

# Unit 1 - Introducing Instruments

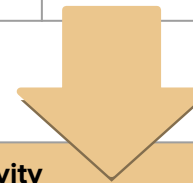
Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>Wake Up</b> Nod-stamp-tap-move	This activity is introduced in unit 3	<b>Can You Hear?</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>A small man-made rainstick</b> Most natural rainsticks will be too wide for little hands but it is worth having one around for coactive work as they do sound and feel different.	<b>Can You Hear The Rain?</b> Give each child an opportunity to explore the rainstick whilst the music is playing. Encourage the children to pass the rainstick to classmates.	<ul style="list-style-type: none"> <li>• Stills / animates to sounds</li> <li>• Works coactively</li> <li>• Works independently</li> <li>• Passes on</li> </ul>
B	<b>Wind chimes on a stand</b> The stand allows independent playing.	<b>Can You Hear?</b> Give each child an opportunity to explore the wind chimes whilst the music is playing.	<ul style="list-style-type: none"> <li>• Stills /animates to sounds</li> <li>• Works coactively</li> <li>• Works independently</li> </ul>
C	<b>A large drum</b> Use the biggest drum you possess. It should sound and look impressive.	<b>Can You Hear?</b> Give each child an opportunity to explore the drum whilst the music is playing.	<ul style="list-style-type: none"> <li>• Stills /animates to sounds</li> <li>• Works coactively</li> <li>• Works independently</li> </ul>
D	<b>Choose two instruments</b>	<b>Can You Hear?</b> Give each child an opportunity to choose one out of the two instruments to explore whilst the music is playing.	<ul style="list-style-type: none"> <li>• Makes choices with assistance</li> <li>• Makes choices independently</li> <li>• Works independently</li> </ul>

## Unit 2 - Exploring Instruments

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>See What I Can Do</b> Wiggle-shaker-stretch	This activity is introduced in unit 3	<b>Step Up</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>A large drum</b> Playing instruments that have a strong vibration close up for children with sensory impairment can be a revelation.	<b>Step Up</b> Pass the drum around the group. Each child can explore the instrument using hands or beaters as appropriate.	<ul style="list-style-type: none"> <li>Stills / animates to sounds</li> <li>Works coactively</li> <li>Works independently</li> </ul>
B	<b>Wind chimes on a stand</b> The stand allows independent playing.	<b>Step Up</b> Pass a set of chimes around the group. Each child can explore the instrument.	<ul style="list-style-type: none"> <li>Stills / animates to sounds</li> <li>Works coactively</li> <li>Works independently</li> </ul>
C	<b>A piece of tuned percussion</b> Glockenspiel, xylophone, metallophone, chime bars etc. Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	<b>Step Up</b> Pass along or rotate around a piece of tuned percussion. Each child can explore the instrument using the right beater for them.	<ul style="list-style-type: none"> <li>Stills / animates to sounds</li> <li>Works coactively</li> <li>Works independently</li> </ul>
D	<b>Electronic instruments</b> iPad, keyboard, Kaossilator, PC if space allows.	<b>Step Up</b> Pass along or rotate around an electronic instrument. Each child can explore the instrument.	<ul style="list-style-type: none"> <li>Stills / animates to sounds</li> <li>Works coactively</li> <li>Works independently</li> </ul>

## Unit 3 - Choosing Instruments

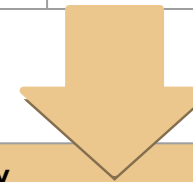
Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>Can You Sway?</b> Head-arms-legs-body	<b>Look In The Box</b> Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	<b>My Beat</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Two large drums</b>	<b>My Beat</b> Place the drums in the solo spot. Give each child an opportunity to come out to the solo spot and play one or both instruments with hands or beaters.	<ul style="list-style-type: none"> <li>• Animates / stills to sounds</li> <li>• Works coactively</li> <li>• Plays one instrument only</li> <li>• Alternates between both drums</li> </ul>
B	<b>A drum</b> <b>Wind chimes on a stand</b>	<b>My Beat</b> Place all the instruments in the solo spot. Give each child an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> <li>• Animates / stills to sounds</li> <li>• Works coactively</li> <li>• Plays one instrument only</li> <li>• Alternates between instruments</li> </ul>
C	<b>A drum</b> <b>Cymbal on a stand</b>	<b>My Beat</b> Place all the instruments in the solo spot. Give each child an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> <li>• Animates / stills to sounds</li> <li>• Works coactively</li> <li>• Plays one instrument only</li> <li>• Alternates between instrument</li> </ul>
D	<b>A drum</b> <b>Wind chimes on a stand</b> <b>Cymbal on a stand</b>	<b>My Beat</b> Place all the instruments in the solo spot. Give each child an opportunity to come out to the solo spot and play the instruments, separately or in combination.	<ul style="list-style-type: none"> <li>• Works coactively</li> <li>• Plays one instrument only</li> <li>• Alternates between instruments</li> </ul>

## Unit 4 - Introducing Sway

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>Can You Sway?</b> Arms-legs-body	<b>I Can Choose</b> Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	<b>Hazy Sway</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Wind chimes on a stand</b> The stand allows independent playing.	<b>Hazy Sway</b> Place the chimes in the solo spot. Ask a child to come to the solo spot and play.	<ul style="list-style-type: none"> <li>• Touches / plays for short time</li> <li>• Plays for longer</li> <li>• Plays with confidence</li> </ul>
B	<b>A piece of tuned percussion</b> Glockenspiels, xylophones, metallophones, sets of chime bars etc will all work. Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	<b>Hazy Sway</b> Place the tuned instrument in the solo spot. Ask a child to come to the solo spot and play.	<ul style="list-style-type: none"> <li>• Touches / plays for short time</li> <li>• Plays for longer</li> <li>• Plays with confidence</li> </ul>
C	<b>Wind chimes on a stand</b> <b>A piece of tuned percussion</b>	<b>Hazy Sway</b> Place all the instruments in the solo spot. Ask each child to come out to the solo spot and choose one of the instruments and play.	<ul style="list-style-type: none"> <li>• Touches / plays for short time</li> <li>• Plays for longer</li> <li>• Plays with confidence</li> </ul>

