

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)*

message

start with a message – for example:

🗨️ **‘children enjoy hearing and playing with different kinds of musical interactions’**

Use this message to help families recognise the different kinds of musical interactions they can, and already do, share with their children.

Provide a variety of different kinds of musical interactions for families to listen to, and consider how each one supports children’s developing communication and language skills, such as:

- an action song *to help children to link words with physical movement*
- a chant *to help children listen to rhythm and patterns of words*
- an adult calling a child in for dinner in a singsong voice *communicating emotion and feelings beyond the meaning of the words*
- a piece of gentle music *to convey a sense of peace and quietness*
- a nonsense song which uses sounds or words with no specific meaning *to practice and play with sounds*

Ask whether adults had considered all of these to be musical interactions, and discuss their responses. Highlight how adults often talk to very young children using a singsong voice, along


with lots of non-verbal interaction to convey meaning which supports the words that they might not yet know.

Share with families how older children will enjoy playing around with songs and rhymes by changing the words or sounds in them, e.g. *'Twinkle, twinkle little bat, how I wonder where you're at.'* They can also have fun making up their own words for songs to familiar tunes.

Try changing a few words in a familiar song as part of the group discussion and see what you end up with.

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:

 *Bingo*

 *Dinosaur song*

sharing books/stories

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

Example:

Where's my Teddy

By Jez Alborough

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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