



'cut out and keep' activities section

music to their ears !



thinking about childcare for your own children ?

thinking about training to gain more qualifications so that you can progress your existing childcare career ?

thinking about childcare as a career, becoming a childminder or playworker, or setting up in business as a nursery or out of school club ?

thinking about providing childcare for your employees ?

whatever you're thinking
about childcare or early years
education please call the

Norfolk Childcare Information Service
on 01603 62 22 92 for details
or visit our website at
www.norfolkchildcare.info



Available in large print,
braille and alternative
languages



music to their ears
the benefits of
musical activities
with young children
pages 3-4

- **special**
- **educational needs**
- music, an area
- SENCO's perspective
- **page 7-8**
-
-
-
-

- **DON'T FORGET!**
- 'cut-out & keep'
- **activities section**
- **pages 10-11**
-
-
-
-

early years **news**

 **Norfolk** County Council

summer 2003



let's get musical!...
inside: **six very good reasons for making music**

SureStart



Norfolk
early years development
and childcare partnership

welcome...

to the second edition of the new look to early year's news. It was good to hear that you like the new layout and have particularly appreciated the tips and ideas for activities so please keep the ideas coming in so that we can help to spread good practice.

**The theme of this edition is
'let's get musical'.**

Our lead article is by Maureen Hanke an adviser (Primary) Adviser for Music Education at the Professional Development Centre in Norwich. Maureen is the head of the Norfolk Music Education Service and runs courses for practitioners. She has recently written a series of books 'Music Express', a resource for music education KS1 and KS2 published by A&C Black. Each book is a set of music lessons for generalist teachers for each year group priced £19.99.

The early years book will be published in the early Summer. Maureen tells a travelling tale and gives us six very good reasons for making music.

The Editorial Board.

Editorial Board

Fiona Musters	Primary Adviser (Early Years) based at PDC
Sarah Mutch	NCMA based at St Andrews House
Rosie Smith	Early Years Coordinator based at PDC
Carole Stone	Link Teacher based at Home and PDC
Lesley Tott	Area SENCO (West)

the themes for our next editions are:



**multicultural
education
autumn 2003**



**using the
outdoors
spring 2004**



**communication
summer 2004**

We would like to start thinking ahead to using the outdoors so please send us if you have any tips and ideas for bringing the outdoors inside or using the outdoors.

- **have you found any resources or books particularly helpful?**
- **have you reviewed or reorganised your outdoor area? Can you show and tell us how you did it?**
- **do you have any good ways of getting round the problems of limited space or no outdoor area?**

Please send your ideas to Lisa Poploski, The Professional Development Centre, Woodside Road, Norwich, NR7 9QL. Tel 01603 43 32 76 Fax 01603 43 82 73 or better still email lisa.poploski.edu@norfolk.gov.uk

Alternatively if you work in the private and voluntary sector you could pass your ideas to your early years link teacher or childminder network.

this is your newsletter

- **do you like the format as it is ?**
- **what kind of articles do you want included ?**
- **have you any ideas on themes and future editions ?**

We would value your ideas and suggestions



The Charing Cross Centre
17-19 St John Maddermarket
Norwich, Norfolk, NR2 1DN
Telephone: 01603-628626
E-mail: presma@preschoolmusicassoc.freemove.co.uk
Registered Charity Number. 289716

PRESMA was registered as a charity in 1983 by a group of motivated local parents and music teachers who resolved to promote the benefits of music amongst pre-school children. They ran music groups in their homes or in local church and community halls for children under 5 years of age and their parents or carers and administered the daily running of the charity between them. Now we have 12 self-employed teachers taking over 80 classes a week across Norfolk and Suffolk in groups of between 10-12 children with the intention of introducing them to the wonder and enjoyment of music. As the children grow, there is an element of formal music tuition, but the emphasis is on sharing and participation.

PRESMA membership now numbers over 700, all under 5! They pay an annual subscription of £7 which pays for the production of a termly newsletter, the organisation of events such as the Christmas parties and more importantly for the assisted places scheme which ensures that music and its benefits in the early years is available to all, without any prejudice, as PRESMA will pay up to 75% of a child's termly fees and their membership subscription if necessary.

The central administration of the charity is still run by the teachers and a voluntary committee of dedicated carers and parents, but because we have extended our services we now operate from the above office address.

These additional services include a comprehensive training programme and national support network. There is a local induction programme for training PRESMA teachers as well as regular training days for anyone interested in pre-school music education or early years workers who require music in their daily work place. Fiona Hardman is our dedicated Training Officer who will happily provide you with any information you may require. You can contact her at The Charing Cross Centre any Thursday morning between 10-1pm.

