

ABSTRACT

This qualitative research study explored the observed and reported experiences of primary aged students when songs and movements were used to instruct mathematics. The bodily-kinesthetic and musical intelligences were studied in detail. Twenty pre-school, kindergarten, or first grade students participated in the study that involved singing and moving to learn mathematical concepts. The study focused on such mathematical topics as skip counting, telling time, measuring, using money, and making patterns. Analysis of the data indicated that student engagement and student achievement increased. Findings resulting from the study suggested that using scaffolding through different groupings, connecting multiple intelligences, and modifying instruction based on the needs of the class would help to increase student achievement and student desire towards learning. Results from the pre-test and post-test indicated that moving and singing in a classroom had positive implications on student success.