



**PRACTICAL TECHNIQUES OF DANCING AND MUSICAL MOVEMENT  
FOR 5 - 6 YEARS OLD KINDERGARTEN CHILDREN  
(A CASE STUDY IN THE KINDER PRACTICE SCHOOL,  
THUA THIEN HUE COLLEGE OF EDUCATION)**

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**Abstract:**

Dancing and musical movement are important subjects of the musical educational curriculum in the kindergarten. Using our practical experiences during the implementation of the kindergarten teacher training curriculum, we propose novel practical techniques of dancing and musical movement training for the 5 - 6 years old children, aiming at contributing useful documents and techniques for efficient training of children in the kindergarten.



**BIỆN PHÁP RÈN LUYỆN KỸ NĂNG MÚA - VẬN ĐỘNG THEO NHẠC  
CHO TRẺ MẪU GIÁO 5 - 6 TUỔI (NGHIÊN CỨU TRƯỜNG HỢP  
TẠI TRƯỜNG THỰC HÀNH MẦM NON TRỰC THUỘC  
TRƯỜNG CAO ĐẲNG SƯ PHẠM THỪA HUẾ)**

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**Thông tin bài viết**

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**Từ khóa:**

*múa, vận động theo nhạc,  
kỹ năng múa, vận động, trẻ  
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**Tóm tắt**

Múa - vận động theo nhạc là một nội dung quan trọng trong hoạt động giáo dục âm nhạc ở trường mầm non. Với kinh nghiệm từ thực tiễn trong đào tạo giáo viên mầm non và hướng dẫn trực tiếp trên trẻ, trong bài viết này chúng tôi đề xuất các biện pháp rèn luyện kỹ năng múa - vận động theo nhạc cho trẻ mẫu giáo 5 - 6 tuổi nhằm cung cấp nguồn tư liệu mới trong hoạt động rèn luyện kỹ năng cho trẻ đạt hiệu quả.

**1. INTRODUCTION**

In the kindergarten, musical education potentially impacts on the children, given a variety of activities of teaching the music, listening to the music and singing, dancing and musical movements (D&MM), musical games. In addition to the general knowledge and musical practices, the D&MM constitutes a considerable content in the curriculum. The D&MM is not only supports to develop the feeling of the rhythm, the movement and quick response skills to the musical forms, but help to harmonize the emotion of the children. The activity D&MM provides the kinder children a convenience approach of body movement understanding, deep interaction to friends, emotion sharing to compare and select their favourite movements.

Due to the psychological characteristics of innocence and active playing in the kinder and the 5 – 6 years old children, the relationship between music and movement is easy to established and might reach to a skillful level in the group of 5 – 6 years old. The implementation of the D&MM methods, hence

is very important to better facilitate essential skills in D&MM for the children at a higher education. Our field survey in the kinder practice school (Thua Thien Hue (TTH) College of Education (CoE)), however indicates a less effective implementation of the D&MM program, which might be attributed of the curriculum design, dance practice, teaching skill, and supplementary equipment. This study aims to propose effective approaches of the D&MM practices for the 5 – 6 years old children, and is expected to provide a general D&MM framework implementation in the kindergarten in the future.

**2. CONTENT**

**2.1. D&MM background**

*2.1.1. D&MM definition and skill*

*a. Dancing:* Tran Minh Tri defines “Dancing is an independent art using the movements and forms of the human body, with the musical tempo and body formation to express the ideas and emotions” [6], whilst Dinh Xuan Dai presents “Dancing is an art with independent language of high abstraction and

*stylization. The dance is neither not the daily movement nor to support the song lyric or other arts. Conversely, the independent dance movement is used to express the ideas, emotions, or specific topics through a series of movement or a completed dance complex” [2].*

The above definition supports a generalization of the dance as an independent art, which uses the movements, gestures of the human body with different tempos and styles to present the ideas and emotions of the artists.

- *Dance in the kindergarten:* Dance is an attractive topic with the people, especially the children, fitting to the visual and image minding. The kindergarten dance is usually simple with the movements visualizing from the song lyrics to help the children easily understand and feel the motions. Comparing to the festival and performance occasions, the dance lesson is designed more elementary for the daily training in the kinder class.

b. *Musical movement:* the human body movements to express the ideas, rhythm of a musical piece or tempo of a given song. Musical movement is a form of the dance at simple level and is appropriate with any age children [3].

