

Greta responds to music

Child: Greta (20 months)

Teacher: Caroline

A learning story

The tape of dancing music was turned on and Greta began to wiggle her hips to the beat.

Caroline: "Dancing, Greta."

She turned and smiled.

Caroline: "Jiggling to the beat."

Moving her feet and tapping, Greta continued to dance.

The music stopped so Greta stopped.

We changed the tape to a "sounds" tape. Greta stood listening intently for a moment and then jumped up and down, clapping her hands. The sound changed to a heavy beat and Greta walked slowly, bending her knees in time to the music. The sound changed again and she paused. Caroline asked, "What is that sound, Greta?" Greta just pursed her lips, smiled, waved her arms, then ran off outside!

Short-term review

Ruth, given the confidence and competence of Greta's musical performance, you'll already be aware of her talent! What are we going to do about it? Does she like a wide range of music because she is certainly identifying rhythm and beat and reacting to changes with dramatic style!

What next?

We'll continue to explore sounds in play and to offer musical activities in a variety of settings with Greta by herself and in groups. Introducing a wide range of descriptive language to reinforce the musical concepts may also be useful. And we won't forget to encourage the fun.

What's happening here?

Greta is spontaneously responding to music. The teacher encourages Greta's continued participation by playing music with different ranges of sound.

What aspects of noticing, recognising, and responding to learning in the arts does this assessment exemplify?

This learning story documents Greta's interest and competence in dance and movement. The teacher is not only noticing, recognising, and responding to Greta's interest, she is also making contact with the mother, sharing the experience with her, and asking some questions about how together they can further Greta's interest in music and movement.

What does this assessment tell us about learning in the arts (using a Te Whāriki lens)?

This learning story illustrates the responsive and reciprocal relationship between Caroline (the

teacher) and Greta. The teacher provides new opportunities for Greta to experience music and sound in order to build on an identified interest and on Greta's competence. She introduces new vocabulary, "jiggling to the beat", and challenges Greta to talk about what she is hearing. The teacher then considers in what other ways she might respond to Greta's interest in future.

How does this assessment exemplify developing competence in the arts?

In this exemplar, Greta is given an opportunity to respond to different sounds and is developing competence in movement by involving her whole body and moving to the beat. As she wriggles, jumps, and claps, she is exploring aspects of her body's ability to move in different ways and she is becoming more aware of the relationship between the rhythms in sounds and dance. She is being creative and expressive through dance by responding to rhythmical patterns.