


Music for the Brain: Overview

Introduction

Music for the Brain
Resources from
The Children's Trust
200 activities
using sound and music

[LINK TO DOC 21](#)




Welcome to
Music for the Brain

[LINK TO DOC 22](#)

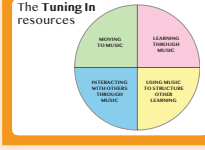
The cards correspond to the three ways in which children and young people can engage with sound and music, through **listening, doing and interacting.**

The Tuning In resources



[LINK TO DOC 23](#)

The Tuning In resources



[LINK TO DOC 24](#)

Level 1

Level 2

Level 3

R.1 encounters sounds	P.1 makes sounds unknowingly	I.1 relates unwittingly through sound	R.2 shows an awareness of sound	P.2 intentionally makes or controls sound	I.2 interacts with others using sound	R.3 reacts to simple patterns in sound	P.3 intentionally makes simple patterns in sound	I.3 copies other's sounds and/or is aware of own sounds being copied
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Elements A

Elements B

Elements C

Elements D

<p>Listening 1</p> <p>Try making all sorts of different sounds to see whether I respond</p> <p>Music for the Brain</p> <p>LINK TO DOC 25</p> <ul style="list-style-type: none"> Think of all the sounds you can make with your voice Remember to get close up to me Make sure that the environment is quiet Bring me into contact with everyday soundmakers Use instruments in the same way Make sounds in front of me or behind 	<p>Doing 5</p> <p>Enable me to experience how the movements I may make involuntarily can make, cause or control sounds</p> <p>Music for the Brain</p> <p>LINK TO DOC 26</p> <ul style="list-style-type: none"> The rise of my chest could operate a beam My tongue could control sounds A blink could switch a sound on Amplify any sounds I may make through breathing or my heart beat Make a careful note of any signs of awareness that I may show 	<p>Interacting 9</p> <p>Help me make sounds in response to yours and respond to any sounds that I may make without knowing it</p> <p>Music for the Brain</p> <p>LINK TO DOC 27</p> <ul style="list-style-type: none"> First, make a sound yourself and then help me to make a sound Use a microphone and amplifier to intensify our vocal sounds Put an ocean drum across our laps Now try the same activity using movement-sensitive software ... or my heart beat Remember to allow plenty of time between sounds 	<p>Listening 13</p> <p>Make many different sounds, to see which catch my attention</p> <p>Music for the Brain</p> <p>LINK TO DOC 28</p> <ul style="list-style-type: none"> Sing long and short notes to me Rub your hands together Shake rattly containers, jangle small chains and crinkle rusty paper Make sounds that are high or low, smooth or rasping Make sounds that go up and down or get louder and quieter or stay the same for a long time 	<p>Doing 17</p> <p>Encourage me to make different types of sounds myself</p> <p>Music for the Brain</p> <p>LINK TO DOC 29</p> <ul style="list-style-type: none"> Use a microphone and amplifier to enhance my vocal sounds Help me explore soundmakers Help me explore instruments Help me use a stick or a beater Using my feet might be the easiest way for me to make sounds Use technologies that can convert any movement into any sound 	<p>Interacting 21</p> <p>Assist me in making sounds myself in response to the sounds that you make</p> <p>Music for the Brain</p> <p>LINK TO DOC 30</p> <ul style="list-style-type: none"> Use your voice to make sounds I like Share hand-held percussion with me Make a burst of sound and then have a period of silence Put clusters of bells on my wrists or ankles and on yours too Place a balloon in between us Use technologies that can convert any movement into any sound 	<p>Listening 25</p> <p>Use your voice to make simple patterns in sound to catch my attention</p> <p>Music for the Brain</p> <p>LINK TO DOC 31</p> <ul style="list-style-type: none"> Start by making patterns that use the lips, like 'ma, ma, ma, ma, ma' or 'puh, puh, puh, puh, puh' Try patterns that use the tongue, like 'dah, dah, dah, dah, dah' Try 'sss, sss, sss, sss, sss' Try 'mmm, mmm, mmm, mmm' Make whistling patterns: 'peep, peep, peep, peep, peep' 	<p>Doing 29</p> <p>Support me in making a regular beat on soundmakers or by using my voice</p> <p>Music