

Inclusive Music Makers



Accessible music
activity cards

How to use this resource...

Inclusive Music Makers is a series of musical activity cards for practitioners and parents/carers to use with children and young people with a range of educational and additional needs. These resource cards can be picked out to support music making in a variety of settings. With a selection of activities for composition, hello/goodbye and sensory music-making activities, you can always create musical fun.

Each card provides a musical equipment list, a simple to follow 'how to' guide, extension activity ideas, differentiation guidance and a link to the video resource which demonstrates the activities. There are also some key musical areas for development highlighted in each activity so you can notice musical progression throughout, as well as a musical glossary overleaf.

This pack is designed to be added to – so we will be creating new cards over time which you can add to your music makers collection.

You can access all the videos to accompany this resource via a playlist on our YouTube page:

<https://www.youtube.com/playlist?list=PL5ubZ4x1mEuKL-g3b0YH6hTWvQvPX0pOE>

So have fun, and make more music happen!



YOUTH
MUSIC



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Glossary of Musical Terms

Articulation How a note is played/sung e.g. smooth or short and spikey

Call and Response A musical statement followed by another musical statement in response (this may be the same or different)

Dynamics The changes in volume of the music, e.g. loud or quiet

Melody An arrangement of notes of different pitches and rhythm – you might refer to this as a tune

Motif A short musical idea

Pitch How high or low a sound is

Pulse The underlying steady beat of the music – you might tap your foot or clap along with the pulse

Riff A repeated pattern of notes

Round Two or more people playing/singing the same melody but beginning at different times e.g. two beats apart

Rhythm A pattern created by sounds of different lengths

Tempo Speed at which the music is played

Timbre Character of the sound or tone quality e.g. smooth or rough

Adventure Fingers

Activity Card By: Rosie Bergonzi

Adventure Fingers is a fun way of exploring composition and music making. Looking at contrasts in composition, this activity can be adapted to various musical ideas.

Equipment needed:

Your fingers

Singing voices

Variety of untuned and pitched percussion such as shakers, bells and tambourines

For limited movement you could use iPad apps such as 'ThumbJam' or 'Keezy' which are free to download

How To:

- Begin by introducing participants to your adventure fingers (two index fingers), showing how they dance and move around. Encourage participants to do the same with theirs.
- Sing, "Where have your fingers been? Where have your fingers been?"* Set this up as a **call and response** for your group.
- Encourage participants to copy your tone of voice. You could explore **timbres** using your "happy voice" or "sad voice". Start to vary this with different musical aspects such as **pitch**, with extremes of high and low notes. Gradually speed up how you move quickly between the two pitches, making your fingers dance to the different sounds.
- Discuss the difference between the two, and begin to use key words: **high, low, pitch**.
- Get your group to respond to the **pitch** (or other musical element being explored) by using finger movements and their voices, as demonstrated in the video. Any response is a good response e.g. verbal/non-verbal/eye-movement.
- Once the group have got used to following your adventure fingers, ask the group if they want to use their adventure fingers and create/**compose** their own pieces.
- Once you have explored different **musical elements**, you can then combine them and create your own musical performance and composition through your adventure fingers!

*The tune for adventure fingers is performed in the linked video.



Composition activity



Adventure Fingers

Activity Developments:

- Once you have explored pitch, you can develop this with **dynamics**, **timbre**, using different instruments or vocalisations, and **articulation**. You can also develop the energy of the piece through **tempo**, or get your group to reflect happy, calm, angry or other emotions through their composition.
- Rather than just using voices, you can use a range of tuned and untuned percussion or music apps to help develop the melodic lines.
- Build up different rhythms and chants instead of just, "Where have your fingers been?" This could fit around your daily activity or something new to share, creating new lyrics for the piece.
- Record your musical creations.
- You can also listen to a variety of music and get your participants to dance their adventure fingers to represent the different musical elements that they can hear.

Differentiation:

- Build in time for a range of responses from your group. Provide one or two different options or visuals for them to look at if they are non-verbal or physically unable to respond. You could also introduce sensory items that they can engage with, such as different materials for their adventure fingers to represent the musical elements you are exploring. For example: furry material for low sounds and shiny silky material for high sounds.
- Some groups will only focus on one musical element to explore at a time. This means you can repeat this activity for each element you want to introduce, following the same structure.
- For some participants, using musical apps with two or three sound buttons will be more accessible, or using two push buttons for their choices with pre-set sounds may be more useful.

