sounds of intent the world of music in the early years rapid period of years, when learning seems to Being musical is be effortless. Adults need to work hard, though, to give enjoyment of part of being human; hildren the best possible all the way through we all share an innate children enjoy inging songs all the of the Russian musicality culture, singing and experience pieces of music that have strong Encourage children when they get the 'shape' of tunes right, but not the detail; social, cultural or and explain what Natalie sings 'hello' to the children model accurate tuning and timing for them. sounds of intent Make up tiny tunes to mark musical fragments to a particular events, like picture or scenario, such as door-chimes and TV introduced and as a piece is played loude music on a glockenspiel with only three bars in Acknowledge children's efforts as and louder the they sing or tap chunks stories to represent different characters or repeating vocal ildren to express the ideas that music evokes by moving, marching songs. naming songs so the music has to change distinct sounds pattern-making for drawing, or in words children in many different contexts. to identify different too, but still fit the Encourage rooms or areas, or to overall design. children to make mark events: chimes in the garden, a special cymbal for lunch. simple patterns by Play children pieces the children are repeating sounds vocally introduced to the qualities of pieces as with regular change nstruments they are Model small like gypsy violin music that gets faster and encouraged to think about what each musicians play more notes to a simple changes in songs a phrase and pause. rhythmic pattern. peaceful, happy or sad, and simple pieces, The practitioners sounds like (animals, James plays the slightly altering each model an answer, the wind, ...) drum trying to verse in a song, for Move to music children in making clapping, singing an aintain a steady beat, example. regular beats at with your children: encouraging the children to Model question Encourage which is sometimes swaying, waving, different speeds and and answer songs children to explore proximate but he is rocking and rolling. with a range of that connect different up a music how things sound soundmakers or with getting there! children see chunks of music: 'Where Show children space or have an powls, spoons, pots and volve listening to their voices. bells glinting in the are you?' (tune goes up) beads – by tapping, scratching, rubbing instrument trolley for how you can make patterns of sound: light as they are 'Here I am' (down). your children to patterns with chunks of ider, quieter; faster, shaken, and smell a and shaking. explore freely. lidgeridoo as the sound gradually change. nearer and further Mark out the buzzes out the structures of songs bottom end. Prompt children children see with repeated series of to use their whole how family requires a lot of bodies in making members, friends and concentration! Dylan explores empathetically to regular beats: marching carers react in the keys and children's expressions Adam leads the and dancing. different ways sounds of the toy in sound: squealing with to music. delight, crying in despair, or laughing the changes in music as Listen to music the melody gets higher with children that Elliot and higher! uses the same materia Listen to sounds is captivated by again and again, like with children children how you The a live outdoor express feelings using indoors and out: in the sensory room performance of street, the park, your own voice or links light and sound resonant rooms, and sound-makers. in a powerful children are dens made of cardboard boxes. "Twinkle, n and out of the circle Playing the triangle more and twinkle, little star to the repeated couldn't put Hump patterns in together again! the music. Notice how Lavina and the The children make up hildren play a steady children march songs through the day, Explore the beat only during the often when they are and swing their different qualities of chorus of the song to playing on their own, streamers to the beat of soundmakers with 'pot pourri' songs, einforce the structure the music, following children: let them see encourage them. Natalie's lead. how you react. music with very pieces, often with clear, simple approximate tuning children to play ythms; show children or sing getting faster then slowing and timing. now to move in time to children the chance to express down, soaring up then themselves through swooping down, louder then children songs Encourage Respond when sound-making in Show how short and other pieces Show your children to extend children smile at a different kinds of Build children's chunks of music can that have the same clapping and quieter. their ideas through modelling how Musicians have appreciation of Guide children tinkling bell, or widen spaces, indoors and confidence by Toddlers show be repeated or varied tapping games to help children get a children's made-up simple structures, such come to visit the to make patterns of their eyes at the bass encouraging sound-making activities with through call and as a verse and chorus off their own musictunes that are 'in the their songs might develop. nursery. Mia watches change in sound drum's boom, or wiggle response, using sense of the beat in that repeats. naking to visiting moment', without using different listens and smiles in to a fast beat. different people. spirituals and work sicians outdoors. a planned music. Try using slower response to the sou beats and structure. of the french horn. Play the 'waiting' children mark Listen to sounds Help children to out particular events with children made The ind listens to the game using different in the day using Show children by voices, everyday children listen explore Increase sounds: your voice, ds moving in the using only two or soundmakers, such as how to play simple objects and musical of music to represent and watch intently as soundmakers with all children's repertoire everyday soundmakers, three notes for banging a special tunes on a keyboard, instruments; feel the people, places, actions their