for the Brain</p> <p>LINK TO DOC 32</p> <ul style="list-style-type: none"> Put my hand over yours while you tap a beat on a drum with your fingers then let me have a go on my own Help me make a beat on instruments Show me how to make patterns too Remember that a beat comes from my head, not my hand so guide me with your hand under mine, so I'm always in control 	<p>Interacting 33</p> <p>Copy the sounds that I make with my voice, and encourage me to copy what you do</p> <p>Music for the Brain</p> <p>LINK TO DOC 33</p> <ul style="list-style-type: none"> Copy my vocal sounds Give me time to process what you do Initiate an interaction by making a sound like the one I make Give me plenty of time to respond I may copy you more and more accurately over time Repeat the activity many times in different contexts
<p>Listening 2</p> <p>Play me different kinds of music and see whether I react to any of them</p> <p>Music for the Brain</p> <p>LINK TO DOC 34</p> <ul style="list-style-type: none"> Play music in short bursts Put the speakers close to me Let me experience different melodic instruments Try low notes and high notes Don't forget to sing to me Always allow plenty of time for me to respond 	<p>Doing 6</p> <p>Guide me to make movements co-actively that produce sounds</p> <p>Music for the Brain</p> <p>LINK TO DOC 35</p> <ul style="list-style-type: none"> Help me to tap a small drum Help me to scratch a tambourine Help me to strum the strings of an autoharp Help me to shake small bells Help me to tip instruments like a rainmaker one way and the other Enhance them using a microphone and an amplifier 	<p>Interacting 10</p> <p>With a colleague, family member or friend, model interactions in sound for me</p> <p>Music for the Brain</p> <p>LINK TO DOC 36</p> <ul style="list-style-type: none"> Sit either side of me and take turns to make sounds with your voices or with everyday soundmakers Make sounds that are similar or contrasting Interact using digital sounds Try having one person work with me and another alongside a friend, exchanging sounds 	<p>Listening 14</p> <p>Put together playlists for me of different kinds of music</p> <p>Music for the Brain</p> <p>LINK TO DOC 37</p> <ul style="list-style-type: none"> Choose music with plenty of repetition, like pop songs Play short bursts of the music at first How do I respond to hip hop and dance music? ... or contrasting Try Bollywood music, J-pop, K-pop Try film and TV music Try experimental music by Karlheinz Stockhausen and John Cage 	<p>Doing 18</p> <p>Help me to express my feelings through sound</p> <p>Music for the Brain</p> <p>LINK TO DOC 38</p> <ul style="list-style-type: none"> Make an exaggerated response to any vocalisations I make Respond empathetically to sounds I make with objects and instruments Identify triggers to my vocalising Can you change the way I feel and so change the sounds I make? My choosing not to make a sound may show how I'm feeling too 	<p>Interacting 22</p> <p>Respond empathetically to any sounds that I make</p> <p>Music for the Brain</p> <p>LINK TO DOC 39</p> <ul style="list-style-type: none"> Remember, when I make a sound it is always for a reason So respond to my sounds cumulating what I do, or through making a contrasting sound Let us share an instrument Then use two separate instruments of the same type Use instruments of different types 	<p>Listening 26</p> <p>Make short bursts of a regular beat on percussion instruments for me to hear</p> <p>Music for the Brain</p> <p>LINK TO DOC 40</p> <ul style="list-style-type: none"> Tap the same simple pattern on different instruments Use your fingers then beaters Scratch your nails to and fro Tap instruments gently on my hands Tap the pattern on a resonance board so that I can feel the sound Use switches or motion-sensitive technology to make the same pattern 	<p>Doing 30</p> <p>React positively when I deliberately repeat sounds using my voice or sound-makers on my own initiative</p> <p>Music for the Brain</p> <p>LINK TO DOC 41</p> <ul style="list-style-type: none"> Let me have plenty of time and space to experiment with pattern-making Use me soundmakers that I find the easiest to play Give me plenty of encouragement Try using beams or switches too Move other parts of my body in time with the patterns that I make Make recordings of what I do 	<p>Interacting 34</p> <p>Echo the sounds that I make with everyday objects and instruments</p> <p>Music for the Brain</p> <p>LINK TO DOC 42</p> <ul style="list-style-type: none"> Imitate the sounds that I make on instruments or other soundmakers Use the same instrument at first Next, use a second instrument that is the same as mine Let me see or feel what is happening Next use a different instrument to copy the same pattern Swap instruments!
