

Body & Voice Music Sessions Carrie Lennard



Part 1



Setting up

Let everybody know that the next lesson is Music and that the arrangement of the group and the room may need to change. Play the **“Setting the scene”** music to signal this and to allow the children to anticipate what is coming next.

Music lesson



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Carrie Lennard 2013

Shake my hand



Hello

Song: Shake my hand

Shake my hand

Shake my hand

Hello

Shake my hand



vocal



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Words & Music Hazel Rowley
1987



instrumental

Horse Riding





All together



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Instrumental: Horse Riding

You will need:

- “Horse Riding” music track
 - One co-op band

Each child holds onto the co-op band or is supported in this action whilst the music plays. It starts slowly and gathers momentum, with “jumps” in the fast bit...then it slows down to.....”and....STOP!”



Including child's actions

Song: Your name is ?

Your name is

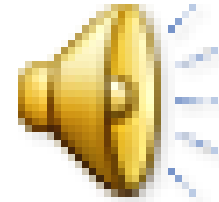
You're looking really cool

Your name is

You're looking really cool

You're gonna choose an action

I don't know what you'll do



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Music – Leiber & Stoller 1952
Words – Carrie Lennard 2014

Whatever movement/intention of movement/ sound-making that the child shows is their “chosen” action. The group follow their lead.

Rig -a- jig-jig



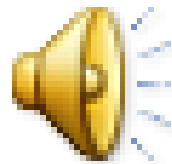
Let's move!

Song: Rig-a-jig-jig

As I was walking down the street
Down the street, down the street
A friend of mine I chanced to meet
Hey ho, hey ho, hey ho.....
A – rig-a-jig-jig and away we go
Away we go, away we go
A – rig-a-jig-jig and away we go
Hey ho, hey ho, hey ho

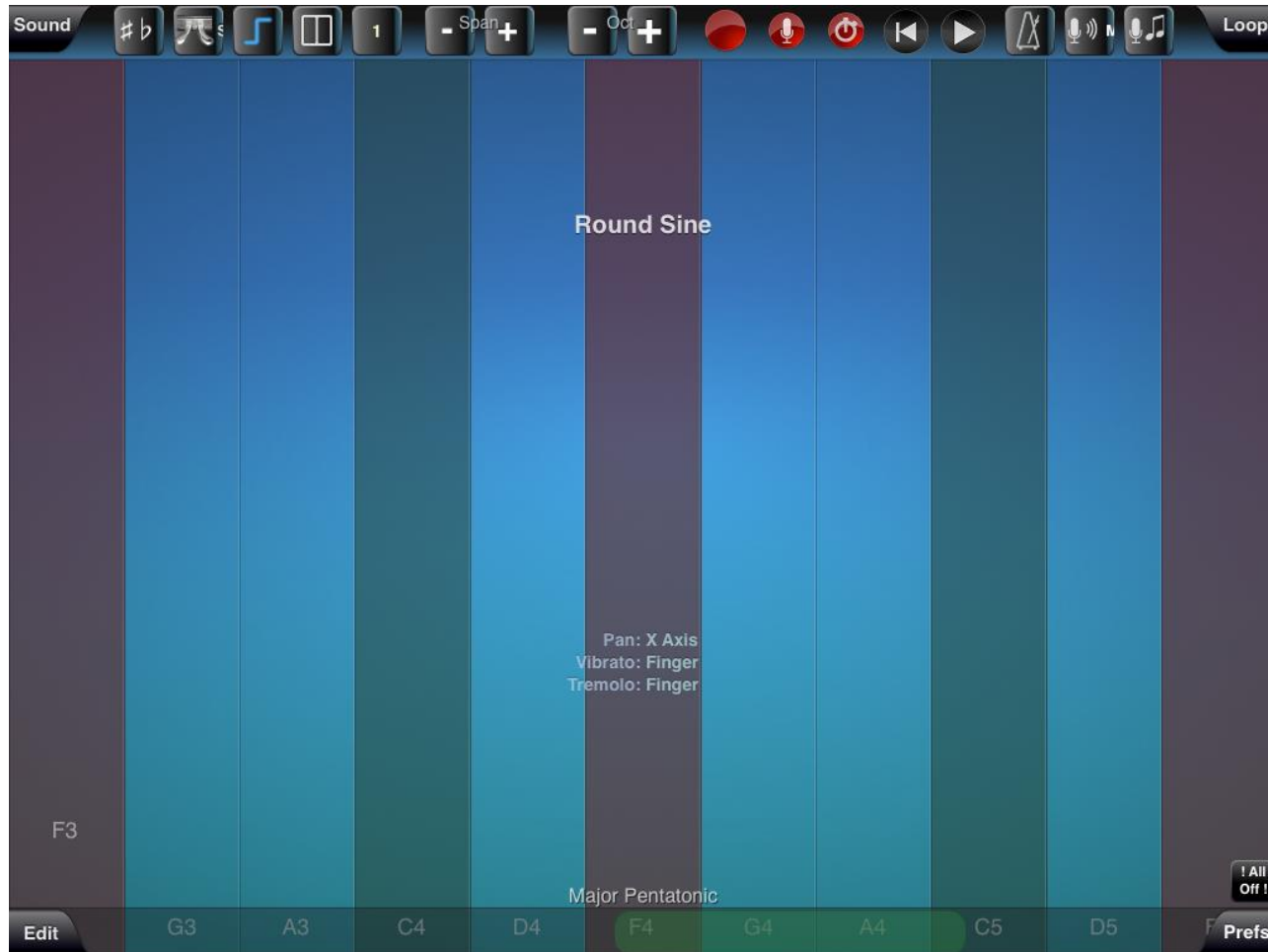
An adult leads the activity and singing with everyone in a spacious circle. S/he walks around and indicates clearly which child can expect to be asked to join the dance.

