A Guide to Musical Activities in the Pre School

The National Curriculum states :-

Music is a powerful, unique form of communication that can change the way pupils feel, think and act.
It brings together intellect and feeling and enables personal expression, reflection and emotional development.
As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging links between home, school and the wider world.

These statements are as true and relevant for Early Years settings as they are for schools. Enjoyment of music and music should be an essential part of young children's lives.

It is very important that Early Years settings make regular provision for children to develop listening skills, be exposed to a wide variety of music, develop a repertoire of songs, learn about musical instruments from a range of cultures and practice different techniques when using them.

The more their skills and knowledge develop, the more creative they will become as long as they are given increasing opportunities, time, space, encouragement and praise.

This booklet will provide all practitioners, regardless of musical ability and experience, with some useful principles, guidelines and a vast variety of fun ideas, activities and games.

The following page shows the Stepping Stones and the Early Learning goal for music from the "Guidance" for the Foundation Stage. All the activities and games in this booklet are in line with these and will therefore be useful for planning, observation and assessment.

S. Harrison. Early Year's Consultant. 2003
Stepping Stones towards Early Learning Goals for Music

Yellow
Join in favourite songs
Show an interest in the way musical instruments sound
Respond to sound with body movement
Enjoy joining in with dancing and ring games

Blue
Sing a few simple, familiar songs
Sing to themselves and make up simple songs
Tap out simple repeated rhythms and make some up
Explore and learn how sounds can be changed
Imitate and create movement in response to music

Green
Begin to build a repertoire of songs
Explore the different sounds of instruments
Begin to move rhythmically

Early Learning Goal
Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music
Knowledge, skills, understanding and experiences which may be addressed in musical activities

Melody and pitch
Rhythm and beat
Pattern and sequence of sounds
Time (tempo)
Styles of music
Musical appreciation
Fine and gross motor skills
Spatial awareness
Movement to music ~
Listening
Creativity and imagination Enjoyment, fun and relaxation
Self-discipline
Communication and social skills Expression of emotions
Body awareness Speech and language
Number skills
Knowledge of instruments
Awareness of other cultures
Points for practitioners to consider when involving young children in musical activities

- Be confident even if you don't feel it!
- Keep good eye contact
- Know your material thoroughly e.g. words/actions to songs. Always praise, encourage and build confidence.
- Make music fun
- Include all children regardless of age, gender, culture and ability
- Value and develop the children's own ideas, giving them wide choices
- Don't put children on the spot unless you know they can respond well
- Encourage co-operation and communication
- Use and develop specific language
- Repeat activities often in order to build confidence and practice skills. Attract attention visually and aurally more than verbally
- Allow time for exploration and investigation
- Keep music sessions special, with an obvious start and stop time
- Allow adequate space. A circle formation is most appropriate.
- Give children daily, easy access to good quality instruments
- Foster their own creativity and imagination. Expose children to a wide variety of cultures through music
- Use resources and musicians in the community
* Involve parents when at all possible
Music can offer special benefits for children with learning difficulties. For example:

Language is much easier to learn and use when incorporated in the rhyme, rhythm and repetition of songs especially in group activities.

Music can be a great comfort and encourage feelings of well being for children who are disturbed.

Music can offer real, active, enjoyable, satisfying opportunities for children with behaviour difficulties.

Hearing impaired children can be exposed to a wide variety of sound ... loud, fast, slow, high pitched, low pitched etc. which may give them more likelihood of hearing some sounds. Visual clues will ensure active participation and build confidence.

Sight impaired children will have enhanced opportunities to develop other senses such as hearing and touch thereby building confidence.

Children with sequencing problems may be helped by the repetition of rhythm, sounds and words in familiar songs.

Concentration difficulties may be addressed when opportunities for real active participation in a wide range of enjoyable activities is given.

Children with delayed motor development and difficulties with spatial awareness may be helped by movement to music.

Emotional difficulties may be eased by the calming sound of music.