*For instance:* The simulated motions of the cradle movement or lullaby when performing the song “*Ru em*” of Hoang Kim Dinh can be expressed as a gentle shaking of the human body following the song melody and the clapping by the song rhythm.

- *Musical movement in the kindergarten:* a combination of the music and dance movement or a usage of the musical toys accompaniment with the music to foster a feeling in musical rhythm, contributing to the intellect and physical health of the children. The movement is very elementary in design to fit the children capability and the kinder musical structure [5].

c. *Dance and musical movement (D&MM) technique classification:*

- *Dance technique:*

+ *Technique 1:* Game dancing/ group dancing are simple dance lesson visualizing for any songs that the children learns during the class. The requirements of dance skill and accuracy is not high to fit the overall performance of all the children. In the dance practice, the children are not required to move by group and only express their own characteristics.

+ *Technique 2:* Performance dancing is served in the festival, musical competition or other art performance. This form requires higher dance skills, integrating various factors of group movement, cooperating with partners, diverse dancing with

different materials, images in a high requirement of accuracy and uniformity [5].

- *Musical movement:* is designed as the training of clapping/percussion to the song beat and rhythm at a variety of fast, slow and changing speed.

2.1.2. *Characteristic of psychological development and D&MM capability of the 5 – 6 years old children*

a. *Characteristic of psychological development:* A diverse imaging and amusing creation are the typical development in psychology. At this age, the children’s thinking is developed with the curiosity of inside feature, rather than outside character of the objects. The detail and vivid attributes of colour, sound have a strong impact on the children’s sense and leave a significant imprint on the children’s thinking. The 5 – 6 years old group is capable of longer concentration, well-developed sense and better feeling of the musical forms, including the song’s beat, rhythm, tempo than other ages [4].

b. *Dancing characteristic the 5 - 6 years old children*

At the higher class in the kindergarten, the children’s movement reaches to a skillful level with a better feeling/ understanding of the musical forms, and hence the D&MM implementation is highly suggested to this children group. A flexible movement of various muscle groups supports to combine different gestures of hand, foot, and the full body. The children is able to keep the balance on one leg, to carry out, for instance, the footing jump or the moving surround the partners. The capability of controlling and using the narrow amplitude gestures, however is still limited and therefore, the teacher need to compose the D&MM lessons fitting to the children’s skills [2].

2.2. *Proposal approaches of the D&MM practice for the 5 - 6 years old children*

2.2.1. *Establishment of the overall and detail teaching plan*

\* *Purpose:* supports the teacher an overall look at the D&MM contents in a long-term period of year-scale, then actively builds the detail plan weekly and operates the practice systematically. The long-term planning ensures a inheritable and continuous practice for the kinder children.

\* *Implementation:*

- The teacher make a teaching plan for one year from the designed topics in the curriculum.

- Creating of detail plan for months with sub-topics.

- Designing the week plan.

- Add the back-up plan for anomaly changes of children's absence, less effective practice, or overlapping with the kinder curriculum. Following this approach, the D&MM is conducted systematically, and help the teacher prepare the lesson in a professional manner.

#### 2.2.2. Selection of song for D&MM content development

\* *Purpose:* to create the D&MM lesson fitting the development of the children's thinking and movement, support the teacher more effective lessons, and improve essential skills for the children.

\* *Implementation:* The teacher need to select the song for D&MM content development from the designed plans and the song should be popular to the children daily, which is simple enough to sing, remember with the movement to ensure the D&MM requirements.

- The song should not to be so easy or difficult to the age of the children or the song with too fast/ too slow rhythm, unclear image and content is not in the selected list.

- A subtle observation is required to analyze the children capability, and design the outputs for each lesson and the children group.

- Prioritize the D&MM content that suppose to develop the children skills.

- Refer to and collect quality D&MM lessons to diversify the novelty content and ideas.

#### 2.2.3. Movement accurateness

\* *Purpose:* create an idol model for the children to follow, learn the skill accurately, inculcating the impression and emotionally recognize the movement.

\* *Implementation:*

- The teacher is required to cultivate and practice the D&MM skill to be an idol model in the children thinking. The gesture need to be accurate, beautiful with appropriate nuance to the selected songs. If the children is capable of inculcating the impression, emotional feeling the dance/ movement, the movement accurateness can be obtained in a short time of training.