Thus done, the adult holds out their hands to the new partner, allowing the child time to place their hands independently on/ near/ under etc. the adult's hands and then engaging in a dance/ movement that is initiated as much as possible, by the child (Intensive Interaction).



traditional

iPad - ThumbJam



Instruments

Making music independently



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You need:

1. An iPad
2. ThumbJam app (check that all the instruments have been downloaded in-app)
3. Select “ThumbJam” > “Sound” > “Change instrument” > “Round Sine” > “Done” > “#b” > “F” > “#b” > “Sound” > “Change Scale” > “Major Pentatonic” > “Done”.
4. CD with “Birds Sing” track
5. Have the music ready to play on the CD player.
6. Position the iPad so that the child can operate it independently – velcro/ place in a holder/ gaffa/ manually position and hold at the right angle so that the child does not require an adult to do the playing for them!
7. Having set “ThumbJam” up as described in (3), allow the child to freely explore the sounds, without bringing in the CD music. Only when you feel that the child is more confident and is aware of what they are doing and showing signs of enjoyment, do you gently start the music playing on the CD and bring the volume up to a level that allows the child to still hear clearly what they are playing, whilst possibly beginning to make some kind of relationship between what they are playing and hearing and the CD music.

Slow & Fast



Contrasts

Slow & Fast



The drumming music alternates between “slow” and “fast” and can be shared with the student in a variety of ways.....

- Tapping rhythmically on body parts
- Clapping rhythmically on student's hands
- Student chooses an instrument and plays along
- Adults performs the movement of the music with a large , chiffon scarf
- Incorporate counting – this will also help everyone to know when the change of tempo is coming!
- Students are moved around in their wheelchairs in time to the music, counting the beats and having a dramatic pause in between the changes.....if the child is confident in this situation, it can often elicit a lot of anticipation and laughter.
- Say the students' names

“dance dance lite”

– sound responsive iPad app



Vocalising

- Using **Intensive Interaction** – this involves listening very, very carefully to the sounds that the child is making and initially, copying them back as accurately as you can, to create a sung dialogue. Show the child that you enjoy this activity with them – it will encourage further vocalisations and help to develop their speech skills too.
- **Voice-activated apps on the iPad** – (free) “dance dance lite” gives you a dancing penguin who moves when he hears sounds

The Sun Song (yellow)



Themes

Seasons > Summer > Temperature > Colours > Sky > High>

Song: The Sun Song



Ay-yi-yi-yi-
Ay-yi-like the sun to shine
Ay-yi-yi-yi- like it quite a lot
Ay-yi-yi-yi-
Ay-yi-like the sun to shine
Ay-yi-yi-yi- like it when it's hot
The sun is very yellow
It's way, way, way up high
The sun is very yellow
It shines up in the sky!



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Words & Music
Carrie Lennard & Mandy Mayhew
2012

Body parts

Relaxation



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Goodbye



Goodbye

It's important to use the same "Goodbye" song for set situations,
e.g. music lesson; end of the day; PSHE.

Song: Goodbye

Goodbye, goodbye, goodbye to you.

Goodbye, goodbye, goodbye to you.

(Children and adults' names sung through in
turn, finishing with "Everyone, goodbye")



vocal

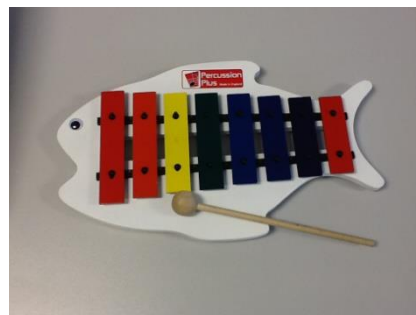


instrumental



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Words & Music
Carrie Lennard 1979



Body & Voice Music Sessions Carrie Lennard



Part 2



Setting up

Let everybody know that the next lesson is Music and that the arrangement of the group and the room may need to change. Play the **“Blue Dolphin”** music to signal this and to allow the children to anticipate what is coming next.

Music lesson



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You are my friend



Hello

Song: You are my friend

You, you, you are my friend

(Place your hand gently on their shoulder)

You, you, you are my friend

And I want to shake hands with you

(Put your hand out to the child to ask them for their hand; give them time to move their hand to yours; let them rest their fingers/ hand on yours – do not squeeze their hand so that they cannot interact independently)

Yes, I want to shake hands with you

Shake, shake, shake my hand

Shake, shake, shake my hand

Yes, we are shaking hands

We are shaking hands



vocal



instrumental



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Words & Music

Carrie Lennard 2013

We've got the whole world in our hands



All together



Song: We've got the whole world in our hands

(You will need: 1 x inflatable ball. Sing this verse at the beginning and end of the song. Bounce the Inflatable ball in time to the music)

You can sing this song unaccompanied – it will allow the students the time they need to push the ball away or if you prefer, use the music track.

We've got the whole world in our hands

We've got the whole world in our hands

We've got the whole world in our hands

We've got the whole world in our hands

(Sing this verse to each child in turn, place/ throw the ball in such a way that they can move/ indicate small movements/ push the ball in any direction/ respond independently where possible. Sing at the child's pace so that their responses are incorporated into the song)

We've got you and me (child's name) in this world

We've got you and me (child's name) in this world

We've got you and me (child's name) in this world

We got the whole world in our hands



Brown girl in the ring

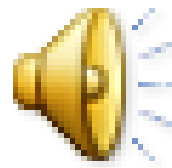
- Props: You will need one P.E. hoop, preferably brightly coloured. On each verse, place the hoop over a different student and then sing the song
- The music is instrumental so add your students' names....

(Name) in the ring, tra-la-la-la-la

(Name) in the ring, tra-la-la-la-la-la

(Name) in the ring, tra-la-la-la-la

S/he looks like s/he's having fun



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Traditional music

Adapted words – Mandeville School 1999

123



Including child's actions

Song: 1,2,3, Whee!



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Music & words by Eric Litwin 2011

1,2,3, Whee! 1,2,3, Whee! (“Whee!”- hands/ arms/ any body part that goes “up”)

1,2,3, Whee! 1,2,3, Whee!

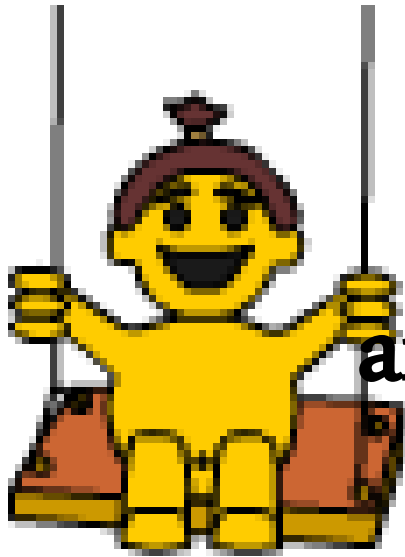
1,2,3, Whee!

1,2,3, Clap! 1,2,3, Clap! Etc.