## Unit 5 - Introducing March

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>Roly Poly</b> Follow the actions as directed; roly poly, wibble wobble, shaker shaker.	<b>Making A Choice</b> Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	<b>Piccolo March</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>No instruments</b>	<b>Piccolo March</b> Everyone listens. Encourage the children to move their legs and feet with the beat.	<ul style="list-style-type: none"> <li>• Moves coactively</li> <li>• Moves independently</li> <li>• Moves with the beat</li> </ul>
B	<b>A large drum</b> For children with sensory impairment, playing instruments that have a strong vibration can be a revelation.	<b>Piccolo March</b> Place the drum in the solo spot. Give each child an opportunity to come out and play the drum with their hands.	<ul style="list-style-type: none"> <li>• Plays coactively</li> <li>• Plays independently</li> <li>• Plays with awareness of style</li> </ul>
C	<b>A large drum and beaters</b> Have a range of beaters available to help small hands / weak grip / stiff wrist etc. Quiet players need harder beaters and vice versa.	<b>Piccolo March</b> Place the drum in the solo spot. Give each child an opportunity to come out and play the drum. Children who find using a beater challenging may still use their hands.	<ul style="list-style-type: none"> <li>• Plays coactively</li> <li>• Plays independently with a beater</li> <li>• Plays with awareness of style with a beater</li> </ul>

## Unit 6 - Introducing Loud and Quiet

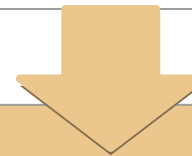
Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>You've Gotta</b> Shake-step-jump-shimmy	<b>Can You Play</b> Place 2-3 hand-held instruments in a box and pass to the first child. They choose, play, put back and pass on.	<b>Big/Soft Sound</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>A drum</b>	<b>Big/Soft Sound</b> Place the drum in the solo spot. Ask each child to come to the solo spot and play during the 'Big Sound' section. They return to their place on the 'Soft Sound' section.	<ul style="list-style-type: none"> <li>● Reacts to change</li> <li>● Plays an instrument in the 'Big Sound' section</li> <li>● Plays with awareness of style</li> </ul>
B	<b>A selection of large instruments</b> Arrange these like a drum kit around the solo spot.	<b>Big/Soft Sound</b> Place the instruments in the solo spot. Ask each child to come to the solo spot and play during the 'Big Sound' section. They return to their place on the 'Soft Sound' section.	<ul style="list-style-type: none"> <li>● Reacts to change</li> <li>● Plays an instrument in the 'Big Sound' section</li> <li>● Plays with an awareness of style</li> </ul>
C	<b>Small rainstick</b> Most natural rainsticks will be too wide for little hands but it is worth having one around for coactive work as they do sound and feel different from man-made versions.	<b>Big/Soft Sound</b> Place the rainstick in the solo spot. Ask each child to come to the solo spot and play during the 'Soft Sound' section. They return to their place on the 'Big Sound' section.	<ul style="list-style-type: none"> <li>● Reacts to change</li> <li>● Plays an instrument in the 'Soft Sound' section</li> <li>● Plays with an awareness of style</li> </ul>

## Unit 7 - Contrast

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	<b>See What I Can Do</b> Wiggle-shaker-stretch	<b>Look In The Box</b> Place 5-6 hand-held instruments in a box and pass to the first child. They choose, play, put back, and pass the box on.	<b>Step Up</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>A large wooden solo instrument</b> Different types of beater can produce dramatic contrasts from the same instrument. Soft, medium and hard options would be good.	<b>Step Up</b> Place the instrument in the solo spot. Ask each child in turn to come to the solo spot and play the wooden instrument. Assist them in choosing / swapping the right beater for their playing style. If children can't or won't move, the solo instrument may be taken to them.	<ul style="list-style-type: none"> <li>Plays coactively</li> <li>Plays independently with beater</li> <li>Plays with awareness of style with beater</li> </ul>
B	<b>A large metal solo instrument</b> Different types of beater can produce dramatic contrasts from the same instrument. Soft, medium and hard options would be good.	<b>Step Up</b> Place the solo instrument in the spot. Ask each child in turn to come to the solo spot and play the metal instrument. Assist them in choosing / swapping the right beater for their playing style. If children can't or won't move, the solo instrument may be taken to them.	<ul style="list-style-type: none"> <li>Plays coactively</li> <li>Plays independently with beater</li> <li>Plays with awareness of style with beater</li> </ul>
C	<b>A large wooden instrument</b> <b>A large metal instrument</b>	<b>Step Up</b> Place the metal and wooden instruments in the solo spot. Ask each child in turn to come to the solo spot and play one of the instruments. Assist them in choosing / swapping the right beater for their playing style. If children can't or won't move, the solo instrument may be taken to them.	<ul style="list-style-type: none"> <li>Plays coactively</li> <li>Plays independently with beater</li> <li>Plays with awareness of style with beater</li> <li>Shows a preference for metal/wood</li> </ul>

## Unit 8 - Imitation

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	<b>Wake Up (instrumental)</b> This version of 'Wake Up' is instrumental allowing children to select actions using the flash cards.	<b>Listen to my Sound</b> Place 5-6 hand held instruments in a box and pass to the first child. They choose, play, put back, and pass the box on.	<b>Strolling through the Jungle.</b> Lion and Crocodile	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Track: Lion</b>	<b>Lion</b> Let the children vocalise on the "ROAR" sound, or use their hands to imitate/sign the "ROAR".	<ul style="list-style-type: none"> <li>• Vocalises on cue</li> <li>• Vocalises with awareness of style</li> <li>• Vocalises with clarity</li> </ul>
B	<b>One drum or cymbal</b> <b>Animal flash cards</b> <b>Track: Lion</b>	<b>Lion</b> Place the drum or cymbal in the solo spot. Ask a child to make rapid beats on the instrument using their hands when they hear "ROAR".	<ul style="list-style-type: none"> <li>• Makes their "ROAR" sound on cue</li> <li>• Stops their "ROAR" sound on cue</li> </ul>
C	<b>One drum or cymbal</b> <b>Animal flash cards</b> <b>Track: Lion</b>	As for B but use beaters.	<ul style="list-style-type: none"> <li>• Makes their "ROAR" sound on cue</li> <li>• Stops their "ROAR" sound on cue</li> </ul>
D	<b>Two woodblocks</b> <b>Animal flash cards</b> <b>Track: Crocodile</b>	<b>Crocodile</b> Place the woodblocks in the solo spot. Ask a child to strike the instruments when they hear "SNAP".	<ul style="list-style-type: none"> <li>• Makes their "SNAP" sound on cue</li> <li>• Stops their "SNAP" sound on cue</li> </ul>
E	<b>As for A, B, C, D</b> <b>Tracks: Lion or Crocodile</b> (Choose a lion or crocodile song from the onscreen menu)	<b>Play the track of choice</b> Let the children select the animal sound they want to imitate.	<ul style="list-style-type: none"> <li>• Shows a preference</li> <li>• Makes their sound on cue</li> <li>• Stops their sound on cue</li> </ul>