- The D&MM is a creative activity and therefore, the teacher should give the opportunity of creative expose to the children to support a self-building of sensory and thinking movements. Thereafter, the teacher implements the movement with a short and understandable description, which help the children an effective learning in the class.

#### 2.2.4. Active application of educational equipment

\* *Purpose:* to help the children be acquainted with the musical equipment and novel multi-medias, which make interest and motivate the children during the training.

\* *Implementation:*

- Visual educational equipment can be selected from the designed period and D&MM topics. For instance, the teacher may use a rabbit-shape cap to practice the song "Trois nages trois mages" of Dang Nhat Mai, or paper flower with the song "Mua voi ban Tay Nguyen" of Pham Tuyen to make more interest. The musical instruments of saxophone, beat bar, wooden bell, drum are all essential and used in the teaching of clapping/ percussion D&MM.

- The teacher need to create a diverse collection of D&MM equipment, using a variety of different materials of bamboo bar, paper flower, knot... to maintain a new emotion of the children during the training. However, the children should avoid to use these equipment when their D&MM skills are not well developed since they easily lose the concentration in the class. The selection of educational equipment is suggested to precisely follow the lesson content and the children's development to gain the highest effectiveness.

#### 2.2.5. Game in the D&MM

\* *Purpose:* to motivate an active practice without boring during the training, and make the children more comfortably and interest to the D&MM.

\* *Implementation:* The kinder children always want to play and be a member in the game. Therefore, if the teacher is able to transfer the playing to the learning motivation for the children, the D&MM training might obtain results beyond expectations. For instance, after guiding the children practice the D&MM with the song "Chung minh la nghe si", the teacher organizes a competition among the artist groups of drum, guitar, flute, then selects the best group through the voting. A competition is a typical example, which make the children interest to the movement, repeating the training with new energy and motivate the children a self-performance.

#### 2.2.6. Creating diverse forms of motivation and encouragement

\* *Purpose:* to arouse the children's confidence and boldness. The children desires to present the skills and actively practice the D&MM when they learn in an encouragement manner.

\* *Implementation:*

- The teacher uses different forms of motivation and encouragement, including the positive comment

and applause after practice activity, reward for beautiful dancer, ten minutes as the teacher for the best dancer. The motivation and encouragement bring the children positive attitude and also remind others to keep the practice.

- The selection of the motivation and encouragement forms is important and depending on specific cases. If the children practices unwell, the teacher should use the positive comment or applause talk, rather than criticizing or reproaching which might result in the boredom hatefulness during the training.

#### 2.2.7. Open opportunity of developing and practicing the talent

\* *Purpose:* to facilitate the optimal environment for the practice, develop the talent of the children in the learning and playing in the kindergarten.

\* *Implementation:*

- The teacher should not limit the opportunity inside the class, but to give the children a chance to practice at any time and places. For instance, the morning exercise with the topic “Career” can be combined with the song “*Em thich lam chu bo doi*” of Hoang Long, or the song “*Chu bo doi*” of Hoang Ha to motivate the children with movement, footing, and integrate with extra gestures of carrying a gun on the shoulder and walking. The musical movement in the exercise is a typical example to support the children with better skills of the D&MM.

- Integrate the practice into other lessons. Examples can be a movement with the song “*Tap dem*” of Hoang Cong Su in the math lesson, the song “*Do ban*” of Hong Ngoc in the science lesson which suppose a recognition of the animals, or the song “*Chu bo doi*” of Hoang Ha in the drawing lesson to depict the soldier. A flexible combination makes the children more interest, changes the forms of movement, and actively improve essential D&MM skills.

- Organize a group watching of dancing, aerobic activities with the television or outside art performance. This activity motivates the children to compare and select their own best gestures.

- Select the talent children for different art groups in class or school to bring the children more

opportunity of practice and performance. The teacher should be interested in and guiding the talent children soon to support their potential success at higher education in the future.

### 3. CONCLUSION

We proposed seven (7) approaches to practice the D&MM for the 5 – 6 years old children in the kindergarten with a case study in the kinder practice school, Thua Thien Hue College of Education. The purpose and implementation were detail described in each of approach, providing the novel material and guidance document for the teachers in the kindergarten. During the implementation of the D&MM, the teacher should integrate a variety of different approaches – as indicating in this research - to fit the kindergarten and children characteristics in different regions in Vietnam. Further extending of the proposed approaches to other kindergarten and educational fields is undergoing in the near future.

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