Continue the song with each child suggesting/ demonstrating a movement, sound, that is included in the new verse.

The song finishes with “1,2,3, Whee!” verse

Swing



and

sway



Let's move!

Song: Swing and sway

Swing, swing, I love to swing
Swing, swing, see me swing
Swing, swing, up so high
I can swing to the sky

Sway, sway, I love to sway
Sway, sway, see me sway
Sway, sway, a-this away
I can sway all the day

There are 2 actions in this song – swinging and swaying. Sit opposite the child and encourage them to rest/ place/ hold their hands in yours and perform the actions of “swinging” – backwards and forwards rocking and “swaying” – sideways. Another way would be for the child to be on the floor, resting their back against the adult. (See below – Beach Chair from cotswoldoutdoor.com £18.00 recommended to help support adults' backs.



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Words & music
Carrie Lennard 2005

Tapping Song



Body parts

Song: Tapping Song

Head, head, I'm tapping on your/my head

Head, head, I'm tapping on your/my head

Head, head, I'm tapping on your/my head

Where is your/ my head? It's HERE!

- Select other body parts
- Ask the children to choose/ indicate which body part comes next



vocal

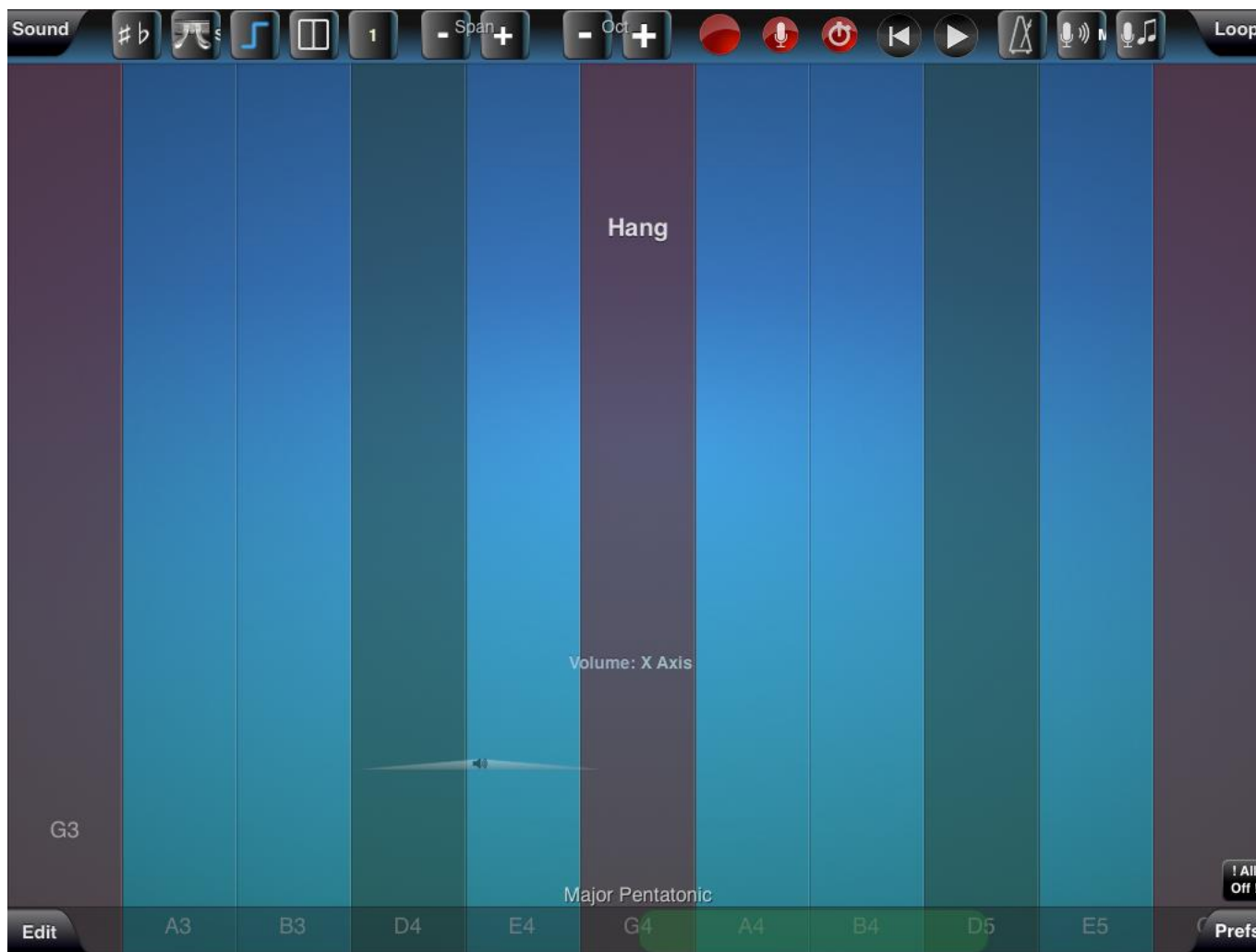


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Words & Music
Carrie Lennard 2005



instrumental

iPad - ThumbJam



Instruments

Making music independently

You need:

1. An iPad
2. ThumbJam app (check that all the instruments have been downloaded in-app)
3. Select “ThumbJam” > “Sound” > “Change instrument” > “Round Sine” / “Hang Drum” > “Done” > “#b” > “G” > “#b” > “Sound” > “Change Scale” > “Major Pentatonic” > “Done”.
4. CD with “Be happy” track
5. Have the music ready to play on the CD player.
6. Position the iPad so that the child can operate it independently – velcro/ place in a holder/ gaffa/ manually position and hold at the right angle so that the child does not require an adult to do the playing for them!
7. Having set “ThumbJam” up as described in (3), allow the child to freely explore the sounds, without bringing in the CD music. Only when you feel that the child is more confident and is aware of what they are doing and showing signs of enjoyment, do you gently start the music playing on the CD and bring the volume up to a level that allows the child to still hear clearly what they are playing, whilst possibly beginning to make some kind of relationship between what they are playing and hearing and the CD music.



