

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)*

question

ideas for questions:

? **‘what is your child’s favourite song/ rhyme/ chant /piece of music?’**

Use this question to facilitate a discussion about musical interactions with children.

Explain that you are first going to ask parents and carers for their child’s favourite musical interaction, and then come back to gather reasons for their choice and where they share it. Emphasise that it can be *any* type of musical interaction as well as well-known songs or rhymes, and provide examples such as: a favourite piece of music, the theme tune of a programme, a made up song or chant, songs or music from their culture, etc.

Encourage every family to contribute their child’s favourite musical interaction and make a list. Revisit each contribution and capture:

- why parents or carers believe it is their child’s favourite? *(e.g. they always ask for it, she likes the jumping part, it sends him to sleep, granny taught it to him, etc.)*
- where they tend to listen to or share their musical interaction? *(e.g. at bedtime, when in the car or going on a journey, when changing a nappy, etc.)*

This can be really useful for sharing ideas of when to use musical interactions. It is also useful for building relationships within the group and establishing an understanding of others.

Return to the list and facilitate a group discussion to explore how children develop their communication and language skills through sharing these musical interactions with others. Use the **key ideas** to support your discussion.

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:

🎵 *Baby band*

🎵 *Bingo*

sharing books/stories 📖

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

Example:

Nonsense Nursery Rhymes

By Richard Edwards

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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