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Emma Hutchinson, **Music House for Children**

Here are Emma's resources and tips from her breakout session,



Something is knocking on the box

Credit: Traditional adapted by Music House for Children

Sing this with three verses ("Something", "what" and "frog" (example)

Create an animal sound *before* introducing the frog word, visual or puppet as revealed from your box.

Use an instrument such as agogo, claves or wooden spoons on the same box to create hopping sounds as Frog hops around. **Finish** off with a nice big vocal or instrumental "splash" sounds as he jumps into the 'river' and thus, off the screen. **Use** the box or a second box to elevate the frog as he sits 'on a log' and can be seen more easily from the screen. **Bring** the frog puppet (or sock!) towards the screen on "ribbit"

Apply all the above with other animals: Fish – "bloop!" Duck – "quack". Seasnake – "sssss".

Change the animal name to name of a child to encourage individual knocking (once they know the song and beat).

Swing me over the water

Credit: Traditional adapted by Music House for Children

Use this song as a transition with your focused animal (eg Frog) to encourage gross (large) motor (physical) movement – with individual children and/or adult and toddler/baby. This song nurtures vocalising too.

After each line pause, and encourage/create linked sounds:

"Swing me over the water" (water sounds)

"swing me over the river" (water sounds)

"swing me over the garden wall so tall!" (up high sounds)

"swing me home for tea." (comforting, yummy, huggle sounds).

Little hop!

Credit: Emma Hutchinson

Another good transition song moving from the Box or Swing me song with all sorts of hopping animals (birds, rabbits, frogs, ducks, etc) using an agogo, a pair of claves, wooden spoon or xylophone to encourage hopping. **Introduce** the song with just the sound and 'hop' with your sound. Imitative behaviour will occur. **Then** sing words and melody with your sounds and moving.

Try to avoid using STOP at all costs! The point of the moments after "hop" is silence – the musical version of STOP. STOP and GO are not musical terms. It is the silence and sounds that are. So, the point of this song is nurture real, tangible listening and response. On the screen, and once your children know the song (through the visuals, melody and instrumental sound), ask them to listen to when they hear the hopping sound, and to move anywhere around their own space on the hopping sounds. It does not matter that you do not see them. Trust their ears. Result! The waiting (for the hopping sound) is tangible, unexpected, humorous, playful, musical and shared.

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To find out more about Emma's work and Music House for Children visit:

www.musichouseforchildren.com

Find Music House for Children on social media:

Facebook: [@LearnMusicHouse](https://www.facebook.com/LearnMusicHouse)

Twitter: [@LearnMusicHouse](https://www.twitter.com/LearnMusicHouse)

Colin Phillimore, **Babigloo Music for Babies**

Here are Colin's resources and tips from his breakout session,

Background: We have been providing Babigloo Online sessions (Mondays/Thursdays @ 11:00am from 25 March 2020 prompted by Lockdown. We continued following very positive feedback from Parents about how the sessions supported them in isolated situations. We received 'Emergency Funding' for three sessions in May from The Arts Development Company in Dorset and Youth Music Charity for 16 sessions in June and July 2020



Babigloo sessions share a musical pedagogy of:

Babies: (youngest in one of our sessions - 5 weeks, responding to changes in sound) building on babies 'super power' of hearing at many different levels and layers (whilst in the womb). From birth other senses reduce this super power unless developed. We use Scales (with actions), Beats and Rhythms and professional musicians in the room/online as babies respond to different atmospheres and tones of instruments featured. Classical Music and African Drumming are the two genres of music that babies respond to in the womb way more than any other genres (Institute Marques, Barcelona 2018) : The music genre causing a higher percentage of fetuses moving their mouth was classical music (84%), followed by traditional music (79%), and last but not least pop rock music (59%)

https://institutomarques.com/wp-content/uploads/2018/06/0608_NDP-Estilos-Musicales-v5-EN.pdf

Parents: Although Babigloo is about: 'the babies and the music' - our non-verbal sessions allow for parents that are anxious, socially isolated, living with post-natal illnesses, mental health issues, domestic violence or addictions

A typical Babigloo Session:

Reception: We go out 'skitting' our Hello songs, interacting and touching each parent and baby - the effect of this technique is incredible - you can literally feel the relief that someone is empathising with them. We sing "No Mobile Phones, No Photos" so that social media is not an issue during the session.

Hello: Each babies name (and THEN) their parent/carers is and within the Hello song, again the sense of their baby being celebrated is very important. And then we proceed to the main content of the session after which we begin to talk and share the techniques we use and the importance of music in their baby's development.

During this Soundwaves Break-out session we will sing:

- One of our Hello songs
- Do scales in various modes (don't panic, it's very natural!)
- Keep a basic beat/rhythm
- Talk about interactive participation during Online sessions, where the physical and social environment is so different.