Softly &

loudly



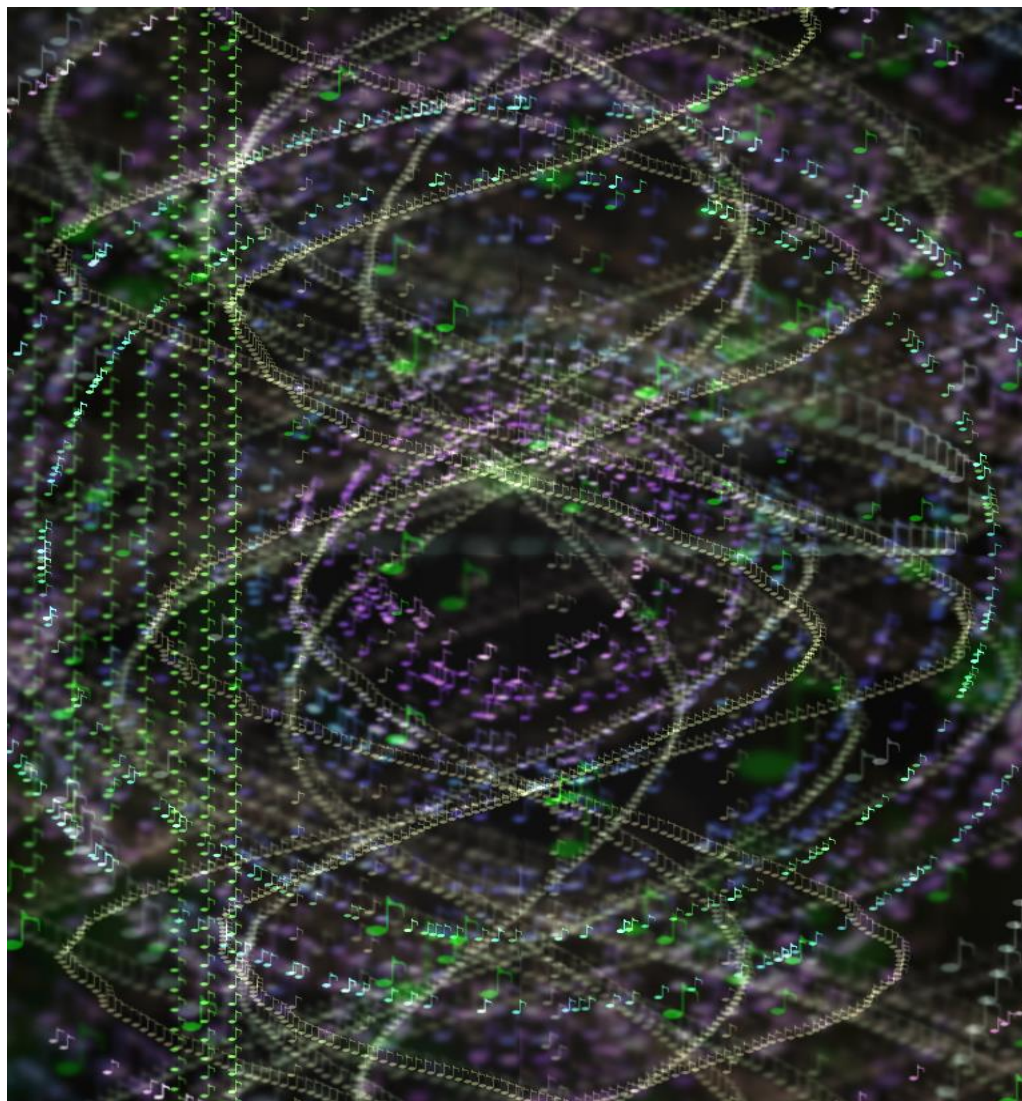
Contrasts



Ukulele (Soft and Loud) The music alternates between “softly” and “loudly” and can be shared with the child in a variety of ways.....

- Tapping very gently/ more firmly and rhythmically on body parts
- Clapping very gently/ more firmly and rhythmically on child’s hands
- Child chooses an instrument and plays along
- Adults performs the mood of the music with a large , chiffon scarf
- Children are moved around in their wheelchairs, turning gently on the soft music and then moving around the room in the loud music, making good use of the “1,2,3,4” count-in that announces the loud music is just about to play.....if the child is confident in this situation, it can often elicit a lot of anticipation and laughter.

Audiogasm – sound responsive iPad app



Vocalising

- Using **Intensive Interaction** – this involves listening very, very carefully to the sounds that the child is making and initially, copying them back as accurately as you can, to create a sung dialogue. Show the child that you enjoy this activity with them – it will encourage further vocalisations and help to develop their speech skills too.
- **Voice-activated apps on the iPad** – (free) “Audiogasm” presents colourful and highly responsive images to sound.



Carnival

Themes

Celebration > Carnival > Dance & Movement > Body parts > Sequencing

Song: Carnival

Chorus:

Carnival (3 claps) - Let's party (Makaton sign for "party")

Carnival (3 claps) - Let's party (Makaton sign for "party")

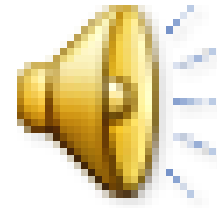
Carnival (3 claps) - Let's party now (Makaton sign for "party")

Carnival (3 claps) - Let's party (Makaton sign for "party")

Carnival (3 claps) - Let's party (Makaton sign for "party")

Carnival (3 claps) - Let's party now (Makaton sign for "party")

1. Sway and sway (repeat) sideways rocking
2. Wave your arms (repeat) arms stretched up high like a Mexican wave
3. Up and down (repeat) hands/ legs/ head etc up and down
4. Stamp your feet and/or Wiggle your toes (repeat)
5. Hear my song (repeat) Makaton signs for "Hear" – "My" – "Song"



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Words & Music

Carrie Lennard 2005

Goodbye



Goodbye

Song: (And) It's time to say goodbye now

(Tune – She'll be coming round the mountain)

(And) it's time to say goodbye now for today

And it's time to say goodbye now for today

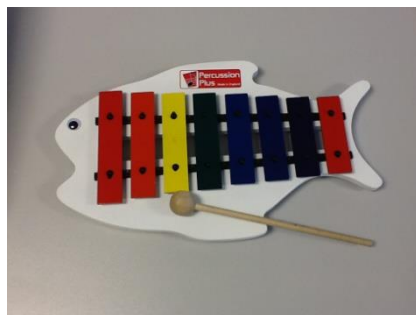
It's time to say goodbye now,

Time to say goodbye now,

It's time to say goodbye now for today

And it's goodbye to for today

(You may wish to sing each child's name for a whole verse or sing it just once, making the song shorter.)