Fiona also deals with the Associate Membership, which provides ideas exchange, and a resource and support network for any person involved with music and early years work. Associate members receive their own newsletter with countrywide information about courses, talks, news, reviews and details of the PRESMA seminars, which Fiona organises. The Associate Membership network keeps people across the country in touch and brings together individuals within specific areas, avoiding the isolation of teaching alone. The annual Associate Membership subscription is £17.50.

Here is a brief outline of our introductory training day. The day usually lasts approximately 5 hours, and consists of the following elements:

- warm-up songs and activities
- discussion of adults' own musical experiences (good and bad!), and the role of musical experiences in the child's overall development.
- demonstration of a themed extended musical activity
- advice on planning and structuring a music session, its aims and benefits
- techniques and resources, including ideas for songs, rhymes, games, using 'props' and instruments. (This forms the larger part of the day)
- introducing musical concepts through songs and activities
- a practical session to try out some of the ideas learned

The training days are usually held in Norwich, for groups of about 10 people. The emphasis is very much on practical ideas, and the message that all adults can add some

music to their work with very young children - it is not necessary to be a trained musician or an expert singer. What is needed is enthusiasm and an real enjoyment of music.

The fee for the training is £35 for the day. There is the opportunity to become an associate member of PRESMA, which gives access to regular newsletters and courses, as well as advice at any time.

We can also come and deliver the training to groups in their own setting if enough people are interested.

Our next training course is on Saturday 11th October 2003, for further details please contact the PRESMA office on 01603 628626.

We also run regular termly 'seminars' when we invite speakers from the field of pre-school music (recent speakers include Sandra Kerr and Sue Nicholls, as well as experts in the Orff, Dalcroze and Kodaly approaches to music education), as well as running 'ideas-sharing' sessions.

Fiona Hardman
PRESMA Training Officer

out of the mouth

At a parent and toddler session, there was a mum with her 1 year old son and 2½ year old daughter. The childcare worker put her hand on the shoulder of the boy and said "You're a cutie aren't you?!" The young girl said, "Don't touch my brother!" The adult then turned to the girl and said, "Are you protective of your brother?" She replied "He's not a potato! He's just a brother!"

of babes

the benefits of musical activities with young children

'Music is a powerful, unique form of communication that can change the way pupils feel think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, forging important links between the home school and the wider world'.



Music - The National Curriculum for England 1999 Dfes/QCA

Sitting on a train recently I was moved by a little girl aged about 3 or 4 years opposite me. She spontaneously broke into song, a cross between a sort of singing and chant about a fish. The lady with her noticed too and when she realised who was making the sound she said Shhh! Why is it that on the whole when a

young child talks to a well-loved adult, in the spirit of language development, the adult will talk back? All too often when the child 'music's' to the same adult (especially in public) the response is shhh!! How would that child be different if music was released from within?

We are all too often aware that music is a 'good' thing but when asked to justify its value, particularly when it comes to spending some money on resources, we are often hesitant to explain why. For many enthusiastic parents, playgroup leaders, classroom assistants and nursery teachers with, perhaps, a lifelong

experience of working with young children there is no possible doubt about the benefits of musical activities. However, such confidence must not be placed on a hunch or simply a well-known truth that music somehow 'lifts the group because we enjoy it so much' or 'makes us all feel better'.

I suggest there are **six main areas** in which young children benefit from musical activity and therefore **six very important reasons** for making music with our young people...

1 We know and understand the importance of creativity particularly in the context of innovation, initiative, application and problem solving. Creative thought and action, although fostered across the whole curriculum, are fundamental to music making activities with young children. 'Show me a way of changing the sound to describe the sea that is calm after the storm?'

It is often the case that in the early years the relationship between what is created and improvised, what is borrowed or invented, free or patterned is very fluid, but from the child's perception it is a new creation.

The following two young children provide a lovely example and lead us into my second reason for making music with our young people.

"That isn't music!" (B, 5 years old)

"It is!" (M, also 5 and very indignant)

M with a pair of Indian bells in his hands is shaking them in a strong clear rhythm pattern. B listening intently hears randomly clattering bell sounds, bearing little relation to the fist action.

Glover (2000) Children Composing 4 – 14

Who is right? They both are, within their own perceptions. M is feeling the pattern made by his regular arm movements – the musical stream made as it is played. He demonstrates the organisation of musical sound by the patterning of body action.