<https://youtu.be/kYVbxA5QOZU>

Creative Composition

Activity Card By: Sarah Fisher

Creative composition is an accessible starting point to develop composition techniques, ideas and skills. Using a range of simple methods to build up and layer music, you can create a masterpiece!

Equipment needed:

iPad
Piano
Tuned instruments
Percussive instruments
Pens and paper
Coloured stickers/Post-it notes

How To:

Write participants' names in the grid and match each letter to a number as demonstrated below:

1	2	3	4	5	6	7
A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

I	S	O	B	E	L
2	5	1	2	5	5

- Using Post-it notes or stickers numbered 1-7, place each number on each note of a scale (demonstrated in the video with D Major).
- Encourage participants to choose a numbered note to align to each letter of their name to create a **motif** or **melody** that they can play. They can do this with pitched instruments or iPad apps. This helps participants develop knowledge of **pitch**.
- Once they are confident with this activity, they can explore **timbre** using different voices or instruments for different effects.
- Get your group to build up an order of how to play their names. For example, in a **round** (each person starting at set points, one after the other, e.g. two beats apart), as a **call and response** (one person plays and everyone plays it back), or alphabetical order to explore developing **structure**.
- You can create a beat on Garage Band (or other apps) using the smart drums. Select a drum machine – you can pre-set this or you can get students to drag/drop or select sounds to go into the grid. Record this to play back so you have a backing track to start playing your melodies over the top.
- Get your group to perform to the beat they have created in Garage Band, building up confidence.
- Record your new composition and play it back for all to listen to!



Composition activity



Creative Composition

Activity Developments:

- Once you have explored pitch and melody, you can develop this by layering up each name motif on top of each other or extending the melodic development by the name motifs playing one after the other. You can also choose other words to create melodic phrases with.
- You can develop your composition with **dynamics** or **timbre** using different instruments/vocalisations. You could also record your own voices or change the **tempo**. Ask your group to choose how they would like to use the elements within the structure of their piece.
- Use your Post-its and numbers on different instruments as well as on different letters of the alphabet to help develop your piece even further.
- Record your musical creations. You can do this through Garage Band using headphones (if able) and your participants can play along to the beat created. Simply add a new audio recorder line for each participant then listen back to your new musical creation.

Differentiation:

- If small movements are limited, you could use drums with coloured stickers in specific areas to represent different sounds.
- Some may find music apps more accessible. A good one to use is ThumbJam on an iPad. Set this up to match your chosen key and allow them to play along on their choice of instrument.
- If melody is a challenge, start with rhythm instead using the numbers 1- 8 of their name as different note values in a bar. They can build up knowledge of what their name rhythm sounds like and all play together.
- You can minimise the number of letters used, so instead of full names, just initials or a nickname can help manage this process.
- For some participants, using musical apps with two or three sound buttons will be more accessible, or using two 'push buttons' for their choices with pre-set sounds may be more useful.

<https://youtu.be/jNcpDeYsCgg>

Hello Everyone

Activity Card By: Ashleigh Lowes

This activity creates a space for young people and children to express themselves through song, actions and feelings, to the familiar tune of The Wheels on the Bus.

Equipment needed:

Just your voices!

How To:

- Sitting in a circle, begin the song by singing to everyone. Encourage the group to sing along.
- Talk about different feelings with the group to help with how they might be feeling today.
- Go around the group, one at a time, to include their name in the song. Wait for a response – any response – from your young participant before moving on.
- Create a space for the participants, if they wish, to share how they are feeling in the song.

Verse for everyone:

Hello everyone, how are you?

How are you? How are you?

Hello everyone, how are you?

How are you today?

Verse to sing to individuals:

Hello 'Jenny', how are you?

How are you? How are you?

Hello 'Jenny', how are you?

How are you today?

Verse for participant to respond:

My name's 'Jenny, I'm feeling happy

Feeling happy, feeling happy

My name is Jenny and I'm feeling happy

I'm feeling happy today!