Body & Voice Music Sessions Carrie Lennard



Part 3



Setting up

Let everybody know that the next lesson is Music and that the arrangement of the group and the room may need to change. Play the **“Clearing the loft”** music to signal this and to allow the children to anticipate what is coming next.

Jazz hello



Hello

Song: Jazz Hello

(Choose from a small glockenspiel or some chime bars in the key of “D” or ThumbJam app set in the key of “D” and scale set to “Major Pentatonic”

Hello (child’s name)

How are you?

You can show us what you do

Anything you want to do

So (child’s name), it’s up to you

Instrumental played by child improvising on their chosen instrument.....

Well it’s (child’s name) turn, It’s (child’s name) turn

Pass it onto (child’s name)



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Words & Music

Carrie Lennard 2008

We're looking at



YOU

All together

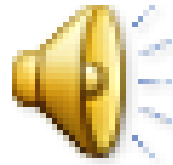
Song: We're looking at you (child's name)

We're looking at you (child's name)

We're looking at you (child's name)

We're looking at you (child's name)

We're looking at you (child's name)



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Words & Music
Carrie Lennard 1998

You're (Child's name is) looking at

**(important to report accurately what the child is really looking at so as to
reinforce learning)**

You're (Child's name is) looking at

You're (Child's name is) looking at

You're (Child's name is) looking at

Jo-Jo
the clown



Including child's actions



Song: Jo-Jo the Clown

(The name "Jo-Jo is changed for the student's name)

When playing the instrumental version, listen through
the first chorus and verse, then come in with the first student.

Derek, Derek, look him up and down

He's a very clever boy

Derek the clown

Derek says (child indicates movement/ vocalisation for group to copy)

Derek says (child indicates movement/ vocalisation for group to copy)

Derek says (child indicates movement/ vocalisation for group to copy)

Just like this



Example verse



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Words & Music
Carrie Lennard 1985



instrumental

Wey, hey and up she rises!



Let's move!

Song: What shall we do with (child's name)?

(Encourage/ provide physical support to the child to lift their hands/ arms in the air each time they hear “and up s/he rises”).

What shall we do with (child's name)?

What shall we do with (child's name)?

What shall we do with (child's name)

Early in the morning?

Wey, hey and up s/he rises

Wey, hey and up s/he rises

Wey, hey and up s/he rises

Early in the morning



Example verse and chorus



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Music – traditional

Adapted words – Carrie Lennard 1981



instrumental

Musical statues



Body parts

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“Moving”
Carrie Lennard 2013



Musical statues

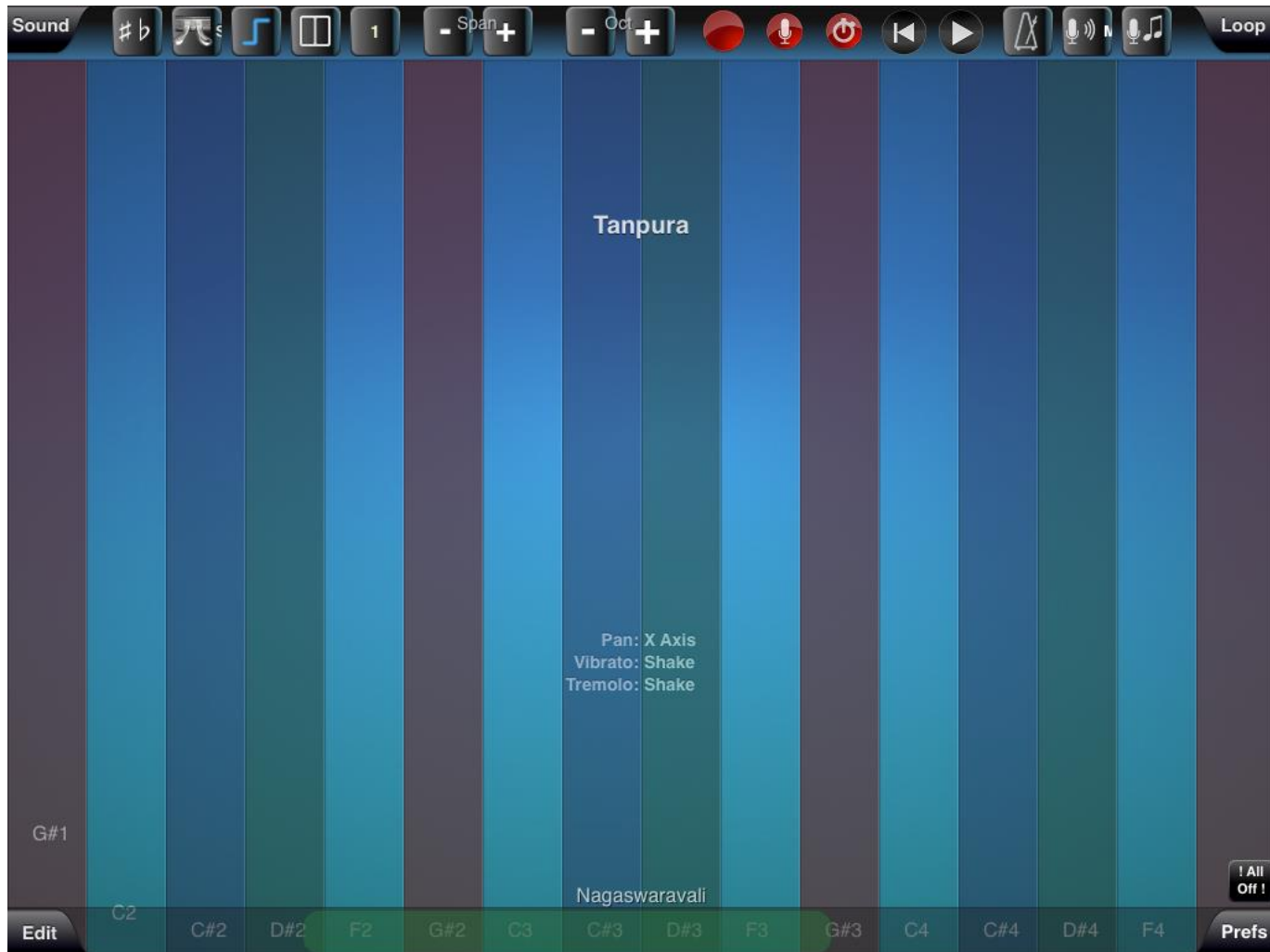
You will need 1:1 staffing so that each child has an adult to dance with and support them.