## Unit 9 - Waltz

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	<p><b>Can You Sway? (with vocals)</b> Arms-legs-body</p> <p><b>Can You Sway? (instrumental)</b> This version allows you to create your own actions.</p>	<p><b>I Can Choose</b></p> <p>Place 5-6 hand-held instruments in a box and pass to the first child. They choose, play, put back, and pass the box on.</p>	<p><b>Swaying</b></p>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Wind chimes on a stand</b>	<p><b>Swaying</b> Place a set of wind chimes in the solo spot. Model slow and gentle playing.</p> <p><b>Play Swaying again</b> The children can take it in turns to come to the solo spot and imitate the modelled sound.</p>	<ul style="list-style-type: none"> <li>Imitates the modelled sound</li> <li>Plays with a sense of beat</li> </ul>
B	<b>A piece of tuned percussion, from which the notes C and F can be removed.</b> Glockenspiels, xylophones, metallophones, sets of chime bars etc will all work. Try using soft beaters to create a soft sound.	<p><b>Swaying</b> Place the tuned percussion in the solo spot. Model slow and gentle playing.</p> <p><b>Play Swaying again</b> The children can take it in turns to come to the solo spot and imitate the modelled sound.</p>	<ul style="list-style-type: none"> <li>Imitates the modelled sound</li> <li>Plays with a sense of beat</li> </ul>
C	<b>A set of wind chimes on a stand</b> <b>A piece of tuned percussion</b>	<p><b>Swaying</b> Place both instruments in the solo spot. Model slow and gentle playing.</p> <p><b>Play Swaying again</b> Ask a child to come out to the solo spot and choose the instrument they want to play. The children can take it in turns to imitate the modelled sound on their chosen instrument.</p>	<ul style="list-style-type: none"> <li>Imitates the modelled sound</li> <li>Plays with a sense of beat</li> </ul>
D	<b>A set of wind chimes on a stand</b> <b>A piece of tuned percussion</b>	<p><b>Swaying</b> Place both instruments in the solo spot. Ask two children to come out to the spot, they can choose an instrument and play together.</p>	<ul style="list-style-type: none"> <li>Imitates the modelled sound</li> <li>Plays with a sense of beat</li> <li>Plays with awareness of partner</li> </ul>

## Unit 10 - March

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	<b>Roly Poly</b>	<b>Making A Choice</b> Place 5-6 hand-held instruments in a box and pass to the first child. They choose, play, put back, and pass the box on.	<b>Marching Band</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Drum on a stand</b> Snare drums are good. If you don't have one, any large free-standing drum will work. Use a range of beaters.	<b>Marching Band</b> Place the drum in the solo spot. Model playing with awareness of music. <b>Replay Marching Band</b> Invite the children to come to the solo spot and imitate the modelled sound.	<ul style="list-style-type: none"> <li>Imitates the modelled sound</li> <li>Plays with a sense of beat</li> </ul>
B	<b>A range of tapping instruments</b> Woodblocks, claves, slit drums etc.  <b>START-STOP flash cards</b>	<b>Marching Band</b> Ask the all the children to choose an instrument. Ask a child or member of staff to be the flash cards leader. The leader shows the START card. Everyone plays together until the leader shows the STOP card and then everyone stops.	<ul style="list-style-type: none"> <li>Imitates the modelled sound</li> <li>Plays with a sense of beat</li> <li>Follows flash cards directions</li> </ul>
C	<b>As for A and B</b>	<b>Marching Band</b> Ask all the children to choose an instrument. Place the drum in the solo spot. Select one child to be the drummer and one child to be the leader. The leader shows the START card. All the children play until the leader shows the STOP card. The leader directs the drummer using the stop-start flash cards.	<ul style="list-style-type: none"> <li>Imitates the modelled sound</li> <li>Plays with a sense of beat</li> <li>Follows flash cards directions</li> </ul>

## Unit 11 - Loud and Quiet

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice. Keep the song playing until everyone's name has been sung.	<b>You've Gotta</b> Shake-step-jump-shimmy	<b>Can You Play</b> Place 5-6 hand held instruments in a box and pass to the first child. They choose, play, put back, and pass the box on.	<b>Big/Soft Sound</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<p><b>A piece of tuned percussion for 'Soft Sound'</b></p> <p><b>A selection of hand-held percussion</b></p> <p><b>START-STOP flash cards</b></p>	<p><b>Big/Soft Sound</b></p> <p>Place the solo instrument in the solo spot. Ask all the children to choose a piece of hand-held percussion. Everyone can play during the 'Big Sound' section until the STOP card is shown. Ask a child to be the soloist and to play during the 'Soft Sound' section. They can then return to their place and instrument when the 'Big Sound' section returns.</p>	<ul style="list-style-type: none"> <li>Accepts a given role in solo and group work</li> <li>Plays with awareness of their role in solo and group work</li> </ul>
B	<p><b>A large drum</b></p> <p><b>A selection of hand-held percussion</b></p>	<p><b>Big/Soft Sound</b></p> <p>Place the solo instrument in the solo spot. Ask all the children to choose a piece of hand-held percussion. Everyone can play in the 'Soft Sound' sound section until the STOP card is shown. Ask a child to be the soloist in the 'Big Sound' section. They can return to their place and instrument in the next 'Soft Sound' section.</p>	<ul style="list-style-type: none"> <li>Accepts a given role in solo and group work</li> <li>Plays with awareness of their role in solo and group work</li> </ul>
C	<p><b>A drum for 'Big Sound'</b></p> <p><b>A piece of tuned percussion for 'Soft Sound'</b></p>	<p><b>Big/Soft Sound</b></p> <p>Place the instruments in the solo spot. Ask a child to come to the solo spot, choose one of the instruments and play the chosen instrument at the correct time.</p>	<ul style="list-style-type: none"> <li>Chooses solo instrument</li> <li>Plays chosen instrument at the appropriate time</li> </ul>

