

peep learning together session plan

strand | topic

use the strand and topic key ideas to support your delivery

CL | musical interactions

age/developmental stage

toddlers/pre-school

aim

- To recognise the importance of sharing musical interactions with children, to help develop their communication and language skills.
- To recognise the different kinds of musical interactions and share ways to incorporate them as a part of everyday activities.

peep progression pathway | performance criteria

orim in action *you can help parents and carers by:*

- sharing ideas for **opportunities** to enjoy musical interactions with their child.
- identifying how they can **recognise** and value the ways in which their child responds to musical interactions.
- encouraging them to **interact** with their child by using a variety of different kinds of musical interactions.
- helping them to **model** the rhythm and pattern of language through musical interactions with their child.

remember to gather feedback from previous session (if applicable) and record on *review and reflection form*
consider: - how did it go? - what did they try? - what did they notice? - what difference did it make?

talk time *(use an appropriate facilitation method for your audience)*

activity

talk around an activity:

musical interactions

This activity allows families to experience ideas for everyday musical interactions, and explore how they help develop children's communication and language skills.

Plan a musical session appropriate to the age and developmental stage of the children. Use *cued modelling* throughout to show parents and carers how to interact with their children. Suggest how to position them, e.g. face-to-face or sitting on their knee, etc.

Share what children are learning from each musical interaction and encourage families to contribute their ideas. Although the focus may be on communication and language development, be sure to include other skills and learning that children are gaining. Use the **key ideas** to support the discussion.

Include a variety of different kinds of musical interactions such as songs, rhymes, chants, vocal play and music. The Peep song books can be helpful in your planning. Consider including musical interactions which support these ideas:


- linking actions to words, e.g. *Ready and...*
- everyday routines, e.g. *Playtime's over*

- playing with sounds, words and repetition, e.g. *Today is Monday*
- using your breath and sound effects, e.g. *Rain game*
- rhythm, e.g. *It's raining, it's pouring*

If you have a multicultural group, consider asking families to share musical interactions from their cultures and in their languages. It can help parents and carers to watch and listen to songs with actions being sung in other languages. This helps them to understand how children begin to link actions to words. Highlight how you can often determine the nature of the song or music through tone, pitch and rhythm. It is also an opportunity to value the role of sharing songs in the child's mother tongue in the development of their home language *and* other languages.

activity *(for parent/carer and child, or for children during talk time)*

songs and rhymes

 *Hello song* (and *Goodbye song* at the end)

Choose a variety of songs and rhymes which encourage children to use their voices to play with sounds and letters.

Examples:

 *Dinosaur song*

 *Coffee, coffee*

sharing books/stories

Provide a variety of 'musical' books for families to explore and choose an age/developmentally appropriate one to share.

Example:

Clap Your Hands Finger Rhymes

By Sarah Hayes

things to try at home

- Make up a song or chant with your child or change some of the words in one that you are both familiar with.
- Try sharing some songs and rhymes with your child as part of your everyday activities or routines.

resources *(remember to look in the online toolbox for further information, resources, ideas and examples to support your delivery)*

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