Autistic children may be helped by repetition of rhythm, beat, sounds and words. Also by beat activities where parts of the body are crossed in movement e.g. hands, arms, legs, feet.
Drawing children’s attention to a variety of sounds indoors and outdoors and experimenting with the variety and quality of sounds in their voices will help to establish the basic concepts of pitch, sound and silence, quiet and loud, high and low sounds. With the introduction of long and short sounds, quick and slow sounds, sounds together and simple rhythm, listening skills can be well developed and a strong foundation for future musical awareness and understanding can be laid.

Use a variety of different materials and tools to make different sounds, explore how these sounds can be changed and develop language to describe them. Materials and tools could include tissue paper, leaves, grasses, different textured material, newspaper, combs, spoons, forks, pieces of wood, rubber bands, tins, sticks, yoghurt pots, corrugated cardboard, velcro etc. Try :-

- A sound table, regularly accessible to the children for exploration of a range of sounds produced by objects and materials chosen by themselves or you

- A sound sheet/blanket. Pin this to the wall at a suitable level and attach some of the following items: - zip, velcro, small flower pot, paper lantern, spring, spoon, saucepan lid, pasta, milk bottle tops, sand in a bag, sandpaper, shells, foil, corrugated cardboard ... Keep a variety of beaters handy in order to encourage tapping and scraping movements. Allow children to explore sounds and how they can be changed.

- Sound box. Keep a collection of sound makers in a bright, colourful container e.g. shakers, wooden and metal spoons, bells, sticks etc.

- Circle sound game. Sit children in a circle and pass an object around to each child in turn. Can they each make a different sound with the object by changing how they hold it and what they do with it?

- Sound bag. Place a selection of objects in a bag. Make a sound with each one by putting your hand in the bag but without the children seeing what you are doing. Can they guess what is making the noise? Let them have a go too. Encourage the children to describe the sounds they are hearing.

- Put different dried ingredients into an empty chocolate box. Seal carefully and decorate. The children will enjoy tipping the box from side to side and listening to the different sounds.

- Illustrate a favourite story with sounds made by objects, instruments and voices. Use these sounds for characters, events or actions in the story
Use the voice to make different sounds. Try :-

Choosing a simple, familiar word like teddy. How many different ways can you say it? ... quickly, slowly, loudly, softly, first syllable loud and second soft, start saying it slowly and gradually get faster etc.

Making with voices the sounds of things they often see and hear e.g. wind, rain, aeroplane, train, car, running, sleeping, walking ....

Using the voice to make happy, sad, angry, frightened sounds

Build a machine game. Encourage each child in the circle to add a noise with his/her voice, gradually building up the sound of a giant machine. It will take time to develop children's confidence, build up ideas and practice but the result can be very exciting.

Build a model of your machine

Circle sounds. One child makes a sound with his/her voice and each child in the circle has to repeat the sound exactly in turn. Is the sound the same when you reach the last child in the circle?

Hide the object. One child goes out of the room (with an adult) while you hide an object. S/he comes back in and tries to find it. When s/he gets near, the children have to make a loud sound with an instrument or with their voices. When s/he moves away they make a soft sound

Guess the shoe. Introduce two or three children or adults with different kinds of shoes on e.g. boots, slippers, trainers ... These people hide behind a screen and one of them starts to walk around. Can the children guess which one is moving by the sound of their shoes?
Instruments

It is always worth investing in good quality musical instruments purchased from an educational catalogue or music shop rather than a toy shop as these will give a much better sound, last longer and encourage a more positive, respectful approach.

If possible use instruments from other cultures together with more familiar ones rather than use them separately or on special occasions so that children get used to seeing and using them and don't see them as 'different'.

Making your own instruments can be fun and will teach children a lot about sounds and the way sounds can be changed but these should not be used in the place of good quality instruments. You could use yoghurt pots filled with rice or sand, a variety of different sized rubber bands around tins for plucking, round tins as drums with sticks as beaters, corrugated cardboard as scrapers and milk bottles with various levels of water to blow across.

Try to keep a crate or table of musical instruments or sound making objects regularly accessible to children. They can be a great source of fun and learning but children should always be shown how to play them correctly and treat them carefully to avoid misuse.

