



Body

&

Voice

Trial Music Pack

Carrie Lennard

Music lesson



copyright
all rights reserved

Carrie Lennard 2013
"Setting Up"

A large, blue hula hoop with several white pom-poms attached to its outer edge, serving as a decorative frame for the central text and play button.

Let's get ready!



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 student 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



copyright

all rights reserved

Words & Music

Carrie Lennard 2013

Jazz 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 (student’s name)

How are you?

You can show us what you do

Anything you want to do

So (student’s name), it’s over to you

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



copyright

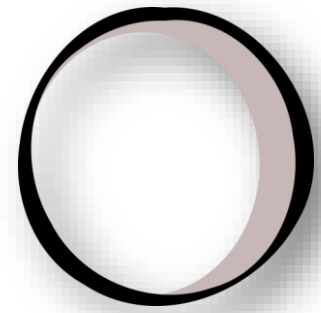
all rights reserved

Words & Music

Carrie Lennard 2008



In the ring



Tune – 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)'s in the ring, tra-la-la-la-la
(Name)'s in the ring, tra-la-la-la-la
(Name)'s in the ring, tra-la-la-la-la
S/he looks like s/he's having lots of fun, fun, fun

Repeat x * 2

We're all here altogether
Everybody has a smile
We're all here altogether
Everybody has a smile

There's (sing each person's name around the group; (go round twice if time).....sing *



copyright

all rights reserved

Traditional music

Adapted words – Mandeville School 1999

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 student 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 student's pace so that their responses are incorporated into the song)

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

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

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

We got the whole world in our hands





All together



copyright
all rights reserved
Carrie Lennard 2013

Instrumental: Horse Riding

You will need:

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

Each student 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!”

All together

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

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

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

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

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

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

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

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

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

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



copyright

all rights reserved
Words & Music
Carrie Lennard 1998

Including student's actions

Song: Your name is ?



copyright

all rights reserved

Words & Music – Carrie Lennard 2014

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

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

Including student's actions



Song: The Clown Song

(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/ man

Derek the clown

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

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

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

Just like this



example verse



copyright
all rights reserved
Words & Music
Carrie Lennard 1985



instrumental

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



traditional

An adult leads the activity and singing with everyone in a spacious circle.

S/he walks around and indicates clearly which student can expect to be asked to join the dance.

Thus done, the adult holds out their hands to the new partner, allowing the student 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 student (Intensive Interaction).

Let's move!

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

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

What shall we do with (student'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