## Unit 12 A-B Boogie Train

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>You've Gotta</b> Shake-step-jump-shimmy	<b>Can You Play</b> Place 5-6 hand-held instruments in a box and pass to the first child. They choose, play, put back, and pass the box on.	<b>Boogie Train: Rainforest</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>A selection of cabasa, shakers, whistles etc</b> Instruments to imitate the train moving	<b>Boogie Train: Rainforest</b> Ask 3 of the children to choose from the selection of hand-held percussion to imitate the sound of the train. Play the start of <b>Boogie Train: Rainforest</b> , the soloists can play along with the chorus. When the chorus finishes stop the track.	<ul style="list-style-type: none"> <li>Plays with group</li> <li>Stops when music stops</li> </ul>
B	<b>A selection of cabasas, shakers, whistles etc</b> Instruments to imitate the train moving <b>Solo instruments imitating the sounds of the rainforest eg</b> <b>Rainstick</b> <b>Shaker</b> <b>Guiro</b>	<b>Boogie Train: Rainforest</b> Ask 2 or 3 children to choose from the selection of hand-held percussion to imitate the sound of the train. Place these solo instruments in the solo spot. The children playing the train sounds can play along to the chorus. When the music changes, show the flash card for the Rainforest. Ask 2 children to come to the solo spot to make sounds of the rainforest using their instruments. When the train music re-starts all the children with the train sounds can play again.	<ul style="list-style-type: none"> <li>Accepts their role as part of main group</li> <li>Accepts their role as part of solo group</li> <li>Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again</li> </ul>

## Unit 12C-E Boogie Train

Greeting	Coordination	Taking Turns	Solo Time	Goodbye
Select a greeting song of your choice	<b>You've Gotta</b> Shake-step-jump-shimmy	<b>Can You Play</b> Place 5-6 hand-held instruments in a box and pass to the first child. They choose, play, put back, and pass the box on.	<b>Boogie Train: Seaside</b> <b>Boogie Train: Space</b> <b>Boogie Train: Full Journey</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
C	<b>Instruments imitating the sea eg</b> <b>Ocean drum</b> <b>Cymbal with brushes</b>	<b>Boogie Train: Seaside</b> Ask 2 or 3 children to choose from the selection of hand-held percussion and to imitate the sound of the train. The children creating the train sounds can play along to the chorus. Place the solo instruments that will be used to imitate the sounds of the sea in the solo spot. When the music changes, show the flash card for the sea, then ask 2 children to come to the solo spot and evoke the sounds of the sea. When the train music restarts, all the children creating the train sounds can continue to do so.	<ul style="list-style-type: none"> <li>Accepts role as part of main group</li> <li>Accepts role as part of solo group</li> <li>Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again</li> </ul>
D	<b>Instruments imitating space eg</b> <b>Electronic equipment Keyboard</b> <b>iPad</b> <b>Synthesizers</b>	<b>Boogie Train: Space</b> Ask 2 or 3 children to choose from the selection of hand-held percussion to imitate the sound of the train. They can play along to the chorus. Place the solo instruments imitating the sounds of space in the solo spot. When the music changes, show the flash card for SPACE and invite 2 children to the solo spot to create 'spacey' sounds.	<ul style="list-style-type: none"> <li>Accepts role as part of solo group</li> <li>Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again</li> </ul>
E	<b>The Journey</b> <b>Instruments imitating the rainforest, the sea and space</b>	<b>Boogie Train: Full Journey</b> Give each child an instrument linked to the 3 places visited above and then create a train group. Each child can play when their flash card is shown. The track will alternate between the train and each of the landscapes in turn.	<ul style="list-style-type: none"> <li>Anticipates cyclic structure, eg a train journey. Arriving at a destination and then returning on the train again</li> </ul>

## Unit 13 - Instrument Skill

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	<p><b>Wake Up</b></p> <p>Let the children choose the actions they are known to enjoy.</p>	<p><b>Big Noise</b></p> <p>Everyone chooses a hand-held instrument. Play the track and show EVERYONE card. At the end of chorus stop the group and name a child to play a solo. When the chorus comes around, hold up the EVERYONE card.</p> <p>Repeat as necessary</p>	<p><b>This Is How</b></p>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<p><b>Cymbal on stand</b></p> <p><b>A piece of tuned percussion</b></p> <p><b>Hard and soft beaters</b></p> <p><b>Instrument flash cards</b></p> <p><b>EVERYONE flash cards</b></p>	<p><b>This Is How</b></p> <p>Place both instruments in the solo spot. Show a child the instrument cards and ask that child to choose one and match it to the actual instrument.</p> <p>The child can play a solo in the instrumental part of the music.</p>	<ul style="list-style-type: none"> <li>• Makes an independent choice</li> <li>• Matches cards to instruments</li> <li>• Recognises their cue to play</li> <li>• Shows awareness of mood and style</li> </ul>
B	<p><b>Two contrasting instruments eg</b></p> <p><b>Drum</b></p> <p><b>Chimes</b></p> <p><b>Instrument flash cards</b></p> <p><b>EVERYONE flash cards</b></p>	Repeat as activity A with the new instrument selection.	<ul style="list-style-type: none"> <li>• Makes an independent choice</li> <li>• Matches cards to instruments</li> <li>• Recognises their cue to play</li> <li>• Shows awareness of mood and style</li> </ul>
C	<p><b>Selection of instruments from A, and B</b></p> <p><b>Instrument flash cards</b></p> <p><b>EVERYONE flash cards</b></p>	<p><b>This Is How</b></p> <p>The children duet in the instrumental part of the music. Place the instruments in the solo spot and ask a child to choose an instrument from the selection. The child must choose a partner who can then choose an instrument to form a duo.</p>	<ul style="list-style-type: none"> <li>• Makes an independent choice</li> <li>• Matches cards to instruments</li> <li>• Recognises their cue to play</li> <li>• Shows awareness of mood and style</li> <li>• Plays with a partner</li> </ul>