Both percussion and pitched instruments are suitable for pre-school children but the most important things for a young child to learn are how to listen, distinguish between sounds, learn opposites (e.g. loud, quiet, fast, slow, high, low) and to keep a steady beat and for these purposes percussion instruments are most appropriate.

Use a variety of beaters to explore different sounds and how sounds can be changed as well as hands. See how tapping, scraping, shaking, banging etc. can alter how different instruments sound.

Instruments can be used to provide sound effects for stories as mentioned on the 'sounds' page. Encourage children to choose relevant instruments with a suitable rhythm, beat or tune for each character, action or event.

Develop language and listening skills in circle times by placing a variety of instruments in the centre and allowing children to choose one to make a 'long', 'short', 'Mow', 'high', 'fast', 'slow', 'happy', 'sad' sound etc.
Suitable Instruments for use with pre-school children

Different types of drum e.g. bongo, steel, ocean ...

- Tambourines
- Variety of bells
- Maracas (shakers)
- Claves (wooden sticks)
- Wood blocks
- Glockenspiel (metal)
- Xylophone (wooden)
- Castanets
- Chime bars
- Triangles
- Rainmakers
- Guiro (scraper)
- Small cymbals

Variety of multi-cultural instruments

Remember .... a few good quality instruments are preferable to a lot of tinny, trashy ones!

Avoid instruments which are too large, heavy, awkward, difficult to play or which have pieces missing. Look for ones which are bright, colourful, safe, durable and easy to play. Some sets of instruments can be very good value, often come in a handy storage crate and provide children with an interesting variety to investigate and use.

Store instruments carefully and safely and check regularly so that children learn to value and respect them.
Beat and Rhythm

One of the most important skills to practice with young children is keeping a strong steady beat as this is fundamental to many life skills which involve rhythm such as walking, swimming, writing, painting. Children who cannot keep a steady beat may well have delay in the development of motor skills. You will always get an erratic rhythm from some children to begin with and it is best not to correct this. Just continue to keep the beat yourself and in time, with practice, the children will do the same. Bear in mind that some children need strong visual help to do this while some will be able to respond to verbal instructions without the visual clues.

Here are a few ideas to try :-

Sing or listen to favourite songs and clap/tap or move to the beat using hands, instruments or parts of the body (e.g. sway, jump, walk . . )

Leader claps a simple rhythm with hands or taps it on different parts of the body and children watch and listen and then copy

Leader claps and speaks to a simple rhythm e.g. XXX (how are you?) and the children respond X I I X (I'm very well)

Use a variety of recorded music which has a strong beat and make up simple body movements to help keep the beat throughout e.g. tap knees, raise shoulders, nod head etc. Some 'pop' music is excellent for this!

Leader taps 8 steady beats using hands on different parts of the body and children copy. Children can take over as leader as they gain confidence.

Tap out the rhythm of children's names without speaking. Can the children guess whose name is being tapped? e.g. Jade (X) Christopher (X X X)

Use claves (sticks) to tap-out a steady beat on different parts of the body, on the floor or just tap the claves themselves. Talk through what you are doing as the children copy you and repeat several times e.g.

- knees together, knees together... (tap claves on knees then tap together) . knees together, floor together ... (tap claves on knees then tap together, then tap on floor, then tap together ...)
- try the above without any verbal clues. Just do the actions. . try the above with verbal instructions only ... no visual clues from the leader (very hard! but good for aural memory) . Crossing claves over to tap parts on other side of the body will be of great benefit to children on the autistic spectrum
Music with movement

Music and movement sessions can be quite hard to organise in pre-school settings if there is a problem with space and numbers of children but the benefits can be enormous. It is very important to create a special time and place in order to give the children opportunity to move and explore space freely, remain involved and keep concentration. Staff should all be directly involved wherever possible as this will help to involve the children, model ideas, encourage them and build the confidence of those who are more uncertain and reserved.

To start with think carefully about the movements you are going to use beforehand so that you feel confident when involving the children and make the movements easy and obvious. As the children gain confidence and develop skills, use their ideas and suggestions more and more as this will help develop their own creativity.

Vary movements to broaden experience and develop skills, knowledge and language e.g. big and bold, small and fine, high and low, loud and quiet, fast and slow ...