2 There is considerable recent research that confirms the vital role played by movement in our development as humans. It is now apparent that we develop sophisticated thought processes in both the right and left brain specifically through the mediation of movement. In music making activities with young children movement is inseparable from music. We move to feel the steady beat, to demonstrate the sequence and patterns that we may be both imagining and listening to. We move to demonstrate expression, to dance, to understand both right brain thinking and to learning to access symbols

3 We believe the development of the emotions is an essential part of growing up and learning. In music making activities the emotions, feelings and ideas about experiences are organised and structured in ways appropriate to the 'language'. Music activities with the young bring together intellect and feeling to enable personal expression, reflection and emotional development. Variations on Rosen's We're Going on a Bear Hunt spring to mind. The story has a predictable structure in which sounds can be placed that climax half way through at the discovery of the bear, emotionally the buoyant mood changes to unknown and then a sudden surprise. It is possible therefore, to play the story using just music, and later to change the emotions of the story inside the same structure.

4 Music is one of the modes of human intelligence and no less or more important than any of the others. Music activities relate to, support and are supported by other modes of learning. Singing is perhaps an immediate example of developing speech patterns and language sounds, telling stories, expressing thoughts and realising structures. A steady beat, the basic starting point of rhythmic activities with young children however, is also important to the development of rhythm required for rhyme in language development. Sequencing and patterning are key to musical structure and a basic ingredient of number relationships and mathematical development.

5 Music is an integral part of our culturally diverse society. In particular it forms a large part of our rich social culture. It is, therefore, one of those many things that children need to experience in coming to understand the world they are growing up in, the cultural changes and its cultural characteristics. Musical activities are, therefore part of the important responsibility concerning the cultural education of our young children enabling analysis and evaluation which support the development of discrimination and enjoyment of the many musical styles and genres.

6 Finally the practitioners are right. Making music makes us feel good about ourselves! For our young children music is second nature it makes us happy and happy children are more likely to enjoy the life-long learning that lies ahead.

So now we are convinced what else do we need to know? Bear in mind it is musical activities that benefit young children. Musical activities require musical instruments (this includes our voices) and time in which to make the sounds or listen to the sounds. Go for quality of resources not quantity - the following are a list of my favourite and most reliable.

Maureen Hanke
Primary Adviser for Music

music resources

for Instruments

Music Education Supplies
020 8770 3866

London Music Supplies
01392 428108

for books and ideas

A&C Black have loads of ideas,
visit their website www.acblack.com
and look out for

- Let's go Zudie-o
- Three Tapping Teddies
- Playsongs
- Count Me In
- Sing Hey Diddle Diddle

earlybirdsmusic.com

- Allygaloo
- Hubble bubble

music

in the home, parent and toddler group and an early years setting

by Jacqui Learoyd - County Development Officer for South West Norfolk and Dereham, Norfolk Pre-school Learning Alliance

Music, rhymes and songs are an activity that can be shared by children and adults from all backgrounds, cultures and societies. These activities promote many forms of learning from very young babies sharing songs and bonding experiences in the home to pre-school settings meeting the Curriculum for the Foundation Stage.

Music and rhythm can be used with children without buying lots of expensive instruments and gadgets. We carry noise making ability with us in our everyday life in our voices and bodies via singing, saying rhymes, clapping our hands and tapping our toes – to name but a few.

The next stage up is making simple instruments from everyday objects that most of us can find around the home. Try the following ideas for simple instruments that are cheap to make and fun to use:

- **Making a shaker** – use a small box, tube or bottle and add something which rattles, for example dried pasta, dried peas, large beads, uncooked rice. You can decorate this and shake it to make sound and rhythm, and sing along to it. Different containers give a different noise, so try a range from tins to tubs!
- **Making a scraper** – use a bottle with a ribbed side and a disassembled wooden clothes peg to scrap up and down the ribbing. This makes a textured scraping sound that is quieter and subtler.
- **Put water in a plastic bottle** and shake to make a water shaker similar to above. Add glitter to the water for added sparkle!
- **Use two short lengths of wooden dowel** to make rhythm sticks which you tap together to beat out a tune – decorate with paint, felt pens or collage materials.

These simple methods for making instruments allow for children to create their own instrument that builds their sense of achievement and their creative skills. Sharing a creative project together with your child, and discussing the project, builds vocabulary and communication, encourages social skills and lengthens attention spans.

Once you and your child have made your instruments they can be used in many ways. Singing is the obvious way to explore music and can be done anytime and anyplace (in the car can be a good way to pass a long journey!), but many people feel inhibited about their singing talents and worry about carrying a tune. If this is the case why not try clapping out rhythms with your hands; playing your home made instruments along with a tape (make your own tape!); singing with more than one other child to have more people carrying your tune; or starting with friendly nursery rhymes.