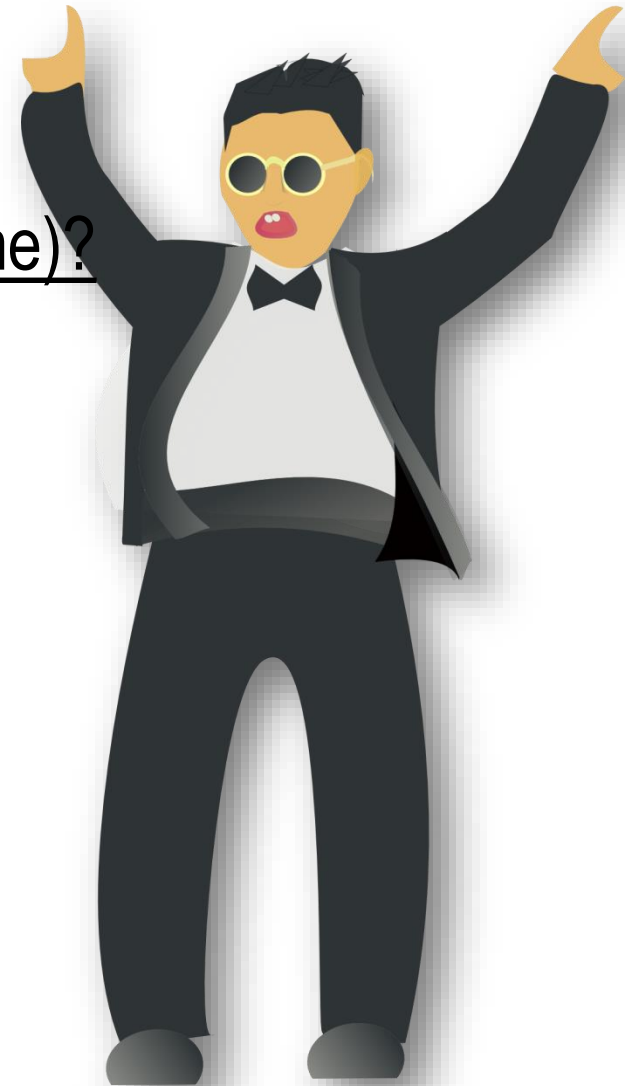
Example verse and chorus



instrumental



copyright
all rights reserved



Music – traditional
Adapted words – Carrie Lennard 1981

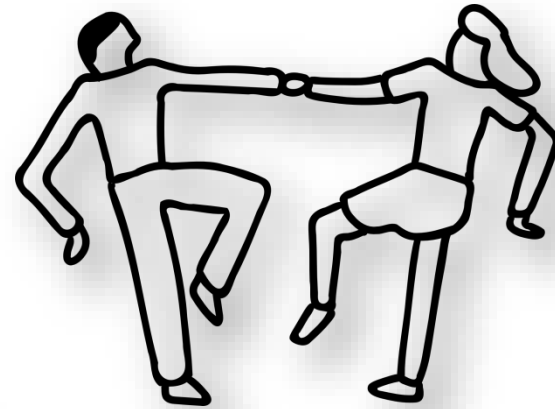
Let's move!

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 student and encourage them to rest/ place/ hold their hands in yours and perform the actions of “swinging” – backwards and forwards rocking and “swaying” – sideways.



copyright

all rights reserved
Words & music
Carrie Lennard 2005

Let's move!



Stop & Go



© copyright
all rights reserved
"Moving"
Carrie Lennard 2013

You will need 1:1 staffing so that each student 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 students to move and dance. If using the music on this page, click "play" and turn the volume off when stopping the action and turn back up again to continue.

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.

Let's move!

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 students to choose/ indicate which body part comes next



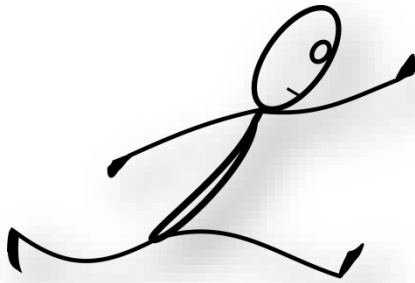
vocal



copyright
all rights reserved
Words & Music
Carrie Lennard 2005



instrumental



Contrasts




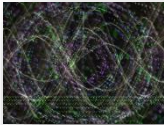
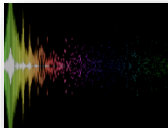
Slower & Faster

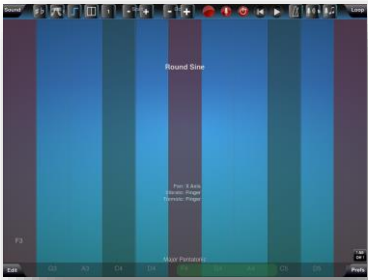
The drumming alternates between “slow” and “fast” and can be shared with the student in a variety of ways.



- 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
- Improvise chants with words that are relevant to the students.

Vocalising

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

- (free) “Music Visualiser” (Audiogasm) presents colourful and highly responsive images to sound;

- (free) “Hyperspectral” presents a linear and highly responsive image to sound that expands as the sound gets louder.




iPad - ThumbJam

Making music independently



copyright

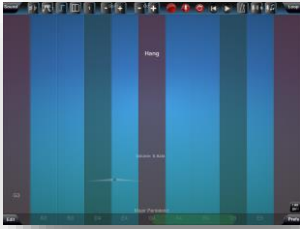
all rights reserved
Carrie Lennard 2013



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 student can operate it independently – velcro/ place in a holder/ gaffa tape/ manually position and hold at the right angle so that the student does not require an adult to do the playing for them!
7. Having set “ThumbJam” up as described in (3), allow the student to freely explore the sounds, without bringing in the CD music. Only when you feel that the student 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 student 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.

iPad - Thumbjam



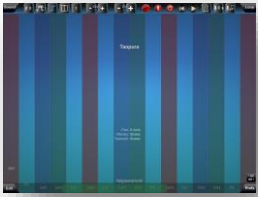
Making music independently



copyright
all rights reserved
Carrie Lennard 2013

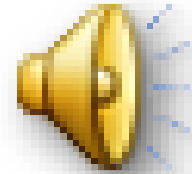
You need:

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 student can operate it independently – velcro/ place in a holder/ gaffa/ manually position and hold at the right angle so that the student does not require an adult to do the playing for them!
7. Having set “ThumbJam” up as described in (3), allow the student to freely explore the sounds, without bringing in the CD music. Only when you feel that the student 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 student 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.