Use a wide variety of songs and taped music from different cultures.

Use instruments and props (e.g. ribbons, scarves, banners, costumes, large pieces of lycra material, hats, puppets ...) to develop movement ideas and help children to express themselves freely.

Use music only tapes to provide background music for movement sessions. Talk about the music first to develop listening skills and imagination e.g.:

- what is the music like? ... loud, quiet, fast, slow, high-pitched etc.
- does the music change at any point?
- what does it make the children think of? Does any animal, person, colour, event etc. come to mind? . how does the music make them feel? ... happy, sad, scared, curious etc.

Movement will help to develop a sense of rhythm, pattern and pitch and can also help children remember the order of words in a song.

Whenever possible consider movement sessions in small groups, this will give children more space and more opportunity to work creatively.

Use the outdoors if available. A multi-sensory approach in the outdoors could be very stimulating, enjoyable and challenging for the children.
Singing activities will help children to develop awareness of sound, pitch, rhythm and beat. They can also help develop communication skills, language and memory, being especially helpful for children with language delay, speech difficulties and speech impediments. A tremendous sense of fun, enjoyment, togetherness, comfort and relaxation is often experienced during singing times and this can have a very positive effect on all children and in particular those with special needs.

**Some important points for leaders to consider for singing sessions:**
- Be confident, bright, positive and encouraging even if you don't feel it! Involve all staff members where possible and minimise background noise.
- Keep good eye contact. Vary the tone of your voice and exaggerate facial expression and body movements/actions.
- Use objects, props, puppets, pictures to add interest to and illustrate songs. Use only good quality tapes and use occasionally rather than regularly.
- Introduce a wide variety of new and familiar songs e.g. traditional, modern, slow songs, fast songs, funny songs, loud and quiet songs, nursery rhymes etc. from different cultures. Vary the way you sing songs.
- Encourage children to choose instruments to accompany songs.
- Songs with repetition, echoes, questions and answers, actions and movements will be particularly easy to learn, enjoyable for young children and will help develop language, fine motor control and a sense of rhythm.
- Incorporate songs which leave a space for instruments to be played as these are particularly useful to develop listening skills, maintain concentration and involvement and develop a sense of beat.
- Provide opportunity for children to be creative by changing the words to familiar songs or making up songs of their own. Model this yourself!
- Involve parents and encourage them to practice songs with their children by producing a group (maybe illustrated?) songbook to send home.
- Invite local singers into the group and listen to tapes of different singing styles to broaden the children's experiences.
Developing Children's Musical Creativity

It is very important to teach children basic music skills, knowledge and concepts as the more competent and confident they are, the more creative they can become. Adults need to:

- provide space, opportunity and time
- provide good quality resources
- model ideas
- be creative themselves
- intervene sensitively
- value and respect the children's choices
- encourage them to work through their ideas, improve and be adventurous.

From a young age children's own ideas can be used to:

- make up songs and rhymes
- adapt familiar songs
- provide instrumental accompaniment to songs and stories
- illustrate stories with sound and movement
- make up movements and dances
- make up tunes

It is vital to foster their own creativity, giving them increasing opportunities to explore, investigate, try out ideas, adapt ideas, make choices, express themselves, communicate and co-operate with others and perform.

Some ideas to try:

Make up own words to familiar tunes in order to create a song about a favourite topic or character or an event.

Change words to familiar songs for e.g. instead of singing 'Old Macdonald had a farm' try 'Old Macdonald had a zoo'. The children can choose their own animals and animal noises for the song.
Choose sounds, rhythms and actions to illustrate stories with or without using instruments. While the story is read, children can make the appropriate sounds or do the relevant actions for each character or event as they come up.

Choose a theme e.g. 'the jungle', 'a busy street' etc. and ask children to choose instruments which they think could sound like for e.g. a car, a motorbike, a monkey, an elephant... Gradually build up more sounds using the instruments and maybe voices to create a big overall 'sound alike'.

Use ribbons, scarves, streamers, hats, costumes, masks, banners etc. and encourage the children to move freely and expressively to a wide variety of different music e.g. classical, rock, pop, calypso, jazz, folk ...

