

Start and Stop Body Sculptures

Summary Description: Children “freeze” in different sculpture positions each time the music stops.

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 18. Body awareness and KDI 41. Music

HighScope COR Advantage items: Z. Movement. Also: item Y. Music

Time of day: Large-group time

Materials:

- Instrumental music, i.e., *Big Beats for Young Peeps*
- Examples of sculpture art reproductions from the DIA (for links to sculptures from the DIA, please see page 3)

Definition: A SCULPTURE is a 3-Dimensional (3D) piece of artwork.

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

Beginning: Briefly talk with the children about the DIA field trip and show them the pictures of sculpture art reproductions. Tell the children that today they will play a game that involves making sculptures with their bodies. Explain that a sculpture is solid and cannot move. Demonstrate a pose and then ask children to hold their body “frozen” like a sculpture, without moving. Tell them

that you are going to play some music and that they can move however they would like while the music is playing but that, when the music stops, they freeze their body like a sculpture. Start the music and, after several seconds, hit the pause button (if using Big Beats for Young Peeps, choose a starting and stopping song and the music will automatically play and pause). Remind children to freeze.

Middle: Describe children's body positions; for example, you might say, "Jonah's sculpture has its leg to the side," or "Renee's sculpture is scrunched down low." Encourage children to move expressively to music. Before starting the music each time, remind children that they can move when the music starts but that, when it stops, they freeze again. Encourage them to freeze with their bodies in a different shape than the one they made the last time. Have each child choose a movement (and frozen position) for others to copy.

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
Children may: Start and stop moving without synchronizing their actions to the music.	Children may: Freeze in one or two ways each time.	Children may: Experiment with different ways of balancing (freezing) their bodies.
Adults can: Occasionally repeat the directions to "freeze when the music stops," but without expecting	Adults can: Label and imitate children's positions: "I'm standing with my arms	Adults can: Comment on what children did last time and what they are

children to follow this or pressuring them to do so.	over my head just like you."	doing differently this time.
Gentle Extension: Say something like "I wonder what kind of sculpture you will make when the music stops this time."	Gentle Extension: Saying something like "I wonder if you will freeze a different way next time" and encouraging children to look at the ways other children are freezing.	Gentle Extension: Give children movement challenges, such as asking "What else could you do with your arms when you freeze?"

End: Tell children you will play and stop the music one more time, so they can choose one more way to freeze like a sculpture. Tell children to pretend they are a frozen sculpture that is "melting" as they move to the next activity.

Follow up: At cleanup time, tell children to momentarily "freeze" like a sculpture and then to resume cleaning up.

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](#)