## Unit 14 - Right Sound-Right Time

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	<b>Tropical Island</b> Sign the waves rolling, trees swaying, fish swimming and sun shining.	<b>Under The Sea</b> Children can choose a hand-held instrument. At the end of verse 1, you will hear the lyrics “solo for...”. Select a child to play a solo here. Everyone can then join in the chorus at “Splish, splash.” When the next verse starts, choose a new soloist.	<b>The Whale</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Voices</b>	<b>The Whale</b> Encourage everyone to vocalise on the word “Whoosh”. Use a gesture to reinforce the word. Repeat the start of the track as many times as you wish.	<ul style="list-style-type: none"> <li>• Anticipates “Whoosh”</li> <li>• Vocalises “Whoosh”</li> <li>• Uses gesture on “Whoosh”</li> </ul>
B	<b>Cymbal on a stand</b> <b>A range of beaters</b> Soft beaters will make the best sound however not all children can use soft beaters effectively.	<b>The Whale</b> Place the cymbal in the solo spot. Model an appropriate sound on “Whoosh”. Ask a child to come to the solo spot. <b>Restart the track</b> and encourage the child to play the modelled cymbal sound on “Whoosh”.	<ul style="list-style-type: none"> <li>• Anticipates “Whoosh”</li> <li>• Creates an appropriate sound on the cymbal</li> <li>• Plays an appropriate sound in the correct place</li> </ul>
C	<b>Ocean drum</b> <b>As for B but with the Ocean drum</b>	<b>The Whale</b> Place the cymbal in the solo spot. Ask a child to come to the solo spot. Hand the ocean drum to a child in the group. Encourage the child to play the cymbal on “Whoosh”. The group will pass the ocean drum around throughout the solo.	<ul style="list-style-type: none"> <li>• Anticipates “Whoosh”</li> <li>• Creates an appropriate sound on the cymbal</li> <li>• Plays an appropriate sound in the correct place</li> <li>• Controls ocean drum effectively</li> </ul>
D	<b>As for B and C but with the Glockenspiel</b>	<b>The Whale</b> Place all the instruments in the solo spot. Select a group of 3 children to come to the solo spot and choose an instrument each. Each soloist will have a specific role; Cymbal on Whoosh, Ocean drum on vocal, Glockenspiel on instrumental.	<ul style="list-style-type: none"> <li>• Plays specified instrument at the correct time</li> <li>• Plays specified instrument with control</li> </ul>

## Unit 15 - Playing in a Group

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	<b>Tropical Island</b> Sign the waves rolling, trees swaying, fish swimming and sun shining	<b>Under The Sea</b> Children choose a hand-held instrument. Play the track. At the end of the verse 1, select a child at “solo for...” Everyone joins in the chorus “Splish, splash.” At the start of the next verse choose a new soloist.	<b>Jellyfish Chorus</b> <b>The Jellyfish</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Voices / hands</b> <b>Bells / shakers</b> <b>Microphone</b>	<b>Jellyfish Chorus</b> In the ‘Jellyfish Chorus’ the children can make hand movements on “Jiggle, Jiggle” and the word “Splash”. <b>Replay the track.</b> The children can play bells and shakers to “Jiggle, Jiggle”. <b>Replay the track.</b> Pass the microphone, allow the children to vocalise.	<ul style="list-style-type: none"> <li>• Joins in actions</li> <li>• Anticipates” Splash”</li> <li>• Vocalises on “Splash”</li> </ul>
B	<b>Cymbal on a stand</b> <b>A wide range of beaters.</b> Those lacking in confidence or range of movement may benefit from a hard beater and vice versa.	<b>Jellyfish Chorus</b> Place the cymbal in the solo spot. Ask a child to come to the solo spot and play the cymbal on “Splash”.	<ul style="list-style-type: none"> <li>• Anticipates “Splash”</li> <li>• Creates an appropriate sound on the cymbal</li> <li>• Plays an appropriate sound in the correct place</li> </ul>
C	<b>A piece of tuned percussion</b> Glockenspiels sound good in this.	<b>The Jellyfish</b> Place the glockenspiel in the solo spot. Ask a child to come to the solo spot. The child will play with the music so, direct the children to play no louder than the music.	<ul style="list-style-type: none"> <li>• Shows an awareness of pulse</li> <li>• Plays with appropriate style</li> <li>• Plays with appropriate volume</li> </ul>
D	<b>As for A, B and C</b> <b>Add a microphone if available.</b>	<b>The Jellyfish</b> Create a performance where each child has a specific instrumental role: <b>Solo 1:</b> Cymbal on splash <b>Solo 2:</b> Glockenspiel in the instrumental section <b>Everyone:</b> Bells and shakers in the chorus Let children who can vocalise sing “Jiggle Jiggle” using the microphone.	Accepts and executes role of: <ul style="list-style-type: none"> <li>• Cymbal player</li> <li>• Glockenspiel player</li> <li>• Group player</li> <li>• Solo vocalist</li> </ul>

## Unit 16 - Directing

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	<b>C'mon</b> Nod head - reach up high - clap hands - stamp feet	<b>Big Noise</b> Everyone chooses a hand-held instrument. Play the track, everyone plays. At the end of the chorus, stop the group and name a child to play a solo. When the chorus returns, direct everyone to play. Repeat as necessary.	<b>March To The Ring</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Hand-held percussion that can be tapped</b> <b>A large drum.</b> Snare drums work well for this unit. <b>EVERYONE / SOLO flash cards</b>	<b>March To The Ring</b> The teacher can use the EVERYONE and SOLO flash cards to direct the group. Everyone chooses a piece of percussion. Select a soloist to play the drum.	<ul style="list-style-type: none"> <li>Follows direction to play in chorus</li> <li>Follows direction to play solo.</li> </ul>
B	<b>Hand-held percussion that can be tapped</b> <b>A large drum.</b> Snare drums work well for this unit. <b>EVERYONE / SOLO flash cards</b>	<b>March To The Ring</b> The child uses the EVERYONE and SOLO flash cards to direct the group. Everyone chooses a piece of percussion. Select a soloist to play the drum. Select a child to direct the group using SOLO / EVERYONE flash cards.	<ul style="list-style-type: none"> <li>Follows direction to play in chorus</li> <li>Follows direction to play solo.</li> <li>Directs the group using flash cards</li> </ul>
C	<b>Hand-held percussion that can be tapped</b> <b>A large drum.</b> Snare drums work well for this unit.	<b>March To The Ring</b> Everyone chooses a piece of percussion. Demonstrate directing the group using gesture. Select a soloist to play the drum. Select a child to direct the alternation of solo and everyone using gesture. <b>Restart the track.</b> Encourage the child to use gesture to direct the group.	<ul style="list-style-type: none"> <li>Follows direction to play in chorus</li> <li>Follows direction to play solo.</li> <li>Directs the group using gesture.</li> </ul>
D	<b>A snare drum</b> <b>A cymbal on a stand</b>	<b>March To The Ring</b> Select two children to play the solo instruments. Select a child to direct the soloists, to play alone or in combination, using gesture.	<ul style="list-style-type: none"> <li>Follow direction to play.</li> <li>Directs the group using gesture</li> </ul>