iPad - ThumbJam

© copyright
all rights reserved
Carrie Lennard 2013



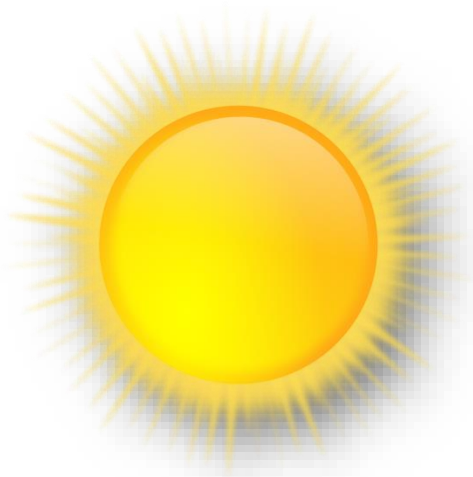
Making music independently

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 student can operate it independently – velcro/ place in a holder/ gaffa tape/ manually position and hold at the right angle so that the student does not require an adult to do the playing for them!
7. Having set “ThumbJam” up as described in (3), allow the student to freely explore the sounds, without bringing in the CD music. Only when you feel that the student 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 student 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.

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!



copyright

all rights reserved

Words & Music
Carrie Lennard & Mandy Mayhew
2012

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
5. Hear my song (repeat) Makaton signs for "Hear" – "My" – "Song"

* Remember to loosen the straps on students' feet, ready for the 4th verse.



copyright

all rights reserved
Words & Music
Carrie Lennard 2005



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



copyright

all rights reserved

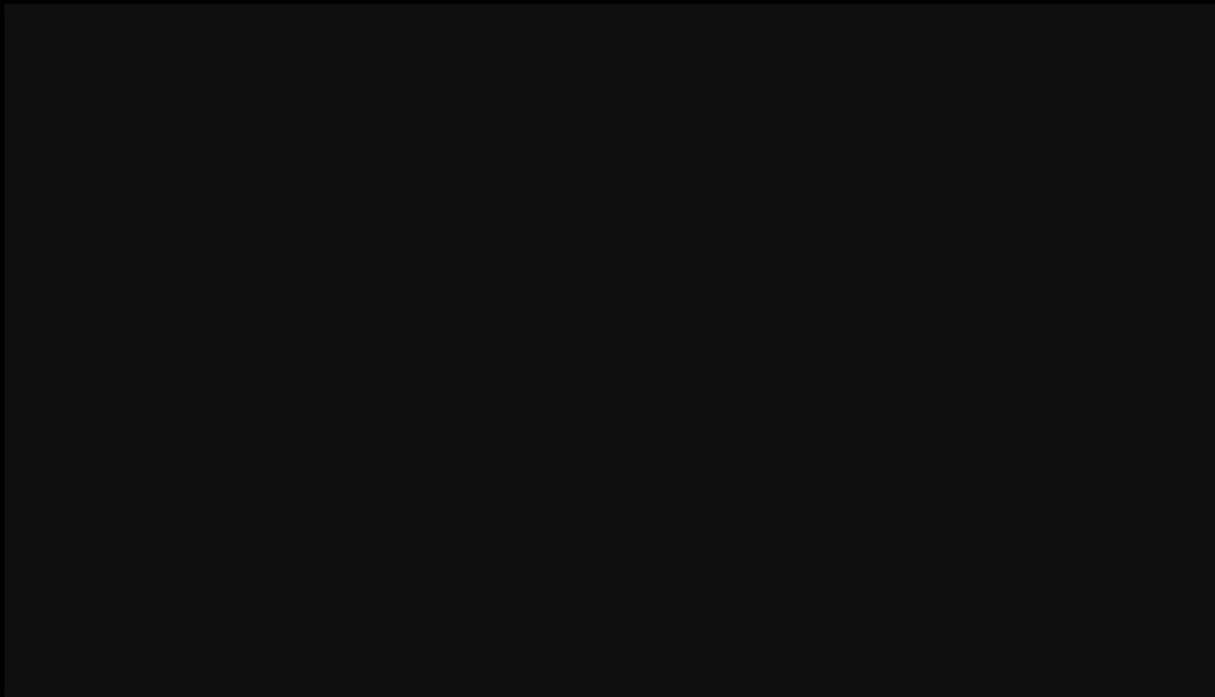
Words & Music

Carrie Lennard and Mandy Mayhew 2011

Themes



Rollercoaster -Up & down > slow & fast > direction > visual > vocal > imagination > proprioceptive > vestibular