If necessary, repeat the activity so that there are “performers” and “audience”

Select a lively instrumental that will encourage the children to move and dance.

Press “play” and let the music run for a reasonable amount of time, then (maybe) call out a loud “...and STOP” to signal the nature of the activity and to develop their anticipation skills.

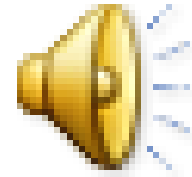
iPad - ThumbJam



Instruments

Making music independently

You need:



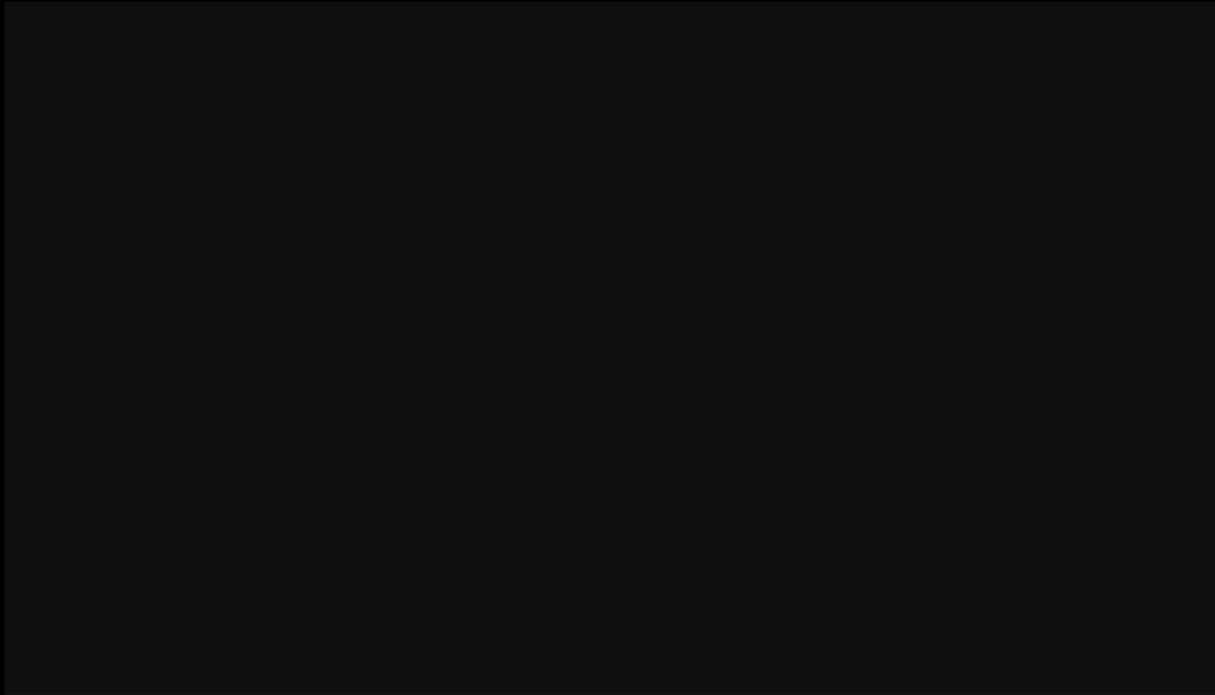
1. An iPad
2. ThumbJam app (check that all the instruments have been downloaded in-app)
3. Select “ThumbJam” > “Sound” > “Change instrument” > “Tanpura” / “JR Smooth Steel” > “Done” > “#b” > “G#” > “#b” > “Sound” > “Change Scale” > “Nagaswaravali” > “Done”.
4. CD with “Nagaswa Journey” track
5. Have the music ready to play on the CD player.
6. Position the iPad so that the child can operate it independently – velcro/ place in a holder/ gaffa/ manually position and hold at the right angle so that the child does not require an adult to do the playing for them!
7. Having set “ThumbJam” up as described in (3), allow the child to freely explore the sounds, without bringing in the CD music. Only when you feel that the child is more confident and is aware of what they are doing and showing signs of enjoyment, do you gently start the music playing on the CD and bring the volume up to a level that allows the child to still hear clearly what they are playing, whilst possibly beginning to make some kind of relationship between what they are playing and hearing and the CD music.

Contrasts



Rollercoaster

Up & down, slow & fast, direction – visual, vocal, imagination,
proprioceptive, vestibular



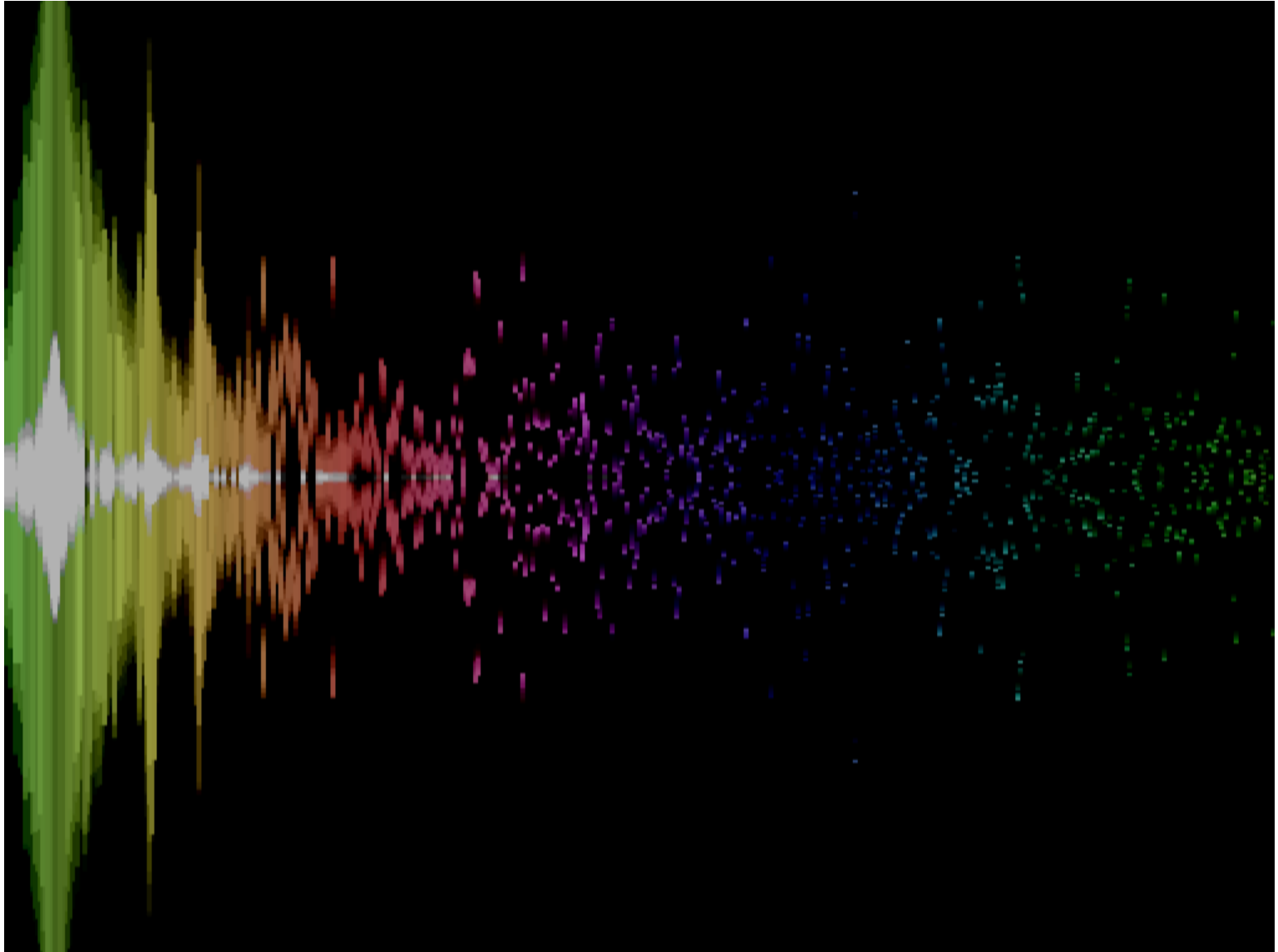
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Video – unknown source
Music – Carrie Lennard 2007