<p>Listening 3</p> <p>Let me encounter sounds and music in different environments</p> <p>Music for the Brain</p> <p>LINK TO DOC 43</p> <ul style="list-style-type: none"> Let me experience the muted effect on sounds in a small room Now take me to a hall that echoes Try the acoustic of a corridor Can you play me music in the hydrotherapy pool? Take me outside, somewhere quiet You could use an amplifier to increase the volume 	<p>Doing 7</p> <p>Think of the different environments in which you can help me make, cause or control sounds</p> <p>Music for the Brain</p> <p>LINK TO DOC 44</p> <ul style="list-style-type: none"> Lie in the pool with my ears in the water to hear my vocal sounds A quiet environment may help me concentrate on sounds I make Use technology to mimic different environments Think of large places that echo Try outside near buildings Try a large open space 	<p>Interacting 11</p> <p>Try trading sounds with me in different environments and in different contexts</p> <p>Music for the Brain</p> <p>LINK TO DOC 45</p> <ul style="list-style-type: none"> Try working in a small, quiet room Sometimes a large echoey space may spur me into action Try working in a hall, with groups of people Try working in a corridor Am I likely to be more alert at certain times of the day or following a feed or medication? 	<p>Listening 15</p> <p>Take me out and about to hear sound and music in the wider world</p> <p>Music for the Brain</p> <p>LINK TO DOC 46</p> <ul style="list-style-type: none"> Shopping malls use alluring music! Fields, forests and farms are all full of natural sounds Visit churches, mosques, synagogues Take me to the seaside Record the sounds of different environments Combine these sounds with the smells, sight and the feel of objects 	<p>Doing 19</p> <p>Give me the chance to make sounds in different places</p> <p>Music for the Brain</p> <p>LINK TO DOC 47</p> <ul style="list-style-type: none"> The activity at a shopping centre may stimulate me to be more vocal or a large railway station or even an airport Sitting on a train may stimulate me to vocalise Take me outside in different weathers In contrast, sometimes take me into very small rooms that absorb sound 	<p>Interacting 23</p> <p>Have 'conversations' with me in sound in different contexts</p> <p>Music for the Brain</p> <p>LINK TO DOC 48</p> <ul style="list-style-type: none"> People's voices sound quite different in echoey places Play outdoor instruments with me Now do the same on a tablet ... Remember that I may become more vocal and receptive in a vehicle Different voices may make me want to respond in different ways Is the time of day may be important? 	<p>Listening 27</p> <p>Let me listen to patterns of sound that go higher and lower, or louder and quieter</p> <p>Music for the Brain</p> <p>LINK TO DOC 49</p> <ul style="list-style-type: none"> Make short patterns of three notes on a keyboard for me to listen to Do the same on a glockenspiel Now do the same on a tablet and on the recorder or whistle Do the same on one of the strings of a ukulele or a guitar Try a different kinds of pattern on different instruments 	<p>Doing 31</p> <p>Help me to make short patterns of notes that get higher or lower</p> <p>Music for the Brain</p> <p>LINK TO DOC 50</p> <ul style="list-style-type: none"> Show me how to play single notes on a keyboard Now show me how to play a simple beat on one key Help me to use white and black notes Give me plenty of time Show me how to play short, simple up or down patterns on three notes Help me to make longer patterns 	<p>Interacting 35</p> <p>Encourage me to imitate what you do on instruments and other soundmakers</p> <p>Music for the Brain</p> <p>LINK TO DOC 51</p> <ul style="list-style-type: none"> Give me an instrument and make a sound on it that I have made before Give me plenty of time to respond Play another soundmaker the same as mine, so we don't have to share See if I will copy the same pattern on a different kind of soundmaker Exchange instruments Repetition is key
