

Musical Moves (Levels A-B)

STAY ACTIVE

To build early listening skills, movement awareness, and regulation through a simple music-and-freeze game that encourages joyful participation and connection.



Learning Intentions

Respond to Music:

Students will begin to understand that music means “move” and silence means “stop.”

Explore Simple Movements:

Students will try a small range of supported movement actions such as waving, clapping, marching, or swaying.

Be Aware of Space:

Students will move safely with peers, watching others while staying in their own space.



Success Criteria

Students attempt to move when the music plays (any movement counts).

Students attempt to freeze or pause their body when the music stops.

Students try at least one or two teacher-modelled movement actions.

Musical Moves (Levels A-B)

STAY ACTIVE

Duration: 5 minutes

Objective

To build early listening skills, movement awareness, and regulation through a simple music-and-freeze game that encourages joyful participation and connection.

What You Need

Music player or speaker

Open, safe movement space

Movement picture cards (Freeze!, Move!, march, clap, wave, stomp, spin) (found in PDF resource)

AAC devices with symbols like: "go," "stop," "music," "move," "freeze," "more," "finished"

Setup

1. Print and cut out the Movement picture cards (only one set needed)
2. Students sit or stand in a semi-circle or open area.
3. Teacher explains using visuals:
"Music = MOVE." (hold up Move! card)
"No music or the music stops = STOP MOVING." (hold up Freeze! card)
4. Model 2 - 3 movements slowly (waving, clapping, marching, spinning).
5. Adults support students who need modelling or physical prompting.

Gameplay / Activity Steps

Step 1: Start the Music

The teacher plays the music and starts to move their body in any way they feel comfortable whilst holding up the Move! card.

Students begin moving in any safe way:

- marching
- swaying
- clapping
- spinning
- waving arms
- rolling wheelchair forward/back a little

Model movements for those who need support.



Musical Moves (Levels A-B)

STAY ACTIVE

Step 2: Freeze When the Music Stops

The teacher pauses the music and freezes, holding up the Freeze! card. Students freeze like statues or simply pause their movement. Celebrate all attempts, even small pauses or stillness. Teacher says:
"FREEZE!"

Step 3: Change the Movement

Teacher restarts the music and calls a new simple movement with a visual (e.g., wave, spin, stomp, clap, wiggle).

Students copy at their level:

- full-body movement
- upper-body movement
- small gesture or hand taps
- head nod or shoulder movement

Step 4: Keep Playing

Repeat 3 - 5 cycles:

Music → Move

Music Stops → Freeze

New Movement Card → Move again

End with a big group celebration pose or gesture.

Reflection Prompts

Use visuals and single-step questions:

- "Which move did you like?" (show 2-3 icons)
- "Show me your favourite freeze!"
- "Did you like the music?" (yes/no)
- "How does your body feel now?" (happy/excited/calm visuals)

Any communication, gesture, look, AAC is valid.



Musical Moves (Levels A-B)

STAY ACTIVE

Sensory-Seeking Learners Variation

1. Add Stronger Movements

Provide big-body options:

- stomping
- jumping (if safe)
- spinning arms
- fast clapping
- drumming on the floor or table

2. Add Rhythm Tools

Students hold:

- shakers
- scarves
- ribbons
- drumsticks on a mat

They freeze by putting the item on their lap or holding it still.

3. Use Sensory Cues for Freeze

Instead of silence, freeze can be signalled with:

- a drum tap
- a bell
- Or any form of sound you have on hand

4. Provide Movement Breaks

Between rounds, include regulation:

- deep pressure hug with a cushion
- stretch to the ceiling
- slow breathing with a visual prompt
- push against a wall



Musical Moves (Levels A-B)

STAY ACTIVE

AAC-Specific Supports

1. Prepare Vocabulary

Symbols for:

- move
- freeze
- go
- stop
- more
- finished
- happy
- music

2. Aided Language Input

Teacher models each turn:

“Music = move.”

“Stop = freeze.”

“Wave.”

“Clap.”

“More music?”

3. Choice-Making

Offer visual or AAC-supported choices:

“Do you want to MARCH or WAVE?”

Students respond with AAC, pointing, or eye gaze.

4. AAC Participation

Students press:

- “go” when music starts
- “stop” when music ends
- “move” to choose their action

Or press the movement word (e.g., “clap”).

5. AAC Reflection

Students respond with:

- “happy”
- “more”
- “finished”
- favourite movement symbol

MOVEMENT PICTURE CARDS

PRINT AND CUT OUT THE CARDS. WHEN THE MUSIC STARTS, A STUDENT PICKS A MOVEMENT CARD AND EVERYONE COPIES THAT ACTION TOGETHER. KEEP DRAWING NEW MOVEMENT CARDS EACH ROUND TO BUILD LISTENING, REGULATION, AND JOYFUL PARTICIPATION.



FREEZE!

the power of
PLAY



MOVE!

the power of
PLAY



MARCH

the power of
PLAY



CLAP

the power of
PLAY



MOVEMENT PICTURE CARDS



WAVE



STOMP



SPIN