## Unit 17 - Shake-Tap-Ring

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	<b>I Can Move</b> Fingers-legs-head	<b>Shake, Tap, Ring</b> There are no vocals in this track. Divide the instruments into shakers, tappers, and ringers and place them on the matching flash cards. The children can choose an instrument from one of these groups. Start the track then hold up the flash cards in turn. The children can play when their flash card is shown.	<b>Come On And Play</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Ring:</b> Cymbal with a beater and /or wind chimes <b>Tap:</b> A drum with a beater <b>Shakers:</b> Selection <b>SHAKE / TAP / RING flash cards</b>	<b>Before you play the track</b> Place the cymbal and drum in the solo spot and select two children to play these instruments. Explain that when the flash card for TAP is shown, the drummer can play. Change the flash card to RING and explain that the cymbal can now be played. Let the children try this activity before playing the track. The rest of the group to select a shaker. <b>Come On And Play</b> Everyone can play in the chorus. The soloist will play in the verse eg cymbal when the RING flash card is shown. Place the cymbal and drum in the solo spot and ask the two selected children to play them.	Recognises and reacts to flash cards <ul style="list-style-type: none"> <li>• With physical and verbal prompts</li> <li>• With subtle prompt</li> <li>• Without prompt</li> </ul>
B	<b>Ring:</b> Cymbal with a beater and /or wind chimes <b>Tap:</b> A drum with a beater <b>Shakers:</b> Selection <b>SHAKE / TAP / RING flash cards</b>	<b>Come On And Play</b> Place the cymbal and drum in the solo spot. Select two children to come to the solo spot and select an instrument. Everyone can play in the chorus. In the instrumental section, hold up the TAP or RING card and the child with the matching instrument should play.	Selects a card and finds the associated instrument with <ul style="list-style-type: none"> <li>• Physical and verbal</li> <li>• Subtle prompt</li> <li>• No prompt</li> </ul>

## Unit 18 - Shhh!

Greeting	Co-ordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice	<b>I Can Move</b> Fingers-legs-head	<b>Choosing</b> Place instrumental flash cards out in a line. Play the track. Select a child to choose a card, find the matching instrument then play a solo. Repeat the process.	<b>The Gorilla</b>	Select a goodbye song of your choice



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Just voices</b>	<b>The Gorilla</b> Each chorus is an exercise in getting quieter: Chorus 1: "THUMP, CRASH" Chorus 2: "TAP, TAP" Chorus 3: "RUB, SHHH" Encourage the children to vocalise and add actions as they listen to the track.	<ul style="list-style-type: none"> <li>• Anticipates getting quieter</li> <li>• Shows awareness of getting quieter</li> <li>• Shows gross motor control</li> <li>• Show fine motor control</li> </ul>
B	<b>A drum</b>	<b>The Gorilla</b> Select three children to play the instruments. In Chorus 1 the drummer plays on "THUMP, CRASH" Pass the drum to the next child. In Chorus 2 the drummer plays on "TAP, TAP" Pass the drum to the next child. In Chorus 3 the drummer plays on "RUB, SHHH".	<ul style="list-style-type: none"> <li>• Anticipates getting quieter</li> <li>• Shows awareness of getting quieter</li> <li>• Shows gross motor control</li> <li>• Show fine motor control</li> </ul>
C	<b>Three solo instruments of your choice</b>	<b>The Gorilla</b> Place the instruments in the solo spot. Designate them to chorus 1,2 and 3 as you wish. Select three children to play the instruments and the children can then play in the chorus designated to their instrument.	<ul style="list-style-type: none"> <li>• Anticipates getting quieter</li> <li>• Shows awareness of getting quieter</li> <li>• Shows gross motor control</li> <li>• Show fine motor control</li> </ul>
D	<b>A drum</b> <b>A selection of hand-held percussion sufficient for all to have an instrument</b>	<b>No track</b> Place the drum in the solo spot then select a solo drummer. Direct the rest of the group to choose from the selection of percussion instruments. The drummer will lead and direct the group to get quieter; they will follow.	<ul style="list-style-type: none"> <li>• Gives clear example of getting quieter</li> <li>• Follows clear example of getting quieter</li> </ul>

## Unit 19 - Playing Quietly

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (If age appropriate).	<b>Can You Move</b> Fingers-arms-legs	<p><b>All Join In (demonstration)</b> Listen to the demonstration and encourage everyone to choose an instrument then, select your first soloist.</p> <p><b>Play All Join In (with instruments)</b> Listen to the count in, then say the name of the first soloist. The soloist can play first and everyone else can play in the chorus. Repeat as necessary.</p>	<b>Night Time</b>	<b>Boogie Woogie</b> This is a chance for children to try out solo instrumental and vocalist roles within a larger group



