

## Interactive Music-Making with the Under Fives: COVID-19 Resources

To be used alongside your [Musical Activities for the Under Fives](#) Resource Book



### Activity Quick Picks

To help you think quickly about appropriate activities for sessions you may not have so much time to plan for – involving children you may not know so well – we have put together a list of group aims and individual aims (with activities which will help you work towards them).

*You may also find it helpful to read our guidance on [adapting activities for use without musical instruments](#) and to [reduce the risk of infection control during the COVID-19 Outbreak](#). We also have guidance on [adapting activities to work with children who you do not know well](#).*

A music session can help you achieve the following **Group Aims**:

- To provide some routine
- To feel safe
- To have fun!
- To be part of a shared activity where each person is equal
- To offer opportunities for spontaneous play and exploration of sound
- To provide opportunities for peer interaction which aren't dependant on words
- To see the responses of a child when given focused attention from you and/or their peers
- To see how the children relate to each other
- To develop group co-operation
- To be expressive together in a group

|  <b>Individual Aims</b>  |  <b>Activities</b>   |
|---|---|
| <p>To encourage <b>active participation</b></p> <p>To encourage children <b>to take risks</b> and <b>try new things</b></p> <p>To practice <b>following simple instructions</b></p> | <p>Hello/Goodbye song (p.5)</p> <p>Oh We Can Play on the Big Bass Drum (p.20)</p> <p>What Do You Want to Play? (p.21)</p> <p>Lead the Leader (p.22)</p> <p>Let's Clap our Hands to the Music (p.6)</p> <p>Crash goes the Cymbal Now! (p.7)</p> <p>Here's the Cymbal and the Drum (p.7)</p> <p>Ready... Steady... Go! (p.8)</p> <p>Choosing Activities (p.9)</p> <p>Grand Old Duke of York (p.11)</p> <p>Old Macdonald had a Farm (p.10)</p> <p>Hickory Dickory Dock (p.12)</p> <p>Building a Tower (p.17)</p> <p>Play and Dance (p.17)</p> <p>Follow the Leader (p.16)</p> <p>Follow the Leader - variations (p.20)</p> <p>Musical Conversations (p.19)</p> |

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| <p>To practice <b>waiting, turn-taking</b> and <b>sharing</b><br/>To <b>listen to others</b><br/>To develop <b>Peer Awareness</b></p> | <p>Crash goes the Cymbal Now! (p.7)<br/>Here's the Cymbal and the Drum (p.7)<br/>Ready... Steady... Go! (p.8)<br/>Passing Instruments &amp; Sounds (p.13)<br/>Old Macdonald had a Farm (p.10)<br/>Pass the Bongos (p.15)<br/>Sleeping Tambourine (p.14)<br/>Play and Dance (p.17)<br/>Xylophone Solos (p.26)<br/>Twinkle Twinkle Little Star (p.10)</p> |
| <p>To encourage <b>impulse control</b></p>  | <p>Let's Clap our Hands to the Music (p.6)<br/>Grand Old Duke of York (p.11)<br/>Building a Tower (p.17)<br/>Play and Dance (p.17)<br/>One-to-one Attention within the group (p.24)<br/>Crash Goes the Cymbal! (Anticipation of a basic beat) (p.7)</p>   |
| <p>To practice <b>choice-making</b></p>   | <p>Choosing Activities (p.9)<br/>Old Macdonald had a Farm (p.10)<br/>What Do You Want to Play? (p.21)</p>   |
| <p>To promoting <b>peer interaction</b> (in pairs)</p>  | <p>Row, Row, Row the boat (p.11)<br/>Musical Conversations (p.19)</p>   |
| <p>To encourage <b>teamwork</b> and/or <b>leadership</b></p>  | <p>Grand Old Duke of York (p.11)<br/>Getting Moving! (Follow the Leader / Stretch up Tall / Stretch out Wide) (p.16)<br/>Lead The Leader (p.22)<br/>Follow the Leader - variations (p.20)</p>   |
| <p>To encourage <b>focused concentration</b></p>  | <p>This Hand and That Hand (p.8)<br/>Row, Row, Row the boat (p.11)</p>  |
|   | <p>Passing Instruments &amp; Sounds (p.13)<br/>Follow the Leader (p.16)</p>   |
| <p>To explore <b>anticipation</b></p>   | <p>Ready... Steady... Go! (p.8)<br/>Hickory Dickory Dock (p.12)</p>   |
| <p>To build <b>confidence</b> and <b>trust</b></p>  | <p>Ready... Steady... Go! (p.8)<br/>Choosing Activities (p.9)<br/>Follow the Leader (p.16)<br/>Follow the Leader - variations (p.20)<br/>Grand Old Duke of York (p.11)<br/>Row, Row, Row the boat (p.11)<br/>Oh where oh where is...? (p.11)<br/>Pass the Bongos (p.15)<br/>Lead The Leader (p.22)</p>  |
| <p>Encourage <b>awareness of body, self,</b> and <b>volume</b> of playing</p>   | <p>Heads, Shoulders Knees and Toes (p.12)<br/>King and Queen of Bells (p.14)<br/>Follow the Leader (p.16)<br/>Pass the Bongos (p.15)</p>  |