Help children to explore different sounds made by different instruments and how those sounds can be changed by using various techniques and beaters. Learn to vary speed, volume and tone. Use these skills to begin to make up their own music both individually and in groups.

When using instruments to accompany the singing of favourite songs, encourage children to experiment with the instrument (still keeping the beat) by playing in different ways, varying the volume or changing the beater rather than just playing the instrument in the same way all the time.

Expose children to a wide variety of music both recorded and live where possible and give them opportunities to draw and paint while the music is playing, encouraging their imagination. Get them used to talking about the music. What does it make them think of? Is the music the same speed and volume all the way through? Does it change at all? Does it make them feel happy, sad etc. Can they name any of the instruments they can hear?

Let each child choose an instrument to play and sit round in a circle. Choose one child to be the 'conductor' and give him/her freedom to point to the instruments he/she wants playing and show how he/she wants them played e.g. loudly, quietly, fast, slowly ... (use baton to indicate this)

If creative potential is not fostered in the early years it may be lost for ever. Always encourage, praise and inspire in order to build children's confidence.
Music session guidelines

Preparation

• Make sure all other activities are cleared away
• Provide adequate space for all children to sit in a circle on a carpet/chairs
• Keep background noise to an absolute minimum to aid concentration
• Include and involve all staff members
• Make sure that all resources are ready e.g. tapes, instruments, props ...
• Can be with whole group, small group or a couple of children
• It is good practice to leave the materials out after introducing a game so that the children can access it independently to play, practise, experiment, make up their own games etc.

The Session

• Keep the session 'moving' at a reasonable pace to maintain interest
• Vary the speed, style and volume of music/songs/rhymes
• Balance use of songs, rhymes, activities, games and instruments
• Make sure there is enough repetition to develop knowledge and skills
• Give opportunity for free choice, exploration and development of creativity
• Show children how to treat and play the instruments carefully
• Teach skills and techniques which can be used later in free exploration
• Remember that some children respond better to visual stimuli and some to audio stimuli so vary your approach
• Try to involve every child in all activities but do not pressurise
• Encourage all adults to participate. This will encourage the children.
• Keep the session 'active' with opportunity for movement to music
• End with a calming activity
• Adapt length of session and activities accordingly for younger children or those with less concentration skills
# 20 Musical Games and Activities suitable for groups of pre-school Children

