| **Teaching strategies** | * Song-based cues
* Rhythm modelling
* Affective communication
 |
| **EYLF links** | * Outcome 1: Children have strong sense of identity (AGDE,2022).
* Outcome 3: Children have strong sense of wellbeing (AGDE,2022).
* Outcome 5: Children are effective communicators (AGDE,2022).
 |
| **Child development** | Supports vocalisation, social bonding, and pattern recognition. |
| **Documentation and/or digital evidence of implementation, acting and doing** |  |
| **REFLECTING and REVIEWING** |
| **How did the children respond? Did they achieve the learning objective? Were there any unexpected outcomes? What was your role? How did you support and teach the children? Would you do anything differently? Where to next?** |
| * How did the children respond?

All children responded with enthusiasm, active participation, and imitation of both educator and peers.* Did they achieve the learning objective?

Yes, they engaged in collaborative play and began matching rhythm and vocalising sounds.* Were there any unexpected outcomes?

Child H who is usually quiet gets vocalised and says “ding-ding” clearly and laughed with peers, showing social confidence.* What was your role?

My role was music facilitator and responsive observer guiding the flow of interaction.* Would you do anything differently?

Introduce new instruments gradually and explore slower tempo for calming transitions.* Where to next?

Offer movement-based songs like, “If You’re Happy…”and introduce pattern clapping or drumming activities to deepen group coordination. |

 References

AGDE. (2022). Belonging, being and becoming: The early years learning framework for australia (V2.0). In *ACECQA*. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Frischen, U., Degé, F., & Schwarzer, G. (2022). The relation between rhythm processing and cognitive abilities during child development: The role of prediction. *Frontiers in Psychology*, *13*. <https://doi.org/10.3389/fpsyg.2022.920513>

Ingersoll, B., & Lalonde, K. (2010). The Impact of Object and Gesture Imitation Training on Language Use in Children With Autism Spectrum Disorder. *Journal of Speech, Language, and Hearing Research*, *53*(4), 1040–1051. [https://doi.org/10.1044/1092-4388(2009/09-0043)](https://doi.org/10.1044/1092-4388%282009/09-0043%29)

Malik, F., & Marwaha, R. (2022, September 18). *Developmental Stages of Social Emotional Development in Children*. National Library of Medicine; StatPearls Publishing. <https://www.ncbi.nlm.nih.gov/books/NBK534819/>

Marenus, M. (2025, March 26). *Gardner’s Theory of Multiple Intelligences*. Simply Psychology. <https://www.simplypsychology.org/multiple-intelligences.html>

McLeod, S. (2025, March 18). *Vygotsky’s sociocultural theory of cognitive development*. Simply Psychology. <https://www.simplypsychology.org/vygotsky.html>

McLeod, S. (2024, January 17). *Attachment Theory in Psychology*. Simply Psychology. <https://www.simplypsychology.org/attachment.html>

Sutapa, P., Pratama, K. W., Rosly, M. M., Ali, S. K. S., & Karakauki, M. (2021). Improving motor skills in early childhood through goal-oriented play activity. *Children (Basel)*, *8*(11), 994. <https://doi.org/10.3390/children8110994>