As part of my role as County Development Officer for the Pre-school Learning Alliance I bring music workshops to Parent and Toddler groups across the county with the aim of sharing music, demonstrating non-scary ways of having a sing-a-long, and showing families how much their children are learning via music. These sessions are always informal and families gain a valuable insight into what music is teaching their children – that children aren't just making a mess/noise with a bottle but learning valuable skills whilst doing these activities. The sessions are funded by the Community Fund and so are free of charge.

Why not make an instrument or two at home, or if you know of a Parent and Toddler Group which would like an activity workshop please ring 01603 767525.



music

in the pre-school



Music in a pre-school group can be a daunting prospect, particularly if the staff are not musical themselves. Often music is restricted to a few songs at circle time or at the end of the session with the occasional outing of the instrument box! So why do we need music? Music is a great way of reinforcing topics and allowing children to use their whole bodies in a co-ordinated and controlled way. It can cover most areas of the pre-school curriculum, small and large motor control, maths, social skills (especially sharing and taking turns), communication, language skills and spatial awareness, as well as teaching them basic musical skills and concepts at an age when they are most receptive to new ideas.

How can we introduce more music without the headaches?! Children of this age need a certain amount of repetition for songs, rhymes or musical games to sink in. However they also need to be stimulated with new ideas to keep up their level of interest. A half-termly topic, preferably linked with the topics being covered in the rest of the sessions, allows time for repetition, as well as gradually introducing new material. It can also be a good idea to only attempt to cover one basic musical concept per half term so that these have time to be fully established – such as pitch (high/low), tempo (slow/fast), dynamics (loud/quiet), rhythm and texture.

When using musical instruments, it is a good idea to establish some ground rules before you start. These can be introduced in the form of a game. For instance, I use hand signals and teach the children that if I hold my hand up in the air with my fist closed, this

means 'silence'! We start with the children sitting in a circle playing their instruments. When I hold up my hand, we see how quickly they can all stop playing. Sometimes this has to be reinforced with a finger to the lips at first but they gradually learn, with an occasional reminder. Much easier than trying to shout above the noise!

If planning a long session (never more than an hour!), it is best to split it up into different types of music – singing, musical instruments and music & movement are the most obvious ones. If you only have time for a short session, just tackle one area at a time. Music and movement can provide a break from the other two and revive flagging interest. This is often under used in pre-schools and provides much scope for creativity. It can include dance – with or without props such as ribbons or flags, music and drama (either acting out songs or acting stories with the use of songs), exercise (the Sticky Kids series of tapes and CDs are excellent for this) and big action songs. Dance allows us to introduce the children to a large range of styles of music, as well as music from different cultures.

If this still seems too difficult, there are many resources available. Tapes and CDs can provide variety within a session (don't just play through a tape, but pick and choose one or two songs to suit the topic), books are available from good music shops, and the internet can also provide extra material. Alternatively, consider finding someone with musical expertise to run a weekly session in your group.

tips...

When buying musical instruments, avoid tuned instruments such as recorders, as most pre-schoolers will be too young to make it do more than emit a shrill whistle!

A brightly coloured pair of bongos is perfect for rhythm work!

Try buying brightly coloured instruments-either wooden or strong plastic. A tambourine shaped as a fish will appeal more than a circular one

A set of chime bars is more useful than a glöckenspiel

Paul Schofield worked through PRESMA for over seven years, teaching pre-school music to children in Norwich and North Norfolk. An honorary life member of PRESMA, Paul has presented many workshops for the totally unmusical throughout the UK for the Pre-School Learning Alliance,

Playgroup Network, education authorities, health authorities, special schools, playschemes and both SureStart and HomeStart. The successful range of Music and cassette tapes are available via Paul and he is still available for twilight or weekend music workshops, despite now

having a 'proper job' as the Training Officer for a charity providing a range of residential care for children with special needs.

Tel: 01263 826017
Email: jschofield@macace.net



special educational needs

**music, an area SENCO's
perspective - Jill Brooks**

Since I started as an Area SENCO in April of this year, I have visited many settings, usually to observe specific children and talk to parents and setting practitioners. In an incidental way, I have seen many inventive and effective uses of music.

Most valuable, I found was when music was featured as an integral part of people's natural behaviour together;

- a way of expressing companionship (when joining hands around a circle looking and smiling at each other, moving together)
- a way of marking the different activities of the day (with singing to introduce routine changes, or leading children from inside to outside)
- a way of calming or distracting a child or enhancing a child's experience (joining in play with a matching rhythmic song, or picking up a child's humming)
- a way of varying stories by introducing sounds

By doing these things, a link is established between the spontaneous sharing of songs, rhyme movement of mother and baby and the more formal music circle sessions encountered in school and sometimes pre-school.

