

# Movement Chart by Age

Each child proceeds at their own pace, but the learning curve is fairly predictable. Understanding how children develop emotionally and physically will allow for the most joyful movement experience. The children should be encouraged to explore their own spontaneous movements and improvisations. We aim to develop control, coordination, an understanding of their body and how it moves through space and the quality of movement and expression.

AGE	MOVEMENT	HOW	WHY
<b>TWO YEAR OLDS</b>	Walking, running, tip toe, galloping, bouncing, twirling, crawling, slithering, wiggling.	Forwards, backwards, slow, fast, high, low and in between, big, small.	Large muscle control is just beginning. They may not be able 'to do' these entire activities well, but introducing them to try is important through movement activities. Direction, timing and the quality of movement is important to talk about.
<b>THREE YEAR OLDS</b>  in addition to all the above	Marching, jumping, hopping, swaying, sliding, pressing, twisting, wiggling, creeping, spinning, rolling.	Curved, straight, bent, sideways, sharply, smoothly, strong, light, narrow, wide, isolating body parts to make shapes or moving one at a time.  Explore with different types of music and feelings.	Better control and coordination is beginning. They like to explore and experiment and are beginning to enjoy friends and imaginary games and activities. Beginning to understand cause and effect.
<b>FOUR YEAR OLDS</b>  in addition to all the above	Skipping, balancing, tilting, bending, pushing, pulling, melting, springing, leaping, flicking.	To one side, the other side, zig zag, following pathways, near, far, towards, away, through, around, over, under, inside, outside, isolating body parts and how they move.	Experimenting and trying new things is exciting at this stage as they are testing their abilities.. They take pride in their accomplishments. Like to contribute in the class with requests and stories. Large motor development slows down and they develop better fine motor skills. They want to know the rules.
<b>FIVE YEAR OLDS</b>  in addition to all the above	More complex activities and movement phrases. Flicking, sliding, hopping – one foot to the other, leaning, swinging, nodding, alone, connected, off balance, on balance, lunging, waddling, slashing, mirror, wringing, waddling.	Experiment with movements in relation to peers and objects in the room (near, far, towards, away, through, around, over, under, inside). Explore musically the tempo, volume, duration. Use of the face, body and movement to express feelings. Movement sequences.	They are proficient at all the core movement activities. Endurance and large motor skill development can be seen and want to emulate others. They learn best by watching and experimenting as they are learning about cooperation and negotiation. Social development allows for planning and cooperation.

**JOYFUL MOVEMENT**  
Developing each child's creative spirit, physically and emotionally while learning to express their feeling and emotions through dance

