

## **Abstract**

**Characterization work:** The rhythm of the movement is considered one of the basic assumptions of the optimum design movement technique. It develops musical-physical assumptions, and therefore a rhythmic feeling, which is important in children's categories. These assumptions can influence the appropriate intervention program of music and movement activities. Well mastered rhythm and movement patterns contribute to the successful acquisition of a variety of physical activities and sports performance in the final.

**Objective:** The aim of this work is to elaborate an intervention program focused on music and movement activities. These activities develop and enhance music assumptions with mainly a sense of rhythm, coordination of movement and an ability to handle performance music, as well as movement etudes for children of school age. The intervention program is made up of several sections that include activity without music, as well as with music and activities with sounding tools.

**Methodology:** In my work I used empirical method of research - testing. We worked with experimental (EG) and control (CG) group. Both groups underwent input diagnostic rhythmic abilities. Subsequently, on the basis of diagnosis, age-old practice and literature, I created a musical movement intervention program for the development and improvement of rhythmic feeling. This program was only carried by the experimental group. Output diagnostics again passed the two groups.

**Results:** The experimental group demonstrates that the applied intervention program develops and enhances the sense of rhythm. The most significant results were rhythmic perception test and the test on rhythmic adaptability, wherein statistical significance was identical value 0,012.

**Keywords:** music, rhythm, music and movement activities, younger school age, diagnostics of rhythmic assumptions.