Many of the children I have seen would particularly benefit from greater musical input. Very few children seem not to derive any pleasure from singing and making music together. Most children develop an insatiable thirst for sounds and sound making, and find music highly motivating. Listening to music and music making can be linked to processes in physical, intellectual, emotional and social development. Such processes include the development of imitation skills, turn taking, vocalisations, looking behaviour and attention, motor skills, social skills and other aspects of non-verbal communication. Given opportunities to interact with sound, with other people and with instruments, children can develop active listening, awareness and response, and a sense of mastery, of being in control. This involves such highly creative factors as encounter, engagement and focussed absorption.

Making music with children shares many features with a developmental view of play and its creative applications. A child will often delight in vocal play even before instruments are introduced. Sounds will be explored, imitated and played with for their own sake. Playful repetition shows how much of a reward sound making can be, what a rich and pleasurable experience, appealing to many senses. Emotionally, playing music can be a means of exploring a whole range of feelings. Instruments can be charged with all manner of private feelings by the player and used as a means of communication with another person. The familiarity of knowing what is coming can also give a child confidence.

All these are good reasons for setting to consider increasing their music making, both in the incidental ways listed above and in a more formal way. Music holds such a strongly inclusive component, with all children benefiting in many ways, that my recommendation would be to develop it as much as possible.

For this reason, I was keen to organise a music workshop at the Early Years setting SENCO conference in June 2002. I hoped to encourage an appreciation of the place of music to promote inclusion of all children regardless of need as well as a major component in the creative curriculum. I managed to connect up with Sally Eastick from Musical Keys, who released two experienced practitioners (Mary Wood and Matthew Huckle), to make the session practical and hands on as well as informative and above all fun. I gave handouts on Hannah Mortimer's Music Makers Approach, particularly to support those practitioners who prefer a written resource, as this book is both up-to-date and very practical. Didi Briggs provided information about the thriving Pre-School Music Association in Norfolk. Having run pre-school music sessions in the late 80's myself, it was good to hear how this tradition was on-going. The session was well received. **For those of you who missed it, copies of the handouts are available from me, Jill Brooks, on 01603 455531.**

Jane Bussey, one of our support assistants has recently put together a series of exciting, tried and tested musical activities, soon to be available to settings.

References

Music therapy an art beyond words
by Leslie Bunt · 1994 Routledge

Play with a purpose for under sevens
by E.M Matterson · 1975 Penguin

Playgroup music
by Margaret Shepherd · 1982 PPA publication



Music brings pleasure to all, but for children with special needs Musical Keys can unlock much more

Musical Keys is a registered charity established in 1990 by a group of parents who felt it must be possible to help more in the development of their special needs child.

What happens at a session?
Small groups of children of all ages and abilities meet each week.

They enjoy songs with puppets, toys, playing on instruments and music and movement. Children with special needs are welcome to join from birth to the age of 8 years.

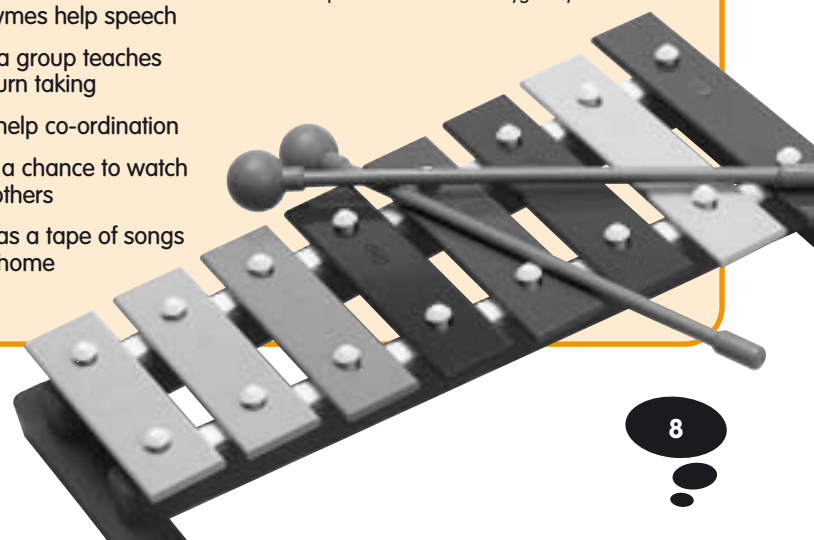
How does Musical Keys help the children?