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials needed</th>
<th>How to play</th>
<th>skills/ concepts involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy the Beat</td>
<td>4 or 5 pairs of instruments</td>
<td>Copy Leader keeps one set of instruments and their pairs are placed in the middle of the circle. Leader plays a simple beat / rhythm on one instrument. Children are chosen to go and pick up the identical instrument and copy the beat.</td>
<td>listening rhythm / beat memory sequence knowledge of instruments</td>
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<tr>
<td></td>
<td></td>
<td>Harder version Leader hides behind screen so children can't see the instrument played and have to distinguish by sound only.</td>
<td></td>
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<tr>
<td>Pass the drum</td>
<td>drum</td>
<td>Children sit in circle. First child plays a simple beat on the drum then passes it on to the next child who has to copy the beat. Continue round the circle. Is the beat the same by the time the drum has been passed all round the circle?</td>
<td>rhythm / beat listening /memory</td>
</tr>
<tr>
<td>Guess the song</td>
<td>drum or tambourine</td>
<td>Leader slowly beats out the rhythm of a favourite song / rhyme. Can children guess what it is?</td>
<td>listening rhythm</td>
</tr>
<tr>
<td>Animal sounds</td>
<td>Selection of instruments</td>
<td>Leader puts out pictures of animals and talks about them with children then plays an instrument in a certain way and children guess which animal she is describing. Children may be able to choose suitable instruments and rhythms for themselves after a while, eg. slow, strong, loud beat of drum for a bear. Up and down xylophone or bells for a mouse</td>
<td>imagination tempo/ rhythm pitch/ knowledge of instruments</td>
</tr>
<tr>
<td>Musical statues</td>
<td>Taped music</td>
<td>simple version Play tape and children move freely. When music stops, they have to &quot;freeze&quot;. Harder version Use different instruments to suggest different movements eg. banging drum for loud, big steps, bells for running around, triangle for quiet movements. One clang on cymbals for &quot;freeze&quot;.</td>
<td>Listening Body awareness and Control</td>
</tr>
<tr>
<td>Conductor</td>
<td>a selection of instruments</td>
<td>One child is the conductor. When s/he waves hands the children play their instruments freely. When s/he stops, they must stop. Children have to play loudly / softly / fast / slowly according to the hand movements of the conductor knowledge of instruments</td>
<td>concentration listening loud / soft fast / slow discipline</td>
</tr>
<tr>
<td>Game(1) Memory</td>
<td>4 or 5 instruments</td>
<td>Place instruments in the middle of the circle and talk about them, naming each in turn. Children cover eyes and one instrument is removed. When they open their eyes, can they see which one is missing? More instruments can be added as confidence and memory skills are developed.</td>
<td>memory naming, musical instruments, concentration</td>
</tr>
<tr>
<td>Memory Game (2)</td>
<td>4 or 5 instruments</td>
<td>Instruments are placed in the middle of the circle. Children have a short time to look at them all, then they are covered up. How many can they remember?</td>
<td>memory naming, musical instruments, concentration</td>
</tr>
<tr>
<td>Copy Cat</td>
<td>2, 3 or 4 instruments cat mask or hat</td>
<td>Place instruments in the middle of the circle. Play them (with or without a particular rhythm) in a certain order. Choose a child to be the cat (with mask). Can s/he copy the sequence correctly</td>
<td>memory listening, rhythm / beat</td>
</tr>
<tr>
<td>Switch</td>
<td></td>
<td>Leader starts a series of body movements keeping a steady beat eg. patting head, shaking hands, nodding head and each time movement is changed, s/he has to shout SWITCH. Hands in front (palms turned away) means STOP. Children can take over when confidence is built. Harder version One child goes out of the room and one child in the circle is chosen as leader. They start the series of movements, changing every so often but without saving SWITCH!!! The child returns to the room, stands in the middle of the circle and has to guess which child is initiating the movements.</td>
<td>Concentration, beat, fine / gross motor skills/ body awareness</td>
</tr>
<tr>
<td>High and Low tuned and untuned percussion picture of giraffe picture of worm</td>
<td>Children sit in circle. Introduce pictures of giraffe and worm Children become giraffes - stand up on tip toes, hands high in air - then worms - lie down. This should help develop sense of high and low. Children take it in turns to choose an instrument which plays a high or low sound, according to which picture you hold up. Some instruments eg. xylophone could be used to make both a high and low sound.</td>
<td>High and low sounds, Knowledge of instruments</td>
<td></td>
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<tr>
<td>Tunnel echoes</td>
<td></td>
<td>Children join hands and hold them up high to make a tunnel. Leader pretends s/he is standing at the entrance and makes a series of different sounds eg. grunt, squeak, whine, hiss, bark, miaow etc. Children echo back the sounds exactly.</td>
<td>Listening, memory, repetition, high/low</td>
</tr>
<tr>
<td>Game</td>
<td>Description</td>
<td>Materials</td>
<td>Concentration</td>
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<tr>
<td>Simon Says</td>
<td>Leader plays <em>Simon says</em> rhythm on the highest note of the instrument and then gives a command eg. touch your knees Children obey. When s/he plays <em>Simon says</em> on the lowest note, this is just a pretend command and the children must not obey the command</td>
<td>Xylophone or glock</td>
<td>High and low</td>
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<tr>
<td>Listen to the band</td>
<td>All children stand up and hold an instrument. Leader calls out different commands and children play accordingly eg. The band is far away (very quiet). The band is getting nearer (louder). It's nearly at our playgroup (very loud). It goes past (louder). It moves away (softer).</td>
<td>A variety of instruments</td>
<td>Listening</td>
</tr>
<tr>
<td>Pass the sticks</td>
<td>Pass the claves round the circle and each child has to think of a different sound or action for them eg. tap together roll together, tap on the floor, conduct with them etc. You could repeat a rhyme each time the sticks are passed, eg. Hello Peter, Here are the sticks Can you make a sound with them, click, click, click.</td>
<td>Wooden claves</td>
<td>Listening</td>
</tr>
<tr>
<td>Guess who's talking</td>
<td>One child is blindfolded. A child in the circle says something eg. &quot;I like bananas&quot;. Can the blindfolded child guess who is speaking? Talk about disguising your voice eg. high, low, fast, slow. You could try singing too (harder).</td>
<td>Blindfold</td>
<td>Listening</td>
</tr>
<tr>
<td>Happy and sad</td>
<td>Hold up different faces in turn and children have to choose an instrument and play it in such a way as to describe the face.</td>
<td>A variety of instruments pictures of different faces (happy, sad, angry, funny).</td>
<td>Imagination</td>
</tr>
<tr>
<td>Guess the beater</td>
<td>Leader hides behind a screen and plays the object with one of the beaters (scraping, tapping, stroking etc.). Can the children guess which it is?</td>
<td>Various &quot;beaters&quot; eg spoon, stick, comb, toothbrush. one object eg. jug, flowerpot.</td>
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<tr>
<td>Spin the drum</td>
<td>Children sit in a circle. Leader spins a hard drum in the middle and calls out the name of a child. The named child has to try and catch it before it falls. If s/he does, s/he plays the drum and everyone joins in, clapping to the same beat.</td>
<td>Drum</td>
<td></td>
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</tbody>
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Dorset Early Years Team
Helpful books and tapes