<p>Listening 4</p> <p>Let me experience sound and other sensory input at the same time</p> <p>Music for the Brain</p> <p>LINK TO DOC 52</p> <ul style="list-style-type: none"> Let me experience the weight of a tambourine Let me feel the wood of a recorder Show me the light dancing off a cymbal Let me smell of a new Kenyan drum Let me experience a didgeridoo Let me feel the cool metal of a brass instrument 	<p>Doing 8</p> <p>Guide me to explore soundmakers with my other senses too</p> <p>Music for the Brain</p> <p>LINK TO DOC 53</p> <ul style="list-style-type: none"> Can I feel the vibration of a drum I hit? Shine a light on a cymbal as I scratch it Help me use sound and light switches or movement-sensitive beams Convert my sounds into vibration Put me in a swing that brushes by hanging soundmakers Associate certain soundmakers with scents in multisensory sessions 	<p>Interacting 12</p> <p>Model interactions in sound that are also multisensory in nature</p> <p>Music for the Brain</p> <p>LINK TO DOC 54</p> <ul style="list-style-type: none"> Enhance the impact of interactions in sound through touch Use a swing for interactions in sound Use a rainstick and vocal sounds Use a little fan blowing gently on my face or arms in turn In a multisensory room, link sound sources and lights Try interacting in the pool 	<p>Listening 16</p> <p>Let me experience how sounds can be linked to other sensory input in a variety of different ways</p> <p>Music for the Brain</p> <p>LINK TO DOC 55</p> <ul style="list-style-type: none"> Show me a gong that shimmers Help me get to grips with musical gourds from Asia Let me feel a guitar or ukulele Put a loudspeaker on a resonance board Drop pebbles into a bowl of water Let me experience a pile of autumn leaves being scrunched together 	<p>Doing 20</p> <p>Guide me in soundmaking that is multisensory in nature</p> <p>Music for the Brain</p> <p>LINK TO DOC 56</p> <ul style="list-style-type: none"> Encourage me to feel guitar strings Help me to feel the cow-bell Remind me of the rough, hard skin of the musical gourd that I am shaking Help me appreciate the changing weight of a rainstick as I tip it up Sitting in a feeling seashells in a the box as I stir them round Give me time to enjoy rustling leaves 	<p>Interacting 24</p> <p>Interact with me through sound in ways that use my other senses too</p> <p>Music for the Brain</p> <p>LINK TO DOC 57</p> <ul style="list-style-type: none"> Exaggerate your facial expressions when having conversations in sound Reinforce the sounds you make by touching my hands or arms Engage with me on the swing Use a resonance board Use a microphone and amplifier Use technology to add a visual dimension to our sound dialogues 	<p>Listening 28</p> <p>Help me to be aware of what is going to happen by using sound symbols</p> <p>Music for the Brain</p> <p>LINK TO DOC 58</p> <ul style="list-style-type: none"> Place different sets of windchimes in the doorways of important rooms Use the sound symbols consistently Record what happens during activities using sound symbols 	<p>Doing 32</p> <p>Put together families of soundmakers for me to explore</p> <p>Music for the Brain</p> <p>LINK TO DOC 59</p> <ul style="list-style-type: none"> Make a collection of metal utensils Give me a set of wooden items Put together a collection of things to shake like a rattle and maracas Make me a set of scrapers Collect things that make a sound by plucking, like a ukulele and banjo The same patterns in sound can be made on different instruments 	<p>Interacting 36</p> <p>Play 'pass the sound' games with me</p> <p>Music for the Brain</p> <p>LINK TO DOC 60</p> <ul style="list-style-type: none"> Let me sit in a circle of three or four people - first, one makes a sound with his voice, then the next copies and so the sound goes round Do the same with body sounds and then use soundmakers that are all the same and then different ones Add more people to the circle