- musical Keys encourages a child's abilities and provides the opportunities to enjoy music
- songs and rhymes help speech
- being part of a group teaches sharing and turn taking
- action songs help co-ordination
- children have a chance to watch and listen to others
- each family has a tape of songs to listen to at home

- group leaders and assistants are particularly aware of the needs of children with special needs
- movement groups help mobility

Children with special needs enjoy musical activities together with siblings, whilst parents find mutual support.

To find out about the group nearest to you contact: Sallie Eastick Tel: 01603 405858
www.paston.co.uk/users/maygurney/music.html





reviews

useful books and websites

music books for early years

'Michael Finnigan, Tap Your Chinnigan'
Published by A&C Black

Music skill songs with ideas for using instruments – Timbre, texture, dynamics, tempo, duration pitch and structure.

'Three Tapping Teddies'
Published by A&C Black
ISBN 0-7136-5118-0

Musical stories and chants for the very young- a musical treat of lively enchanting stories with rhymes and songs for very young children.

'Tom Thumb Musical Maths'
Published by A&C Black
ISBN 0-7136-4971-2

Here are more sings than you can count on your fingers and toes featuring numbers, adding, subtracting, measuring, position, shapes and much more – ideal for introducing and reinforcing maths skills. Includes old favourites as well as new words to well-known tunes – accessible to everyone.

'Three Singing Pigs'
Published A&C Black
ISBN 0-7136-3804-4

This collection of children's favourite stories is packed with ideas for making music – songs to sing, parts for percussion, raps to clap and ideas for composition. Through them children learn to use and understand the elements of music.

music to move to

Action Kids
Val Sabin Publications

125 Harlestone Road,
Northampton NN5 6AA
Tel: 01604 5600974
Fax: 01604 584643
www.actionkids.co.uk

these are manuals with collections of physical activities, together with a CD of appropriate musical extracts

Action Kids 121
Activities for 2/3 year olds at home, in playgroups etc.
Cost £25.00

It contains 121 activities which are suitable for individuals, pairs or small groups, and is accompanied by 28 pieces of original music. The activities are grouped into sections – copying and role play; words and actions; clapping, moving and stopping; moving on different body parts; using tools; using a ball; balancing and steering; using small equipment; large apparatus; shapes; wiggling and wriggling; moods, emotions and rhythms; matching, grouping, sorting and filling; quiet.

Action Kids 500
Cost £45.00

Contains over 500 activities and 51 pieces of music specially designed for pre-school children in nursery and reception classes. The activities are in progressively structured and illustrated sections. There are warm-ups, spatial awareness development activities, activities leading to gymnastics, games and dance – and calming-down activities. There are detailed learning objectives and suggested learning strategies for developing motor, manipulative, creative, social and co-operative skills, awareness of space and time, health and hygiene, safety and language.

websites to visit for early years music ideas

www.earlybirdsmusic.com
A site supported by NGFL and SureStart

Original action songs, musical video and puzzles to complete.

www.harrowtc.org.uk
A site with a variety of ideas and simple songs – well worth a visit.

www.bigeyedowl.co.uk
A site packed with good ideas for all areas of learning- includes action songs; rhymes and theme related musical activities.

www.stockportmbc.gov.uk
Musical activities focussing on:

- The development of listening skills
- Finding a singing voice and developing a repertoire
- Responding to sounds through movement and actions
- Developing the social skills needed for corporate music making

out of the mouth
In a shop mum was buying some tights. The child looks at a pack of 70 denier tights and exclaims "There's not seventy pairs in there!"
of babes



exploration and invention of sounds

Ideas for music to listen to

- Brass band music
- Harp music
- African drum music
- Vivaldi's 'Four Seasons'
- Peter and the Wolf
- Saint-Saens 'Carnival of the Animals'
- Hear the lion roar (Royal march of lion)
- Kangaroos – jumping music
- Birds – high music
- Elephant – low music
- Wild ass – fast music
- Tortoise – slow music
- Aquarium – watery music

singing ideas

- Nursery rhymes
- Action songs eg 'Wheels on bus'
- Counting songs eg '5 little speckled frogs'
- Simple songs eg 'Row, row, row your boat'
- New words to old tunes
- Story songs eg joining in with chorus, 'The Bear Hunt, Goldilocks went to house of bears'
- Songs that include the children's names eg 'What shall we do with Billy Stone' to tune of 'Drunken Sailor'
- Songs where children can add own version eg 'I went to visit a farm one day'
- Sing songs in different ways – fast/slow, high/low, different voices
- Colour songs ('Count Me In' A&C Black) eg 'Yellow Submarine', 'I love to sail in my big blue boat'
- Echo songs eg 'I'm going on a bear hunt'

responding to sounds through movement and actions

- Starting and stopping games eg when tambourine is tapped, musical statues and bumps
- Develop sense of pulse – marching to drum or strong beat eg 'Farmer's in Den', 'In and Out Dusty Bluebells', 'Hokey Cokey'
- Introduce different speeds using tambourine, drum etc
- Move to nursery rhymes appropriately

