

Reactive

Level 4

Listening and Responding

**Sing short,
everyday phrases
to me**

Card
13



- **Listen to the communication songs with me and show me that you can sing them too....**
- **Sing the 'Hello' song with me using my name**
- **Then try goodbye**
- **Next show me how to sing 'yes please' and 'no thank you'**
- **Show me that it is my turn by giving me the echo microphone**

Try learning phrases that you can use for people's names, activities and places

**Card
13**



Reactive

Level 4

Listening and Responding

**Play me repeating
patterns on
instruments, sound
makers and with
technology**

Card
14



- **Play me simple patterns on a drum or tambourine, like 'rat-a-tat-tat' on the drum (or on the keyboard**
- **Play me patterns of three or four notes on the keyboard like 'C-D-E, C-D-E, C-D-E' or in numbers such as '1-2-3,3-2-3,4-3-2-1'**
- **Sing or play familiar patterns for me that I know from my favourite songs, TV Programmes, adverts or toys**
- **Take turns with me playing the instruments in the 'All Join In' song**

Make recordings of everyday patterns then of you playing them, so I can work out the connection in my own time



Proactive

Level 4

Making sounds and music myself

**Give me that
microphone!**

Card
15



- **Encourage me to sing short bursts of music I've been hearing from the communication songs**
- **Show me that you're pleased when I try to do it!**
- **I might find using a microphone and amplifier motivating**
- **Try putting different effects on my voice, such as echo or reverb**
- **Remember I might want to move when I sing**
- **Let us take turns, to show me that we can sing the same thing**

*Once I'm confident,
turn it up loud!*

*Record what I do and
let me hear it back*



Proactive

Level 4

Making sounds and music myself

**Help me to play
short musical
phrases on
instruments**

Card
16



- **Place your hand under mine and show me how to make short rhythms on percussion instruments**
- **Show me how to play short, simple patterns on the keyboard**
- **Start with simple, rhythmic patterns that stay on the same note**
- **Now introduce patterns that use two or three notes and that start on C**
- **Its fine for me to use one finger to start with...then encourage me to use my thumb and other fingers too**
- **Help me create my own songs, going up '1-2-3-4-5' and singing my name (Sing a song for...)**

Encourage me to copy what you do by looking and listening

I may like to learn on my own by looking and listening to recordings of you playing

I may find it helpful if you refer to the names of the notes (with stickers or colours)

Record what I do for me to see!

Interactive

Level 4

Making sounds and music with others

**Play ‘call and response’
games with me using
your voice**

Card
17



- When I sing short patterns of sounds, copy what I do
- Encourage me to do the same
- Play 'call and response games' - you could use some of the communication songs, like 'What's your name?...My name is Jack'
- Play the game with other people in a small circle - one person could be the leader for others to follow, or you could play 'pass the pattern' from one person to another
- Sing the first part of a song and let me finish
- Take turns filling-in the parts of songs, such as the animal sounds in 'Old MacDonald', or from the communication songs

At first, I may just copy what you do, so you could model the interaction with others



Interactive

Level 4

Making sounds and music with others

Play 'call and response' games with using instruments

Card
18



- Encourage me to make short rhythms using a drum or tambourine, and copy what I do
- Then swap over - see if I will copy you
- Next, instead of copying me exactly, change the pattern slightly (like a 'question and answer')
- Now try playing the same game on the keyboard
- Now take turns: I play something, you play something, I play something, you play something etc. - hooking the patterns together to start to make music together over time

Perhaps try rhythms on one note at first...Then use little phrases of two or three notes