To find out more about Colin's work and Babigloo Music for Babies visit:

www.babigloo.co.uk

Find Music House for Children on social media:

Facebook: www.facebook.com/babigloomusic @babigloomusic

Twitter: www.twitter.com/Babigloomusic @Babigloomusic



Eliza Wylie, **Somerset Arts Well & Hop Skip and Sing**

Hop, Skip and Sing
Music Education for Little Ones



Here are Eliza's resources and tips from her breakout session,

Hello! I hope that you will find this material inspiring and helpful during these challenging times. I am going to present a taster of some of the material that has been working well for my families during lockdown. Most of the families who attend my ZOOM classes used to attend my live classes but I have gained some new families who I have never met in the 'real' world. It is rewarding to see how much the babies and little ones engage with the rhymes and songs through ZOOM. I do feel that we are a lifeline for many families who are isolated at home with their little ones and who need inspiration and ideas for ways to connect with their little ones through music.

I've largely stuck with the routine that I used before lockdown; opening with the familiar hello song and other songs which have become very familiar to the children and so bring comfort when they see the props they know. What I have noticed on the screen though is how much the props are really powerful, particularly when held close to the screen. I continue to use a balance of sitting down songs and movement songs and I am lucky enough to have plenty of space to move around. Another welcome addition since lockdown is having my piano accessible and other instruments which I have used more than I ever did in live classes because of logistics of transport etc.

All the following songs are helping to develop pulse and rhythm; some of them are encouraging pitch matching using very limited notes, some of them also focus on note durations. I always include plenty of movement in every session and a good balance of movement and coming back to the screen. I use a red cushion/rug which they come back to when they hear the sung phrase 'tasty apples, round and red (sm dm sm d). This idea is from Nikhil Dally's Stepping Notes music school.

Songs which the children are loving at the moment include....

See the candlelight

Credit: Singing Games and Rhymes for Early Years, Lucinda Geoghegan

See the candlelight ss sl s

See how big and bright ss sl s

You don't need it when you're sleeping ss sl sf mr

Blow it out at night mm rr d

Using the cake and candles prop and the scarf for blowing the rest has been a huge hit with this one and has kept the babies very engaged.

Magic Fingers

Credit: Nikhil Dally, Stepping Notes Music School

Magic Fingers hide away ss mm ss m

How many fingers come to play sss mm ss m

1,2,3,4,5 s,m,s,m,s

before this song we do many repetitions of wiggle your fingers then hide them, wiggle your fingers then hide them

Oceanography

Credit: Steve Grocott, author Bright Sparks

Little fishes swim along

flipper flapper flipper flapper

Bigger fishes sing this song

swish swash, swish swash

after them there comes a shark

SNAP! SNAP!

Then the great big whale goes BLOW!!!!

I have some picture cards of fish for this one, a little finger puppet shark and my daughter's beautiful big whale toy who swims across the screen at the end. I repeat this several times using my voice and also bring in drums and shaky eggs; different percussion. I can see the children enjoying joining in with it at home.

What does the clock in the hall say?

Credit: Steve Grocott, author Bright Sparks

Tick Tock, Tick Tock

What does the clock on the wall say?

Tick tock, tick tock, tick tock, tick tock

What do little watches all say?

Ticker ticker ticker ticker ticker ticker tock

And the grandfather clock says

Boing!!! Boing!!! Boing!!!

I start this one sitting down and then we put the clock into our feet and step the song. Both the mobile and the non-mobile babies love this as they are held and experience the song in their parent's arms.

The Elephant has a long trunk

Credit: Nikhil Dally

The Elephant has a long trunk, a long trunk, a long trunk

The Elephant has a long trunk just like a piece of rope.

The Rabbit has a short tail, a short tail, a short tail,

The Rabbit has a short tail, just like a ball of wool.

The Snake has a looooong tail, a looooong tail, a looooong tail

The Snake has a looooong tail just like a piece of rope.

Some movement songs...

I have been using these songs for many years since learning them from the wonderful Nikhil Dally who has a music school called Stepping Notes.

Be as thin as a pin

Be as wide as a gate

Be as tall as a house

Be as small as a mouse

The children love to take these shapes and we repeat them many times and weave in the following song.

Let's all go walking/flying/jumping/backwards/tiptoe/crawling/stomping

Tick Tock, Tick tock s, m, s, m

I'm a little cuckoo clock ss, mm, ss, m

Tick Tock, Tick tock s, m, s, m

Now I'm chiming 1 o'clock ss, mm, ss, m

Cuckoo!

and so on to 5 or 10...

Some fun with instruments...

Play and play and play together, play and play and play and stop!

Everybody bounce your hands, wave your arms, go for a walk, jump up and down...ready steady stop (to the tune of London Bridge)

At this point we have some minutes of musical play where I play the piano, or the cajon and they play along on their instruments at home.

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I hope that this has been useful. Please feel free to contact me with any questions.

Keep up the good work and keep singing and smiling!!!

To find out more about Eliza's work, Somerset Arts Well and Hop, Skip and Sing visit:

www.somersetartswell.co.uk and www.hopskipandsing.co.uk

Find Somerset Arts Well on social media:

Facebook: www.facebook.com/groups/1804855749777531

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Supported using public funding by
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phf Paul Hamlyn
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