

## Glued to the Floor

**Summary Description:** Children pretend that parts of their bodies are glued to the floor and invent ways to move with that part fixed in place.

**Michigan Early Childhood Standards of Quality:** Creative Arts – 3. Early Learning Expectation: Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.

**HighScope Curriculum content:** KDI 42. Movement.  
Also: KDI 16. Gross-motor skills and KDI 18. Body awareness

**HighScope COR Advantage items:** Z. Movement.  
Also: I. Gross-motor skills

**Time of day:** Large-group time

### Materials:

- Examples of sculpture art reproductions from the DIA (for links to sculptures from the DIA, please see page 3)

**Definition:** A SCULPTURE is a three-dimensional (3D) piece of artwork.

**Additional vocabulary words/topics to focus on while conversing with children during this activity:** build, color, size, shape, and texture.

**Beginning:** Briefly talk with the children about the DIA field trip and show them the sculpture art reproductions. Tell children that they are going to pretend to be sculptures. Explain that they will be unique sculptures where one part of their body is “glued to the floor” and they have to figure out how to move the rest of their body with that part fixed in place. Model this for children by

bending or crouching and putting your hands on the floor. Then, for example, stretch one leg to the side and describe what you are doing: “I can’t move my hands, so I’m stretching my leg.” Tell the children to glue their hands to the floor; then say something like “I wonder how you will move another part of your body.”

**Middle:** Comment on which body parts children move and how they move them: for example, you might say, “Rowan is shaking her head” or “Jaffar is twisting his feet.” Ask children to suggest another body part to glue to the floor. Encourage them to share ideas and imitate one another. Repeat several times so multiple children have the opportunity to be the leader and share their idea with the group.

The chart below offers an example, at each developmental level, of what children may say and do, along with ideas for scaffolding (supporting and gently extending) their learning.

Scaffolding Learning at Each Developmental Level		
Earlier	Middle	Later
<b>Children may:</b> Move the body part that is supposed to be glued to the floor as they move other parts of their body.	<b>Children may:</b> Move other body parts in one or two ways while keeping the designated part glued.	<b>Children may:</b> Move their bodies in several ways while keeping the designated part stuck to the floor.
<b>Adults can:</b> Comment on the body parts children are moving: for example, children may be turning	<b>Adults can:</b> Imitate children’s movements and describe and encourage children to	<b>Adults can:</b> Comment on the different ways children are moving: for example, if a child’s feet are stuck to the floor,

their heads or wiggling their bottoms.	describe how they are moving.	say "Matilda, first you twisted your whole body from side to side, then you stretched your hands over your head, and now you're bending your knees."
<b>Gentle extension:</b> Say something like "I wonder how you could turn your head with your hands still stuck on the floor."	<b>Gentle extension:</b> Wonder if there are other ways children could move while still keeping the designated part glued to the floor and by encouraging them to observe, copy, and change the ways that other children are moving.	<b>Gentle extension:</b> Suggest children think of two body parts to glue to the floor at the same time and see how many different ways they can still move.

**End:** Tell the children to choose one last body part to glue to the floor. Have them move to the next activity in the routine by holding one part of their body stiff (fixed in one position) and move another part, (e.g., hold their arms up in the air and shake their head).

**Follow up:** Use the transition activity described in "End," above (moving the rest of the body while holding one or more parts stiff) as a large-group activity.

**Links to sculptures from the Detroit Institute of Arts:**



Viewing this as a printed resource? You can find the art pieces listed below by visiting <https://dia.org/collection> and searching for each art piece by name.

- *Coo Wha Zee, 1962*
- *Man Crossing a Square on a Sunny Morning, 1950*
- *Moonmad, 1944*
- *Reclining Figure, 1939*
- *Spirit Box, 2009*