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| <p><b>Sitting, standing and balance</b></p>  | <p>Wind the Bobbin Up (p.12)<br/>         Incy Wincy Spider (p.12)<br/>         Heads, Shoulders Knees &amp; Toes (p.12)<br/>         Hickory Dickory Dock (p.12)<br/>         Dingle Dangle Scarecrow (p.12)</p>  |
| <p>Encourage <b>midline orientation</b> and awareness<br/> <b>Bi-lateral hand activity</b></p> | <p>Lead the Leader (p.22)<br/>         Let's Clap our Hands to the Music (p.6)<br/>         Wind the Bobbin Up (p.12)<br/>         Incy Wincy Spider (p.12)</p>  |
| <p>To develop hand eye <b>coordination &amp; (fine) motor skills</b></p>                       | <p>Crash goes the Cymbal Now! (p.7)<br/>         Here's the Cymbal and the Drum (p.7)<br/>         This Hand and That Hand (p.8)<br/>         Twinkle, Twinkle Little Star (p.10)<br/>         Wind the Bobbin Up (p.12)<br/>         Grand Old Duke of York (p.11)<br/>         Incy Wincy Spider (p.12)<br/>         Passing Instruments &amp; Sounds (p.13)<br/>         Sleeping Tambourine (p.14)<br/>         Head, Shoulders Knees and Toes (p.12)<br/>         Getting Moving! (<i>Follow the Leader / Stretch up Tall / Stretch out Wide</i>) (p.16)<br/>         Oh where oh where is...?<br/>         Play and Dance (p.17)<br/>         Building a Tower (p.17)<br/>         Musical Conversations (p.19)<br/>         Oh We Can Play the Big Brass Drum! (p.20)<br/>         Lead the Leader (p.22)</p> |

More activities listed by aim can be found in the Index at the back of the Interactive Music-Making Musical Activities Booklet.

## Adapting IMM Activities for use without instruments and props

You will have your own local guidance with respect to minimising risk to the children you work with and this should be your primary guidance when running music sessions. However, to further prevent the risk of spreading the virus we would advise you avoid the use of musical instruments and other props (e.g. puppets, picture cards, scarves or fabric, small toys and parachutes) which the children share, pass between them, or may take from one another. Despite this, many of the activities you would usually use can be adapted so you can continue to use them safely.

Even if you're avoiding musical instruments, you and your children have a personal orchestra to draw on: Consider the different ways you can use your voice and your body!

Remember it's not just what you do, but how you do it.

### Explore different speeds, volumes and rhythms with your body sounds!

#### Vocal sounds:

*Shrieks*  
*Squeaks*  
*Pops*  
*Roars*  
*Animal noises*  
*High sounds*  
*Low sounds*  
*Wiggly sounds (move your tongue around your mouth)*  
*Quiet sounds*  
*Loud sounds*  
*Short sounds*  
*Long sounds (take a deep breath first!)*

#### Body movements:

*Wiggles*  
*Jumps*  
*Stretches*  
*Dances*  
*Use one or both arms/hands/legs*  
*Tiny movements (fingers, feet and facial expressions)*  
*Expansive movements (both arms)*  
*Imitate how different animals move*

#### Body percussion:

*Clapping: straight fingers, clasped hands*  
*Stamping (one foot or two)*  
*Tapping our feet on the ground*  
*Tapping the fingers of one hand against the other palm*  
*Patting our heads, or knees or other parts of our body*  
*Finger clicking*  
*Clicking our heels together, or clapping with the soles of our shoes*  
*Sweeping the palm of one hand with the palm of the other*

Now you've thought about the resources you have to use in your activities, think again about activities you like and how you can adapt them to use vocal sounds, body percussion and movement in place of musical

instruments and other props. We've put together a few ideas to get you started...