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Choose a range of instruments that sound effective when played quietly</b> <b>QUIET flash card</b>	<b>Night Time</b> Show the QUIET card and everyone can listen to the music. Give out selected instruments. <b>Play the track again.</b> Everyone can play in the chorus and listen in the verse.	<ul style="list-style-type: none"> <li>• Listens carefully to the verse</li> <li>• Plays with appropriate volume level</li> </ul>
B	<b>Choose one quiet solo instrument</b>	<b>Night Time</b> Place the solo instrument in the solo spot. Select the first soloist and ask them to come to the solo spot and play with the track.	<ul style="list-style-type: none"> <li>• Accepts solo role</li> <li>• Demonstrates dexterity and awareness in the solo</li> </ul>
C	<b>One quiet solo instrument</b> <b>A selection of instruments that can be played quietly</b>	<b>Night Time</b> Give out selected instruments. Put a solo instrument in the solo spot and then choose the first soloist. The soloist plays in the verse, everyone plays in the chorus.	<ul style="list-style-type: none"> <li>• Accepts group role: waiting, turn-taking</li> <li>• Demonstrates dexterity and awareness in the solo</li> </ul>
D	<b>One quiet solo instrument</b> <b>A selection of instruments that can be played quietly</b>	<b>Night Time</b> Ask a child to choose an instrument they can play quietly in the chorus and place the instrument in the solo spot. The child can play a solo on the instrument of their choice.	<ul style="list-style-type: none"> <li>• Demonstrates dexterity and awareness in the solo</li> <li>• Makes independent choices</li> </ul>
E	<b>One quiet solo instrument</b> <b>A selection of instruments that can be played quietly</b>	<b>Night Time</b> Ask a child to form a duo by choosing two instruments and naming another member of the group to play with them. The duo can play during the verse and everyone else can join in the chorus.	<ul style="list-style-type: none"> <li>• Accepts ensemble role; waiting, turn-taking:</li> <li>• Demonstrates dexterity and awareness in the duo</li> <li>• Makes independent choices</li> </ul>

## Unit 20 - Using flash cards

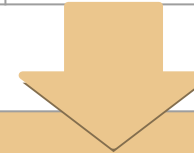
Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (if age appropriate)	<b>Feel Your Whole Body Move</b> Legs-arms-head-whole body	<b>Anyone Can Play</b> Select four children to play tambourine, drum, chimes or cymbal. The children play when their instrument is named. You can use the flash cards to reinforce the order. <b>Anyone Can Play (select different instruments)</b> Select different instruments.	<b>African Instrumental</b>	<b>Boogie Woogie</b> This is a chance for children to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Instrument flash cards</b> <b>Selection of hand-held percussion</b> <b>Selection of large percussion instruments</b>	<b>African Instrumental</b> Put out one flash cards per child. Ask the children to select a card then to find the matching instrument. Ask for a volunteer or choose a leader. The leader gathers the cards and shuffles them, then holds up the first card from the pack. The child with the matching instrument plays. The leader continues.	<ul style="list-style-type: none"> <li>Matches a card to an instrument</li> <li>Responds when they see their card</li> <li>Starts on sight of card</li> <li>Stops when card is out of sight</li> </ul>
B	<b>Instrument flash cards</b> <b>Selection of hand-held percussion</b> <b>Selection of large percussion instruments</b>	As for A, allow the children to take turns in leading using the flash cards.	<ul style="list-style-type: none"> <li>Matches a card to an instrument</li> <li>Responds when they see their card</li> <li>Starts on sight of card</li> <li>Stops when card is out of sight</li> <li>Clear leadership using flash cards</li> </ul>
C	<b>Instrument flash cards</b> <b>Selection of hand-held percussion</b> <b>Selection of large percussion instruments</b>  <b>EVERYONE flash card</b>	As for B, add in the option of the EVERYONE card.	<ul style="list-style-type: none"> <li>Matches a card to an instrument</li> <li>Responds when they see their card</li> <li>Starts on sight of card</li> <li>Stops when card is out of sight</li> <li>Clear leadership using flash cards</li> </ul>

## Unit 21 - Composition

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (if age appropriate)	<b>Feel Your Whole Body Move</b> Legs-arms-head-whole body	<b>Do You Wanna</b> Choose 3 children to play drum, cymbal and a piece of tuned percussion. The rest of the group choose from the hand-held percussion selection. The named instruments play in the verse; everyone else plays in the chorus.	<b>Latin Instrumental</b>	<b>Boogie Woogie</b> This is a chance for children to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Instrument flash cards</b>  <b>Selection of hand-held percussion and a selection of large percussion instruments</b>	<b>Latin Instrumental</b> Place all the cards in view. A child will choose 3 cards and place them in a line. The child will indicate the cards one at a time in any order and members of the group play only when their card is shown. Children with restricted movement may use electronic aids or eye pointing to an assistant to indicate their intentions.	<ul style="list-style-type: none"> <li>Recognises instrument flash cards</li> <li>Responds when they see their card</li> <li>Directs the group using cards</li> <li>Starts on sight of card</li> <li>Stops when cards is out of sight</li> </ul>
B	<b>Instrument flash cards</b>  <b>Selection of hand-held percussion and a selection of large percussion instruments</b>	<b>Latin Instrumental</b> Ask a leader to choose <b>3</b> cards and either lay them out on the floor or stick them to a wall in a horizontal line. Choose 3 children to play the selected instruments from the cards. The leader indicates the cards one at a time from left to right, without tracking back. The instrumentalists play when their card is indicated.	<ul style="list-style-type: none"> <li>Recognises instrument flash cards</li> <li>Responds when they see their card</li> <li>Gives clear indication from left to right</li> <li>Tracks 3 cards in a horizontal line left to right</li> </ul>
C	<b>Instrument flash cards</b>  <b>Selection of hand-held percussion and a selection of large percussion instruments</b>	<b>Latin Instrumental</b> Ask a leader to choose <b>5</b> cards and either lay them out on the floor or stick them to a wall in a horizontal line. Choose 3 children to play the selected instruments from the cards. The leader indicates the cards one at a time from left to right, without tracking back. The instrumentalists play when their card is indicated.	<ul style="list-style-type: none"> <li>Recognises instrument flash cards</li> <li>Responds when they see their card</li> <li>Gives clear indication from left to right</li> <li>Tracks 5 cards in a horizontal line left to right</li> </ul>