Click on the screen to play

Hyperspectral

— sound responsive iPad app



Vocalising

- Using **Intensive Interaction** – this involves listening very, very carefully to the sounds that the child is making and initially, copying them back as accurately as you can, to create a sung dialogue. Show the child that you enjoy this activity with them – it will encourage further vocalisations and help to develop their speech skills too.
- **Voice-activated apps on the iPad** – (free) “Hyperspectral” presents a linear and highly responsive image to sound that expands as the sound gets louder.

Blue Sea



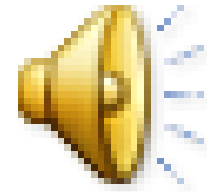
Themes

Sea > movement > water activities > colour > food

Song: Blue Sea

Chorus:

Blue sea, blue sea,
Lots to do on the blue sea
Blue sea, blue sea
What shall we do on the blue sea?
(That's what we do in the blue sea)



1. Row our boat, row our boat, row our boat on the blue sea x 2...chorus
2. Catch a fish, catch a fish, catch a fish in the blue sea x 2....chorus
3. Swim, swim, swim, swim, swim, swim in the blue sea x 2.....chorus
4. Dive, dive, dive, dive, dive, dive in the blue sea x 2.....chorus
5. Recap verses 1 – 4.....chorus



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Words & Music

Carrie Lennard and Mandy Mayhew 2011

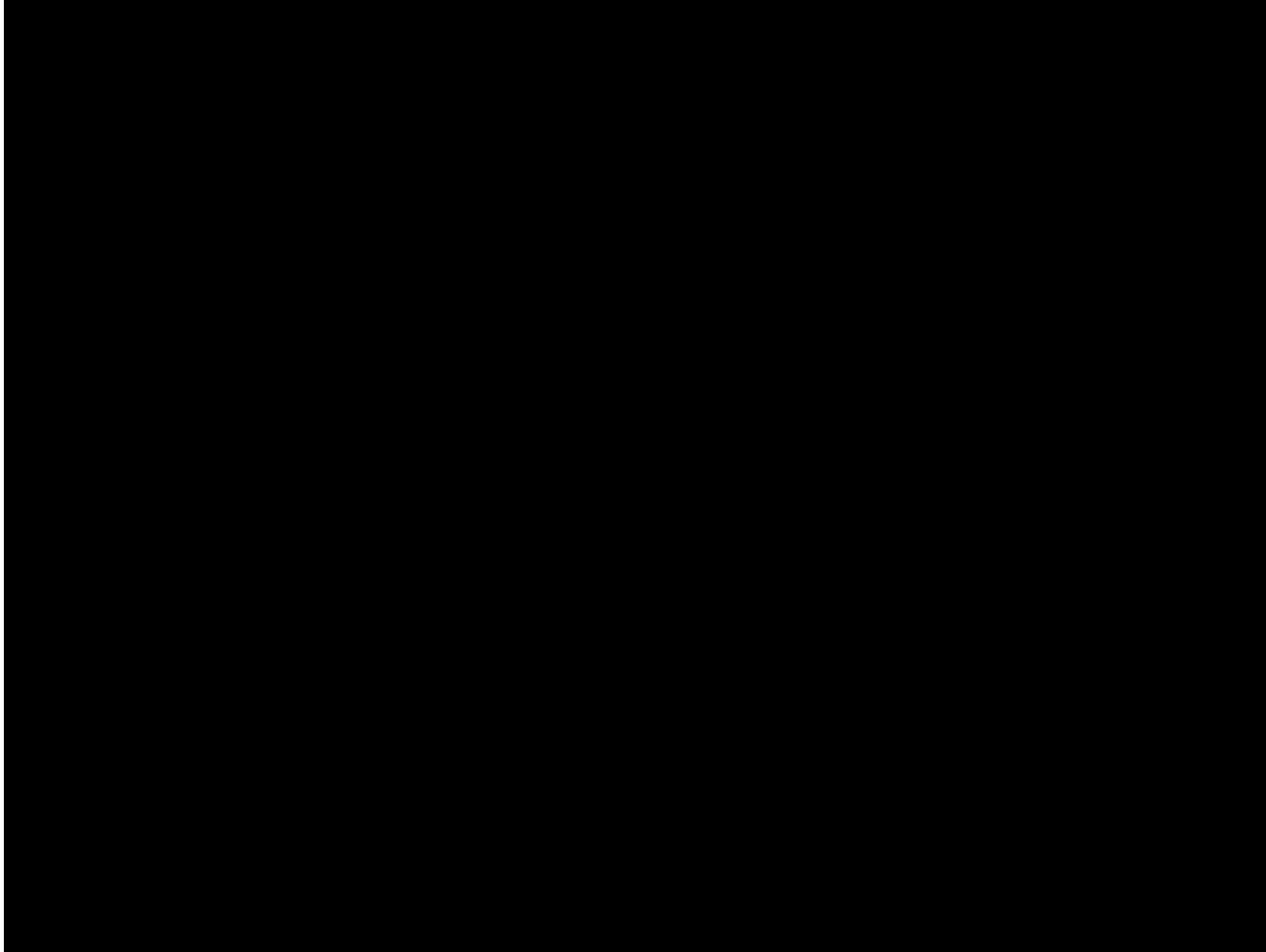
Themes

Food > What I like to eat > Choice > Colour



Click on the screen to play

The Food Song



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Pictures – Free Source Internet
Words & Music – Carrie Lennard 2011