**Crash goes the Cymbal Now!** You can use the same tune, but substitute words encouraging an action from the child "Jump in the air right now!" or "Stamp with both feet right now!" Model what you expect from them and when with your own actions.

**Here's the Cymbal and the Drum** Offer the children a choice of two body percussion contributions, in place of the instrumental ones: the stamp and the clap. Keep one on each side of your body, for clarity (e.g. clap out to the left, stamp with your right foot). Use the same tune and the same offer, looking for the children to supply the body percussion sound you request from them, or match the one you model...

**Ready... Steady... GO!** Think of a short action (e.g. wiggling one arm out to the side) or vocal sound (e.g. "Pop! Pop! Pop!") and use the Ready...Steady...GO! structure to invite each child to imitate you. Or invite the children to choose an action or vocal sound to be used. The children might like to use movement or their voices for some free, improvised self-expression which you can support as you would their tambourine play in the traditional version of this activity, by patting your knees and attuning with what they are doing using your voice (e.g. humming, or singing a description of what they are doing) or your own movement (e.g. nodding, speed of knee patting etc).

**Choosing Activities** Whilst you may not be able to offer a selection of musical instruments for the children to choose between, choice can be offered in other ways:

- Which activity will happen and when?
- Who will take the next turn?
- Who will be your partner?
- What action will everyone do?
- What sound will everyone make?

**Animal songs** If you've been using puppet animals, consider using signs instead. These could be Makaton ones (see [here](#)) or your group could make up their own. If you've been using props as visual cues, could these be substituted for pictures held up by the session leader?

**Passing Instruments and Sounds** We can make so many different vocal and body percussion sounds which can be passed around a group (copied from one person to the next), performed in turn (the leader in the centre can point to the person whose sound they want to hear, moving between different group members quickly or slowly like a Conductor). Get creative – the children will!

## Using musical activities with new children you don't know so well

**IMPORTANT:** You will have your own local guidance with respect to minimising risk to the children you work with and this should be your primary guidance when running music sessions. However, to further prevent the risk of spreading the virus we would advise you avoid the use of musical instruments and other props. Please refer to our guidance "[Adapting IMM activities for use without instruments and props](#)" for more information.

Even if you have been thinking music could be a viable activity to include in your day, it is likely it will need to be quite different from how you've been running interactive music-making sessions until now: You aren't working with children you know, the children are of different ages and at different stages of development, different children are in each day, you need to consider keeping the children at a safe distance from each other and minimising shared equipment... There's much to think about, while all the other issues linked to the Covid-19 outbreak clamour for your attention as well.

But if you do want to think about music, we hope the following tips might give you a clear starting point and a 5-step plan to create a meaningful music session:

**Starting point:** Ask yourself, who do you want to use music with (a list of names is a good start)

**Step 1:** Why do you want to use music with these children? Despite the unusual situation we are in, our work is easier if we are clear about why we are doing it. Group aims for now might be different from the aims you usually work towards in your IMM groups. A few examples of **group aims** to get you thinking:

- *To have some fun*
- *To help the children get to know children they don't usually spend time with*
- *To see that younger children need kindness and help sometimes (empathy and peer awareness)*
- *To reduce fear about older children*
- *To keep the children busy*
- *To provide an activity people of different ages and abilities can do together*

**Step 2:** Have a quick think about each child: What do you know about them? Can you think of one thing you know they enjoy or can do well and one thing they seem to find more difficult? If you have time, you could write these down. This will help you think about **individual aims** for each child.

**Step 3:** Have a look at our [Activity Quick Picks](#). You'll see we've linked specific aims to specific activities. This should help you pick a few **activities** which you can be reasonably confident the children will be able to do and/or which might give them opportunities to develop individually. You may also find it helpful to read the "Adapting IMM Activities for use without instruments and props" to reduce the risk of infection during the Covid-19 outbreak.

**Step 4:** Find a Hello Song and a Goodbye song and write a list of 4-6 activities you want to try in between them. You now have a targeted and structured **session plan**.

**Step 5:** Give it a go!

**Remember:** Musical chaos, and negotiation over instruments and rules are likely to be part of this process. As long as you can keep everyone (and the musical instruments) safe, messy music - noisy musical self-expression, testing boundaries, using different types of behaviour to communicate, and having unruly fun – is as important as messy play. Get stuck in!

Do tell us what works for you and we'll share it with other practitioners in our network.

Run into difficulties? Ask [freyagibbs@musicastherapy.org](mailto:freyagibbs@musicastherapy.org) and we'll do what we can to help. Good Luck and have fun!