Using percussion ask children to move in specific ways

- Walking on moon
- Feeling very tired
- Feeling excited
- Floating through air
- Trudging through snow
- Carrying a heavy weight

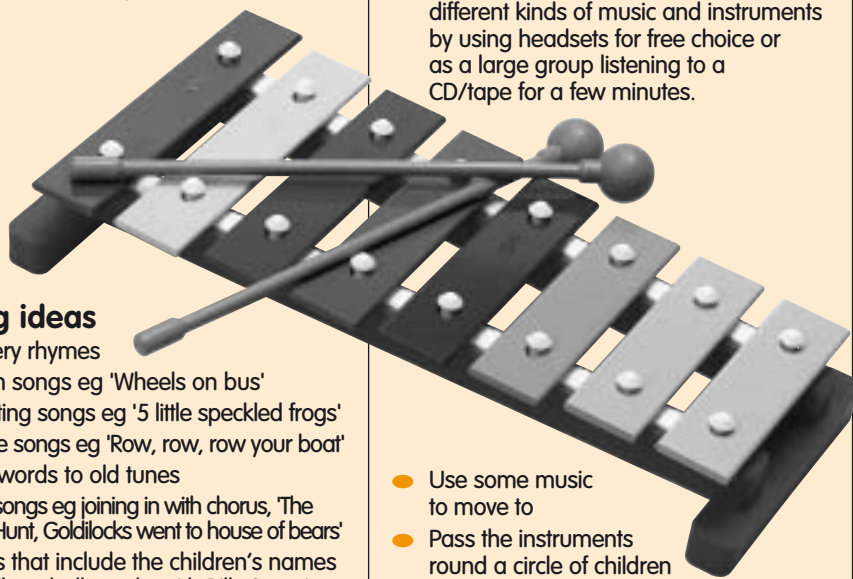
music to move to

- Lloyd Webber 'Variations' – hop
- Beethoven's Allegro (1st movement of 7th symphony) – skip
- Mozart 'last movement of 4th Horn concerto' – gallop
- Pachelbel 'Canon' – walk
- Bizet 'The Ball from Children's games' – rock
- Saint-Sans 'Aquarium' – sway/float
- Tchaikovsky 'Dance of the Sugar Plum Fairy' – tip toe
- Susato 'La Moursique' – march

Encourage children to march on spot, etc when music has finished

ideas for music

- Encourage the children to listen to different kinds of music and instruments by using headsets for free choice or as a large group listening to a CD/tape for a few minutes.

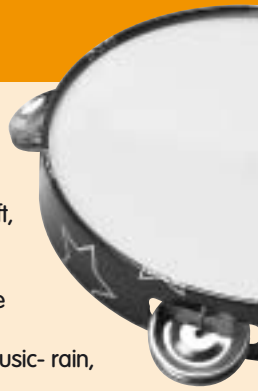



- Use some music to move to
- Pass the instruments round a circle of children touch them, talk about the shape and how to play them
- Ask the children to draw an instrument after handling it
- Look at and play an instrument from another country- look at postcards. Photos, writing from that country
- Pass the instrument round the circle, taking turns to play it correctly
- Colour code some chime bars and follow some music (coloured dots or squares on a strip of paper)
- Start a music corner or table – limit the instruments to one or two that are played in the same way, (shake, tap, scrape, etc)
- Hide behind a screen- play an instrument – let the children guess what the instrument is. Take turns to play
- Play 'Pass the Sound' Adult starts with a sound such as two taps on the drum, next child in the circle copies the sound and passes the instrument on. Interesting to see if the sound is the same at the end of the circle!
- Play 'Pairs', have a selection of shakers (two of each) the children must match the same ones, by listening to the sound!
- Clap the children's names

