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| **DOCUMENTATION, ASSESSMENT AND PLANNING RECORD** |
| **Context:** | A planned large group music and movement session held on the carpet in the Turtle Room, incorporating songs, instruments, and guided movement. The session was led by the educator and aimed to promote coordination, turn-taking, and musical awareness. |
| **DOCUMENTATION** |
| **Time Sample (9:30am – 10:00 am)****Time** **Activity**9:30 - Children are invited to sit in a circle. Educator plays a soft bell to signal transition.9:35 - All children are seated; educator begins singing “Twinkle Twinkle” with hand gestures. Children C, D, and F follow the motions.9:40 – Educators distributed maracas and drums. Children shake or tap rhythmically, laughing and watching each other.9:45 – Educator sang “If You’re Happy and You Know It” song. Five children actively clap and stomp on cue. Child G hesitates but smiles when observing others.9:50 - Educator asks children to suggest songs. Child E shouts, “Baby Shark!” All children respond with interest.9:55 - Children dance freely to music. Some of them imitate educator’s movements while others twirl, jump, or clap independently.10:00 - Educator uses soft music and hand signal to end and ask children to pack-away drums and maracas. Children give them back to the educator and slowly return to their room routine. |
| **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** |
| * Physical Development through gross motor coordination, and rhythm of music (Kaiser, 2020).
* Social and Emotional development through participation, group responsiveness, and enjoyment (Palmer, 2019).
* Language and Communication development by following instructions, singing, turn-taking (Raising Children, 2020).
 | * Children take part in group activities with increasing confidence.
* Children follow simple musical cues observing educator.
* Children express enjoyment and engages in singing and movement.
 | * Engagement: Children show sustained attention for 30 minutes.
* Expressiveness: Children used gesture, voice, and movement to communicate.
* Inclusiveness: Children recognised and supported peers’ contributions.
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| **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** |
| The children showed engagement with rhythm, group participation, and expressive movement, supporting language development, coordination, and self-expression. | * Music and Movement
* Language Development
* Physical Development
* Social Participation
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| **THEORY and FRAMEWORKS** |
| **Development and Education Theory** | **Early Years Learning Framework Principles, Practices, Outcomes** |
| * Gardner’s Multiple Intelligences Theory: Children expressed bodily-kinaesthetic and musical intelligences during the activity (Northern Illinois University, 2020).
* Vygotsky’s Sociocultural Theory: Children’s learning occurred within the zone of proximal development through guided group participation during musical activity (McLeod, 2025).
 | * + Principles: Secure, respectful relationships (Australian Government Department of Education [AGDE]. (2022).
	+ Practices: Intentional teaching; learning environments (AGDE, 2022).
	+ Outcome 3: Children take increasing responsibility for their own health and physical wellbeing (AGDE, 2022).
	+ Outcome 5: Children engage with a range of texts and gain meaning from these texts (AGDE, 2022).
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| **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** |
| * Group music and movement activity as an inclusive, joyful, and developmentally appropriate learning experience.
 | * Using repetition, visual cues, and consistent song structure to scaffold learning.
* Adjusting speed and language to suit children’s developmental levels.
 | * Facilitated shared learning and rhythm exploration.
* Fostered engagement and group connection.
 | * Developed gross motor skills, rhythm, and social coordination.
* Supported expressive and receptive language development.
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| **PLANNING** |
| **Objective for future holistic learning and development** |
| To encourage children's coordination and musical expression through regular, entertaining group movement classes and activity. |
| **Learning Experience** |
| **Learning experience name** |  “Dancing and Singing Together” |
| **Experience rationale** | * Extending group musical experiences to promote expressive language, social belonging, and motor skills in an inclusive environment.
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| **Development and learning goal:** | * To develop children’s rhythm and coordinated gross motor movements.
* To encourage language expression of children through repeated lyrics.
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| **Experience outline:** | * Introducing movement props like scarves and ribbons. Incorporating action songs that helps to build in complexity and encouraging children to take turns choosing verses and leading actions.
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| **A list of materials required with photo(s):** | * Music speaker
* Song playlist
* Movement props like scarves, ribbons, soft mats
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| **EYLF child evidence links** | * Outcome 3.2: Children take increasing responsibility for their health and physical wellbeing (AGDE, 2022).
* Outcome 5.1: Children interact verbally and non-verbally with others for a range of purposes (AGDE, 2022).
 |
| **Implementation plan** | **Introduction** | * Welcoming children with a greeting song. Introducing today’s action song and showing movement props.
 |
| **Body** | Playing selected song and guiding children through actions. Encouraging participation, repetition, and child-led movement. |
| **Conclusion** | Gathering children in a circle to reflect: “What was your favourite move?” “What action should we add next time?” |
| **Engagement questions** | * + “Can you clap your hands faster?”
	+ “Who wants to show the next movement?”
	+ “How can we move like a butterfly?”
 |
| **ACTING and DOING** |
| **Play pedagogies** | Movement-based learning through music, sound, and peer-led interaction. |
| **Teaching strategies** | * + Using Visual demonstration
	+ Guided repetition
	+ Verbal prompts
 |
| **EYLF links** | * + Outcome 3: Children have strong sense of wellbeing (AGDE, 2022).
	+ Outcome 5: Children are effective communicators (AGDE, 2022).
 |
| **Child development** | * + Children build foundational musicality and timing.
	+ Children develop strength, coordination, and memory recall.
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| **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?

Children were engaged and very responsive. Most of the children took part with enthusiasm and contributed movement ideas.* Did they achieve the learning objective?

Yes, children showed awareness of rhythm and repeated lyrics and actions with confidence.* Were there any unexpected outcomes?

One of the children who usually likes solitary play started a group action, showing increased social confidence.* What was your role?

I was a facilitator of rhythm, motivator for children, and an observer of developmental milestones.* Would you do anything differently?

Next time I will introduce visual aids like picture cards with actions to support all learning styles.* Where to next?

Creating a weekly “music and movement” calendar, with rotating songs selected by the children. |

 **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>

Kaiser, A. (2020). The importance of music and movement. Northern Illinois University. <https://www.chhs.niu.edu/child-center/resources/articles/music-and-movement.shtml>

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

Northern Illinois University. (2020). Howard Gardner’s theory of multiple intelligences. Northern Illinois University. <https://www.niu.edu/citl/resources/guides/instructional-guide/gardners-theory-of-multiple-intelligences.shtml>

Palmer, J. (2019). Social and emotional development in early learning settings. Www.ncsl.org; National Conference of State Legislatures. <https://www.ncsl.org/human-services/social-and-emotional-development-in-early-learning-settings>

Raising Children. (2020, November 27). Conversation skills for children: learning to talk and listen to others. Raising Children Network. <https://raisingchildren.net.au/preschoolers/connecting-communicating/communicating/conversation-skills>