Goodbye



Goodbye

This is a popular farewell song (tune: Skip to My Lou).

Song: Goodbye

Goodbye (child's name)

See you soon

Goodbye (child's name)

See you soon

Goodbye (child's name)

See you soon

See you here (tomorrow/ next Tuesday)

Special event





It's Christmas !

It's Christmas !

- click play
- at the end of each section, count
“1,2,3,4,5 It's Christmas!!”
- Rock/ sway
- Wave your pom-poms!



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Words & Music
Carrie Lennard 2013

Diwali

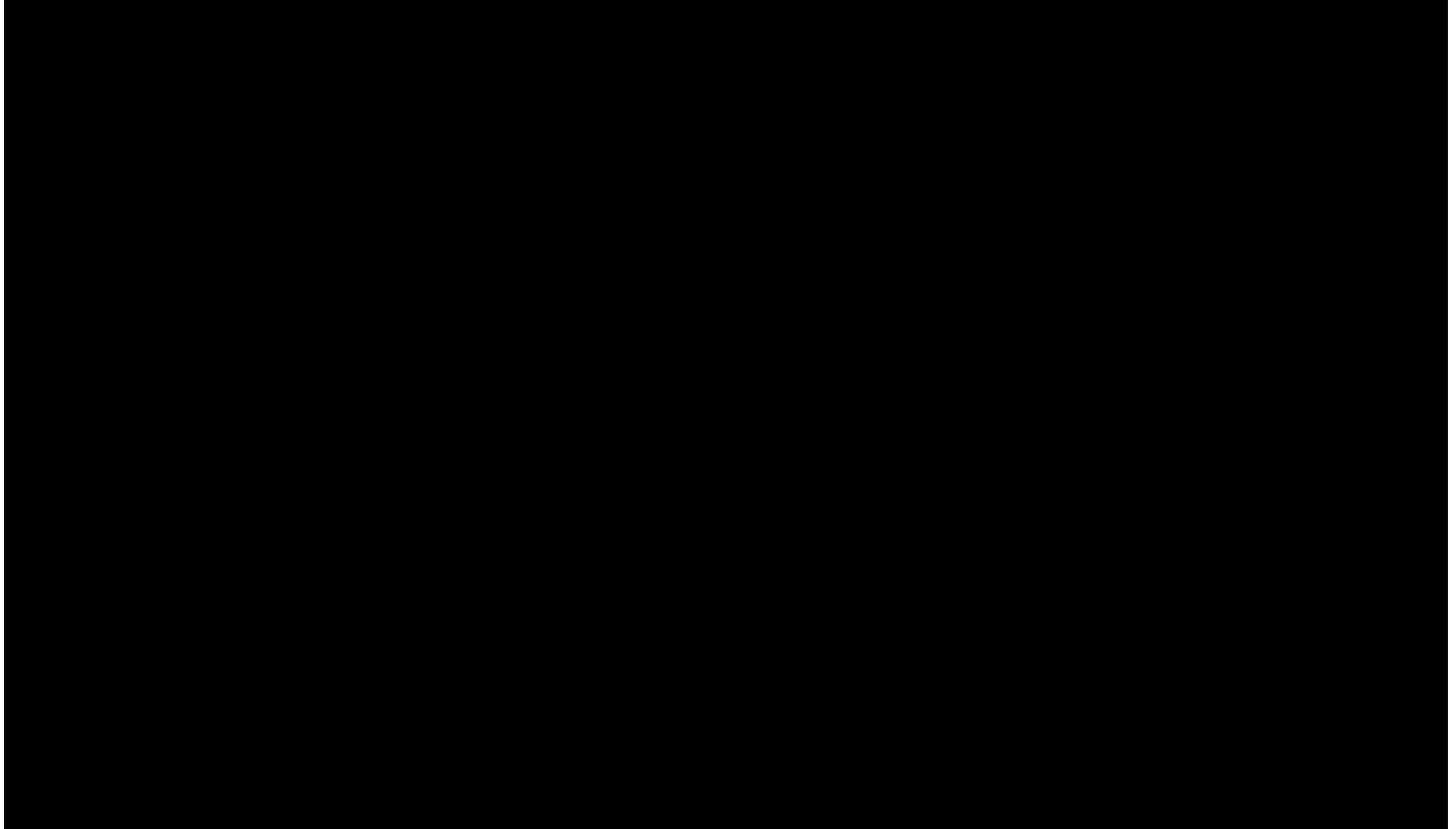
The word "DIWALI" is written in a stylized, golden-yellow font with a glowing, brush-stroke-like texture. The letters are surrounded by a dense cloud of small, bright golden-yellow sparkles and larger, out-of-focus circular bokeh lights, creating a festive and celebratory atmosphere. The entire graphic is set against a solid black background.

Click on the screen to play

Diwali time is here



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Harvest Time





What shall we bring at harvest Time?

Chorus:

What shall we bring at Harvest Time?

What shall we bring at Harvest Time?

What shall we bring at Harvest Time

To put on the harvest table?



1. We will bring milk from the cow x 3

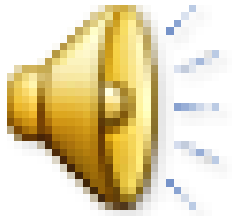
To put on the harvest table...chorus

2. We will bring eggs from the hen etc

3. We will bring wool from the sheep etc

4. We will bring cheese from the goat etc

5. We will bring feathers from the duck etc



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Music - traditional
Adapted words -
Eileen Mantz 1999