- Go on a listening walk
- Play an instrument in different ways, loud, soft, fast, and slow – get the children to try
- Make music to send the baby to sleep
- Make some weather music- rain, hail, storms, etc
- Use instruments to help you with a story, i.e. coconut shells for horse's hooves, wood block for steps
- Listen to a clock tick and copy the sound with an instrument
- Play a game of moving to the sound of an instrument and stopping when the music stops
- Sort the instrument into sets such as – made of wood, plastic, etc or instruments you blow, tap, shake etc
- Make a scrapbook of pictures of different instruments cut out or brought to school by the children

creative

- Make quiet sounds with instruments – play some quiet music for the teddy who is trying to get to sleep
- Perform music to other children
- Record the child's music – play it back to them and ask them what they think of it. Can they make it better?
- Make up a lullaby to sing to the baby doll.
- Circle time- pass the teddy-make quiet sounds e.g. Stroke teddy's ear, tap fingers, stroke sleeve
- Play calm, relaxation music as the children come into nursery-it really makes a difference
- Sit very still and listen to what you can hear- record what they say
- Answer the register in whispered voices
- Talk very quietly; tell the children to tiptoe to get their coats/shoes
- Sing songs that start loudly and get quieter
- Sing songs loudly and then quietly, remind children not to shout when singing
- Explore clay- can they use it quietly/noisily?
- Large paper and crayons, observe and draw some quiet or noisy instruments
- Look at Kandinsky painting, talk about pictures which are calming. Make their own Kandinsky style painting using paint, tissue paper collage
- Play calming music next to painting easel, let the children free paint. Provide them with calm, pastel colours, ask them which colours make them feel calm. Show them some paint charts
- Give the children silk scarves and ribbons to dance with, use their own music, multi cultural music, calming music





song time

Tap your name (tune 'Hot cross buns')

Tap your name,
Tap your name,
Pass the tambour round the ring,
And tap your name.
Who will have the next go?
Can you play the game?
Pass the tambour round the ring,
And tap your name.
(change tambour to woodblocks, drum etc)

Marching along (try any tune!)

Oh follow us we're marching along,
Marching along,
Marching along.
Oh follow us we're marching along
Marching around the room.
(Change to sliding, jumping, tiptoeing etc)

Tap your shoulders (tune 'Frere Jacques')

Tap your shoulders,
Tap your shoulders,
Touch your toes,
Touch your toes,
Tickle on your tummy,
Tickle on your tummy,
Where's your nose? There's your nose.
(Vary with different parts of body)

Action rap (two beat rap)

1 2 1 2 1 2 1
Everybody clap, clap, clap,
1 2 1 2 1 2 1
Let's all do the action rap
We shake our hands (Children echo)
We stamp our feet, (Children echo)
We knock our knees (Children echo)
And we clap the beat (Children echo)
Chorus
We twirl our arms (Children echo)
We swing our hips (Children echo)
We shrug our shoulders (Children echo)
And we kiss our lips (Children echo)
Chorus
We stretch up high, (Children echo)
We touch the ground (Children echo)
We roll our hands
And we spin around
Chorus

Do as I am doing (make up own tune!)

Do as I am doing, follow, follow me,
Do as I am doing, follow, follow me.
If I do it high or low, if I do it fast or slow.

(Sing song tapping knees)

Variations

Clap as I am clapping...
Walk as I am walking...
Crawl as I am crawling...

Come on and clap (own tune!)

Come on and clap, clap, clap,
We're gonna clap, clap, clap,
Come on and try it, Let's all clap, clap, clap.
(Change to sway, bounce, shake etc)

What shall we do? (tune 'What shall we do with the drunken sailor?')

What shall we do with the letter d?
What shall we do with the letter d?
What shall we do with the letter d?
On this Monday morning?

Let's find words that begin with d,
Let's find words that begin with d,
Let's find words that begin with d
On this Monday morning.

The penguin song (brilliant for rhythm)

Have you ever seen
A penguin come to tea?
If you want to see a penguin
Look at me.

Penguins attention! - penguins begin...

(Stand straight – One arm flaps in and out
to beat, then two arms, then two arms and
two legs sideways, than walk round circle)

Hello song (tune 'Peter Pointer')

Heidi Smith, Heidi Smith where are you?
Here I am, Here I am, How do you do?

Goodbye song tune (first two lines of 'Twinkle twinkle')

Now it's time to say goodbye
Heidi Smith off you fly.

Or (make up own tune)

The clock says tick tock,
The clock says tick, tock,
The clock says tick tock,
It's time to say goodbye,

Sing to tune of 'Farmer's in his den'

(Stand in circle, move clockwise,
drum beat)

We're walking to the drum,
We're walking to the drum,
Eee I ally Oh,
We're walking to the drum.
(Change movement to march, tiptoe, creep,
jump, hop etc)

(courtesy of Paul Schofield)

Sit in circle holding hands, sing...

Here we go, here we go,
(sway from side to side)
Up and down, up and down,
(arms go up and down)
Out and in, out and in,
(arms go out and in)
Here we go again
(arms go round and round
like a machine)

(courtesy of Paul Schofield)