## Unit 22 - Patterns

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (if age appropriate)	<b>Select a coordination song that you enjoyed:</b> Wake Up See What I can Do Can You Sway Roly Poly	<b>Come On And Play</b> The children choose an instrument. The leader has the INSTRUMENT and EVERYONE flash cards and must show the cards one at a time. A child can play when they see their card.	<b>Swing Instrumental</b>	<b>Boogie Woogie</b> This is a chance for children to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>A selection of percussion</b>  <b>Two flash cards for each instrument</b> (These could be photographs or art work)	<b>Swing Instrumental</b> Place all the flash cards out. Demonstrate use of the flash cards to make a left to right pattern. A-B-A eg cymbal-drum-cymbal. Select the soloists to match the selected instruments. Demonstrate pointing to the cards reinforcing left to right tracking (no back tracking). Solos last as long as pattern maker decides. Soloists play only when their card is indicated.	<ul style="list-style-type: none"> <li>Follows direction</li> <li>Anticipates direction</li> </ul>
B	<b>A selection of percussion</b>  <b>Two flash cards for each instrument.</b>	<b>Swing Instrumental</b> Place all the flash cards out. Ask a child to use of the flash cards to make the left to right pattern. A-B-A. Select the soloists to match the selected instruments. The pattern maker points to the cards reinforcing left to right tracking (no back tracking). Solos last as long as pattern maker decides. Soloists play only when their card is indicated.	<ul style="list-style-type: none"> <li>Creates a pattern using flash cards with support</li> <li>Creates a pattern using flash cards independently</li> <li>Follows direction</li> <li>Anticipates direction</li> </ul>
C	<b>A selection of percussion</b>  <b>Two flash cards for each instrument</b>	Repeat as for A and B using the following patterns: A-B-C-B-A A-B-A-B A-B-A-C-A	<ul style="list-style-type: none"> <li>Creates a pattern using flash cards with support.</li> <li>Creates a pattern using flash cards independently.</li> <li>Follows direction</li> <li>Anticipates direction</li> </ul>

## Unit 23 - Pulse

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (If age appropriate).	<b>Select a coordination song that you enjoyed:</b> You've Gotta Tropical Island C'mon I Can Move	<b>Turns To Eight</b> All the children choose an instrument. Listen to the start of the track. One at a time the children take turns to play for the count of eight.	<b>Take It Slowly and Give Me The Beat</b>	<b>Boogie Woogie</b> This is a chance for children to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>Cymbal and brushes</b>	<b>Take It Slowly</b> Place the solo instrument in the solo spot and ask a child to come to that solo spot. The child plays in the instrumental section and will return to their place during the vocal section.	<ul style="list-style-type: none"> <li>Shows fine motor control</li> <li>Shows stylistic awareness</li> <li>Shows a sense of structure</li> </ul>
B	<b>Drum Cymbal and brushes Hand-held percussion</b>	<b>Take It Slowly</b> Place both instruments in the solo spot. Ask a child to come to the solo spot and select one. Everyone plays with the vocals and the soloist plays in the instrumental sections.	<ul style="list-style-type: none"> <li>Shows a sense of ensemble</li> <li>Can maintain regular slow pulse</li> </ul>
C	<b>Drum</b>	<b>Give Me The Beat</b> Place the drum in the solo spot and ask a child to come to that solo spot. The soloist will play in the instrumental section and return to their place during the vocals.	<ul style="list-style-type: none"> <li>Maintains a fast regular pulse in balance with track</li> </ul>
D	<b>Drum Cymbal and brushes</b>	<b>Give Me The Beat</b> Place both instruments in the solo spot. Ask a child to play a short solo on their chosen instrument with the music.	<ul style="list-style-type: none"> <li>Can maintain a regular slow pulse</li> <li>Can maintain a regular fast pulse in balance with the track</li> </ul>
E	<b>Drum Cymbal and brushes</b>	<b>Take It Slowly</b> Place both instruments in the solo spot. Ask a child to play a short solo on their chosen instrument with the music.	<ul style="list-style-type: none"> <li>Can maintain a regular slow pulse</li> <li>Can maintain a regular fast pulse in balance with the track</li> </ul>

## Unit 24 - Pitch

Greeting	Coordination	Taking Turns	Solo	Goodbye
Select a greeting song of your choice (If age appropriate).	<b>Select a coordination song that you enjoyed:</b> Can You Move Feel Your Whole Body Move	<b>Choosing</b> No instruments are named in this piece. See if the children can name the instrument they wish to play.	<b>Ups And Downs</b>	<b>Boogie Woogie</b> This is a chance for children to try out solo instrumental and vocalist roles within a larger group.



Option	Resources	Solo Activity	Outcomes. A child...
A	<b>A piece of tuned percussion:</b> Glockenspiel Chime bars Tuned percussion	<b>Ups And Downs</b> Place the piece of tuned percussion in the solo spot. Take off all the notes except for C D E F and G. Ask a child to come to the solo spot. Show the children how to move up and down the instrument using a step-wise motion. Let the child play the tuned percussion. Remind the child to move up and down in steps.	<ul style="list-style-type: none"> <li>Shows partial awareness of step-wise motion</li> <li>Shows clear understanding of step-wise motion</li> <li>Improvises fluently using step-wise motion</li> </ul>
B	<b>A piece of tuned percussion:</b> Glockenspiel Chime bars Tuned percussion	<b>Ups and Downs</b> Place the piece of tuned percussion in the solo spot, do not remove any notes. Ask a child to come to the solo spot. Show the children how to move up and down the instrument using a step-wise motion. Let the child play tuned percussion and remind them to move up and down in steps.	<ul style="list-style-type: none"> <li>Shows partial awareness of step-wise motion</li> <li>Shows clear understanding of step-wise motion</li> <li>Improvises fluently using step-wise motion</li> </ul>
C	<b>iPad</b> Suggested apps: Thumbjam, Garageband piano, iKaossilator	<b>Ups And Downs</b> Set your equipment to be in the key of C. Let the children practise gliding or stepping up and down.	<ul style="list-style-type: none"> <li>Shows partial awareness of step-wise motion</li> <li>Shows clear understanding of step-wise motion</li> <li>Improvises fluently using step-wise motion</li> </ul>
D	<b>Chime bars</b>	<b>Ups And Downs</b> Select a group of 3 children. Give each child one of the following notes: C, E and G. Give a second group of 3 children the notes: D, F and A. Stand the groups in the solo spot facing each other. Encourage each group of 3 children to play their notes together, when directed, using gesture.	<ul style="list-style-type: none"> <li>Shows refined coordination</li> <li>Follows directions by gesture accurately</li> </ul>