**Books**

Okki tokki unga

Appusskidu

This little Puffin (songs, rhymes and poems)

High Low Dolly Pepper (a resource book of songs, poems, activities, games and photocopiable sheets) A and C BLACK. Tel: 01480 212666 or email: sales@acblackdist.co.uk

Eileen Diamond Super Song Book and Tape (ages 3 - 7) UNIVERSAL EDITION (London) LIMITED, Warwick House, 9, Warwick Street, London W1R 5RA

Bobby Shaftoe Clap Your Hands by Sue Nicholls (Musical Fun with new songs from old favourite tunes) A & C BLACK. Tel: 01480 212666

Play Songs plus tape by Sheena Roberts MACDONALD AND CO, Greater London House, Hampstead Road, London NW1 7QX

Helping Young Children With Steady Beat by Ros Bayley. LAWRENCE EDUCATIONAL PUBLICATIONS, 17, Redruth Road, Walsall, West Midlands WS5 3EJ (ISBN no: 1-903670-26-8) Tel/Fax 01922643833

Let’s Go Zudie-O. Book and CD pack with recorded music for dance and movement with the very young. A & C BLACK. Tel 01480 212666 or email: sales@acblackdist.co.uk

**Tapes ELC tapes**

Sticky Kids (easy to use solutions for exercise, music and movement with cross-curricular links within the National Curriculum) STICKY MUSIC, PO BOX 176, Glasgow, G4 9ER. Tel 01698 207230. Fax 0141 3574753

All The Animals (tape of jungle songs and music for children to move to) Tel: 01229 480634 or email: Tim.fleming@whitewoodandfleming.org.uk
Ideas for creative play in the sand tray

In litter trays, shallow trays from storage units, washing up bowls, commercial sand / water trays, builders trays etc

• Cooked spaghetti in coloured water.
• Dried pasta.
• Lentils, split peas, rice, dried beans.
• Coloured gravel.
• Pot Pourri
• Compost with treasure.
• Wet compost for making mud.
• Mulch with buried treasure.
• Mashed potato.
• Jelly.
• Straw and hay with things buried in it.
• Oats, corn, barley etc
• Gloop, Slime or putty - (gloop can be made from soap flakes and water left overnight)
• Custard powder.
• Shaving foam.
• Bird seed.
• Sticky dough (flour and water) with sand, rice, oats etc.
• Leaves
• Potatoes, carrots, apples and vegetable peelers

Add a variety of spoons, scoops, tweezers, pots, bottles, jugs, paper bags, sieves as appropriate.

Join in and observe the learning that occurs.