senses: a vibrating by introducing them to the adult sings 'Inc children's names. for example, using all gong, a glistening vibrations they make. children to all the music beyond familiar Wincy Spider'. their fingers and their cymbal, and a tipping 'circle time'. kinds of music you can nursery rhymes. and another the think of (pop, classical, again. Does the child children to join in stories using soundmakers at Sing and play is going to happen next? musical fragments to children that are easy the appropriate points. Give During this music group George watches others clapping children to exhibitions at to grasp: playground chants, short rhythms, snatches of songs. children access Gradually increase children's to a range of music When the horn throughout the day, museums that engage sounds, the music repertoire and and give them and making sounds, and their senses in an session has finished! technical competence, opportunities to integrated way. George combines singing he is ready to respond with his rhythm playing by ear at first. Natalie calls and waits, then calls and request their favourites. Elaine sings simple chant waits again. Helen watches, looking up in accompanies the parachute going using a translucent anticipation that the Different phrases of t up and down. same thing will song are associated Listen to the sounds that children Engage in interactive sound-Sound is only with various part of children's make in response to play with children in experiences that Encourage children to use musical fragments to you and encourage them different environments: involve music; so move to make more and together, dance, run, roll, march and twirl inside and outside, in Maisie enjoys Gina copying her as she rattles the shaker more! the nursery and the represent people, animals or events in Combine sound-Toddlers play together in the She smiles and takes making with play Maisie sings 'ooh' and the Let children watch turns swapping using other objects garden, getting amazing sounds from instruments every (streamers, parachutes, and listen as you The children are so often. The children enjoy actitioner encourages make sounds and give them plenty of time to her to interact by listening to some of their favourite songs played by guest musicians. imitating her different shown various have a go. vowel sounds. Play with children, struments, includir rhythm. Copy the different Encourage children to join in songs at the same time. Start with chants and the cello, and show letting them control what you do through the sounds that they make. how they work. Copy, copy, copy! Show the children that you appreciate the short sounds that your children make and whole family, friends Make patterns react positively to their Notice children's repetitive pieces. for children to copy and carers in sound-Model copying with other adults so regular beats and making games. musical ideas they anticipation that you changes in sound – using Jahmai plays a produce by imitating will make a sound after the children can learn your voice, they have; help them to take turns. short pattern of from hearing and soundmakers and repeated notes on the Encourage music making in watching you do it. Copy the ways that children make instruments. piano, before pausing instruments, in pairs initially, and then larger groups where everyone sings or plays and waiting for Adam Copy the simple patterns in sound to copy. sounds using different larger groups. lively music the same tune or soundmakers and in session in which Encourage children to copy the different spaces. that children make: children are imitating their beat or Concentrating sounds that you make aged to sing and the ups and downs of Encourage children to offer Notice how hard to copy patterns of sound on the Remember to make lots along with each their voices. Sing songs with individual children, children respond of different sounds in other and the their own ideas in when you copy them, different ways. oractitioner. musical games where one child copies and enjoy the moment well children come to Maisie (right) copies Helen (left) Copy what children And it offering them a musical scaffold that is of shared attention. understand music, and how Play the copying game in different do using a different is vitally important. laying the egg shakers instrument (or your much they enjoy it, depends on the during music time. For children in early years richness and diversity of the musical taking games with experiences they are offered, and the children, one-to-one different occasions settings, music is not the icing Sharing musical and with different and then in small Take willingness of those around to engage ideas in the family it in turns to groups. on the cake: it is an essential song together, all sharing the same with them in making music. This does band is great fun! sing songs, each Leave gaps in repeated verses of Model copying with other adults in ingredient in the multisensory taking one line at a not need special musical talents. familiar songs and chants for children to It is something that we mix of everyday activities that 'call and response' activities, and can all do. will enable them grow to encourage children meet their full Hungarian song Play musical alternating lines potential. between them. 'question and The children sing 'Row your boat' in a answer' games, going 'up, up, up' if children go phrase of "all day ong" each time it ound, being supported reciprocate. rhythms, using voices o sing one part as the children... illustration of child(ren) engaging with music Play games where a prompt them to ontinue while you sing or play something different. child changes the words of a song and suggestion for musical activities Interactive interactive Musical interests and abilities start to develop three months before birth, and they continue to evolve all our lives. copyright © 2015 Adam Ockelford interactive contact: a.ockelford@roehampton.ac.uk www.eysoi.org National Foundation for Youth Music designed by Evangelos Himonides Soundabout contact: e.himonides@ucl.ac.uk LOTTERY FUNDED Supported using public tuning by ENGLAND interactive