Hello & Goodbye Songs



Hello Everyone

Activity Developments:

- Develop this activity by adding in actions of participants' choices to reflect their mood.
- Use different **tempo**, so you could speed up for happy moods or slow down for sad ones.
- You could also explore **timbre** to reflect the moods and actions of the song, or by including instruments of choice.
- Sing this as a call and response for each individual when they say they are happy. You could sing, "*Jenny is happy, feeling happy, Jenny is happy today.*"

Differentiation:

- Instead of singing, use signing or your own made-up actions to express how individuals may be feeling today. For example, I'm feeling excited *waving hands*.
- For non-verbal participants, when it comes to their name wait for any response – eye movement or a sign of recognition of their name. You could also use different instruments/touch pads for your young people to engage musically.
- Use different instruments to tap to the beat instead of words throughout the song. Play copy-cat with the rhythm instead of verbal responses.

<https://youtu.be/oYzSC0MFT8o>

What Shall We Do When We All Go Out?

Activity Card By: Simon Robinson Song Written By: Pete Seeger, Mike Seeger and Peggy Seeger.

This is a simple **traditional song** from the **American folk music tradition**, written by the **Seeger family**. This song is known as a **zipper song** - by changing one word or line you can add as many new verses as you like. This is an excellent way to encourage **lyric writing** as well as developing awareness of themselves and their surroundings.

Equipment needed:

- Your voice.

A variety of instruments percussion/pitched/untuned as you wish

Communication aids such as Eyegaze machines or BIGmacks can be used to trigger the words.

Flash cards can be used to prompt responses or choice making

How To:

- Watch the video to pick up the song (lyrics and chords are shown below). If you can play an instrument, play along! If not, don't worry, just singing and clapping along is fine.

Chorus

C

What shall we do when we all go out?

G C

All go out? All go out?

C

What shall we do when we all go out?

G C

When we all go out to play?

C

We'll ride on our bikes when we all go out,

G C

We all go out, all go out.

C

We'll ride on our bikes when we all go out,

G C

When we all go out to play.

Verses

We'll dig in the sand when we all go out,

We all go out, all go out.

We'll dig in the sand when we all go out,

When we all go out to play.

Chorus

We'll splash in the puddles when we all go out,

We all go out, all go out.

We'll splash in the puddles when we all go out,

When we all go out to play

Chorus



Composition activity



What Shall We Do When We All Go Out?

How To Continued:

- Develop your own verses by asking your participants what they want to do when they go outside and play. Add these suggestions into the song.
- Explore **tempo by matching the speed of singing** to the suggestion, e.g. if the activity is spinning, speed up the tempo of the song!
- You can also match the song's **dynamics** to the activity suggested, so a quiet activity might be something relaxing like laying on the grass, and a louder activity might be something more boisterous like jumping around.
- Write your own verses as a group and even change the topic/theme to fit other activities such as going home, dinner time or morning.

For example:

What shall we do when we go back home?

Go back home, go back home?

What shall we do when we go back home,

When we go back home today?

- To encourage movement when singing the song, you can copy the actions of each activity in the accompanying video, or create your own actions!

Activity Developments:

- The song also has a nice simple **beat/pulse** which you can play along with, using **percussion** instruments such as **tambourines, bells, drums and wood blocks**, plus simple **pitched percussion instruments** such as **chime bells/boomwhackers** etc.
- The chords for the song are C major and G major, and these can be played on chordal instruments such as the ukuleles, guitars, keyboards etc. You can also use the notes C and G throughout the song to create **rhythmic pitched layers** on pitched percussion instruments.
- Participants could have their own **solo** and write their own music for the song using notes from the C major scale, creating short **melodies** and **riffs** with these notes.

Differentiation:

- Some participants may prefer apps such as ThumbJam. These can be pre-set to the scale of C major.
- Communication tools such as Eyegaze machines or triggers like BIGmacks can be used to enable children unable to vocalise to make suggestions for the song, and flash cards can be used to allow children to choose from set suggestions.
- Simplify choice of notes through apps or play back buttons which participants can choose when it is their turn for solos.
- Using some sensory materials, you could develop different recognition of activities for students. Exploring the music through the senses could also be a fun way to develop understanding of the surroundings, using grass, soil, water, or other items to reflect where the activity is taking place.

<https://youtu.be/08jRQKbtvII>

Inclusive Music Makers

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MUSIC**

The National Foundation for Youth Music

Music-making is life-changing. Youth Music believes every child should be given the chance to make music.

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