

ABSTRACT

This qualitative research study discusses the observed and reported experiences of a sixth grade music classroom that began each day with a movement activity that directly related to the music objective of the class. Twenty-nine sixth grade students participated in the study that involved moving in various ways to music. This study explored student preferences, participation, effort, and achievement while including movement activities in the classroom. Results indicated that including movement has many positive outcomes. Some of the outcomes include: student excitement, positive participation, achievement, and student confidence. The author has also given suggestions for future research that could be done about including movement in the sixth grade music class.