copyright
all rights reserved

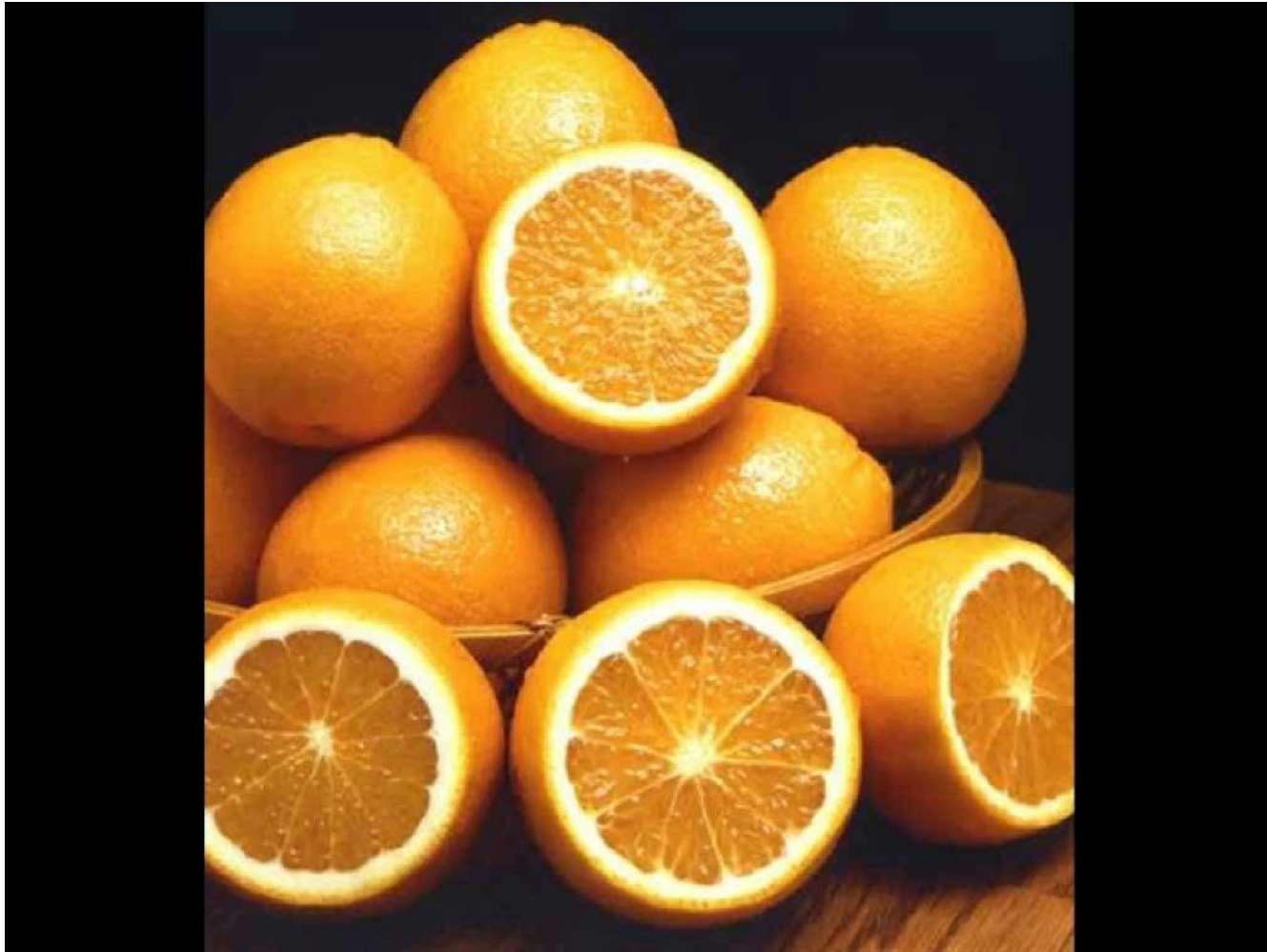
Video – unknown source
Music – Carrie Lennard 2007

[Click on the screen to play](#)



Themes

Food – taste > colour > textures > culture > “call & response” > choosing > naming



copyright
all rights reserved

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

Click on the screen to play

Relaxation



copyright

all rights reserved
Carrie Lennard 2013

Photo: Mandy Mayhew



Just before we say Goodbye.....

Singing
bowl



Photo: Mandy Mayhew



copyright
all rights reserved

Music – Carrie Lennard 2014





Goodbye

Goodbye, goodbye, goodbye to you.
Goodbye, goodbye, goodbye to you.
(Student and adults' names sung through in
turn, finishing with "Everyone, goodbye")



copyright
all rights reserved

Words & Music
Carrie Lennard 1979



copyright
all rights reserved

Carrie Lennard 2013
"Goodbye"

Music lesson

