

Music Makes Me:

Additional

Song writing

Teaching & Learning

Resource



Written by
Emily Stratford and Gabriel Krchnavek

Edited by
Stuart Whatmore

Contents

1 - Context of Music Makes Me.....	3
2 - Overview	4
3 - Song Strands	5
4 - Course Objective:	7
4.1 Lesson 1 – Introduction	8
4.2 Lesson 2 –Skill Building (Structure)	9
4.3 Lesson 3 –Song writing practice	10
4.4 Lesson 4 – Learning and rehearsing	11
4.5 Lesson 5 – Recording and producing	12
4.6 Lesson 6 – Filming, performing and celebration.....	13
5 - Resources.....	14
5.1 Social Story (Text)	14
5.2 Body Percussion Activity	15
5.3 Idea Chatmat	16
5.4 Chatmat	17
5.5 Vocabulary Chatmat	18
5.6 The Zones of Regulation	19
5.7 Feelings Visual	22
5.8 Rhythm Cards.....	23
5.9 Tech chatmat	27
6 - Glossary / Vocabulary	28
7 - Funders, Supporters, Partners.....	30

1 - Context of Music Makes Me

The Tri-borough Music Hub, in co-production with the Royal Albert Hall, and in partnership with the Royal College of Music have created a large-scale multi-school music education and performance programme called ***Music Makes Me***.

The performance event (27.06.2023) involves almost 1200 young people consisting of a massed choir from more than 40 schools, (20 Primary, 9 Secondary, 5 SEND schools, 2 Alternative Provision settings, 4 Resource bases); and they are joined by a further 100 Music Hub choir singers, and a 100-piece instrumental ensemble made up of Music Hub students and professional musicians.

This event follows in the footsteps of previous award-winning TBMH productions, [Seven Seeds](#) and [Convo](#), and is a brand-new new work by Emily Stratford and Gabriel Krchnavek. It is a gateway into the world of music, regardless of who you are, and it draws on music as a strength in how we communicate with others.

The original songs have been co-designed by young people with Special Education Needs alongside specialist musicians, and the narrative of the story charts a day in the life of a neuro-divergent young person. It shows how music helps her emotionally regulate, socially interact, and build her independence for adulthood. ***Music Makes Me*** truly shows how music is for all.

Below is the list of songs in ***Music Makes Me*** and the theme / focus for each.

<u>Song Name</u>	<u>Song theme / focus</u>
In The Morning	Hello / Welcome
Colour's Song	Topic / Environment
It's Music Time	Music Lesson / Hello
Can You Feel the Beat	Music Lesson / Pulse
Shake Your Body	Warm up song
Music is my Medicine	Hearing Impairments / Anthem
It's Finished	Transition Song
Time for Lunch	Transition Song
Feelings Song	Emotional Regulation / Zones of regulation
Across the City	Topic / Transport
Sushi Song	Topic / Food
Communication Song	Communication / Listening / Social Interaction
Piece of Gold	Visibility / Invisibility / Mental Health Wellbeing
Calm Down	Emotional Regulation / Mindfulness
Share the Load	Mental Health and Wellbeing
My Own Melody	Vision Impairments / Anthem
Music Makes Me	Celebration / Anthem

The purpose of this resource is to look at how **song writing** can be brought into every classroom/school and can be accessed by teachers and students. We hope that by using this resource, schools will be able to co-create brand new song(s) that could represent a school anthem, class anthem, Year group anthem etc.

2 - Overview

Music Makes Me – Additional Teaching & Learning Resource

The primary aim of this resource is to provide a practical tool and guidance for music teachers and classroom practitioners in mainstream and SEND settings, who would like to unlock natural musical creativity of their students but might feel that they lack the confidence or practical know-how to do so.

A key aim of **Music Makes Me** is championing inclusive practice with a focus on neurodiversity (autism) and ensuring all people have their voice heard. Therefore, by nature this resource is coming from a place of inclusion, and we encourage all students to be actively engaged with song writing, irrelevant of their needs.

Having said that, the resource wasn't created with any specific age group, or type of educational need in mind, but rather offers a set of simple instructive pathways into writing an original song, or a piece of music that could help both the learner and the educator in utilizing music into a mean of communication, emotional regulation, transition, or cross-curricular learning, while keeping the learner and their creative input at the forefront of the entire process.

The course length of 6 weeks is designed to roughly correspond with the length of a school half term, at the end of which the learners will be able to demonstrate results of their work at a school event (e.g. assembly), through recording (audio), and/or a visual record (film/video/vlog). However, the length of time for the delivery of the sessions is flexible and should be matched to the unique situation of each setting.

This will help contribute to a school's curriculum map that not only will support high-quality musical learning but will also develop Cultural Capital, be ambitious for learners, be rooted in co-production, and support knowledge and skill development.

This resource covers five song strands:

1. Social Story Songs
2. Transition Songs
3. Emotional Regulation songs
4. Topic Songs
5. Celebration Songs

You can find additional supporting resources at the following places:

- Sound cloud link: bit.ly/3WBkT5v
- YouTube link: <https://www.youtube.com/@egmusic6344>

3 - Song Strands

Social Story Songs:

Social Stories are a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and people (with autism) of all ages

We often use social stories in SEND settings to support behaviours and also our understanding of pupil's communicating through behaviour. Social stories can also support communication, transitions, and emotional regulation.

- Songs need to contain positive language and directions
- Songs need to be simple and repetitive
- Songs need to engage the pupil (i.e. choose a melody from a song they already love)
- Songs need to be sung by EVERYONE

Examples: Learning how to share ([HERE](#)), Communication song ([HERE](#))

Transition Songs:

Transition songs support pupils who have anxiety about transition from one activity, room, person, or turn-taking scenario. Some pupils may find finishing a task and getting ready for next task quite difficult. These songs can help to create a solid routine of stopping a task, tidying up, and preparing for what is next. A countdown at the end of these songs creates a clear reminder that the activity has come to an end.

Examples: Tidy up time ([HERE](#)), In the morning ([HERE](#))

Emotional Regulation songs:

Songs that can aid pupil relaxation and calming down during a time of distress. Pupils can often find it difficult to regulate their emotions and show signs of frustration when they struggle to communicate how they are feeling and what is upsetting them. They often need an opportunity and space to calm down. These songs act as a guide to focus on breathing and to be mindful of the body to encourage the child to slow down and hopefully clam down. These songs can also be used as a transition after high energy periods such as playtime or lunch to help children wind down before they begin learning time.

Songs can also act as a teaching tool to help pupils learn about their own emotions and what helps them to calm down when they are dysregulated. These songs can refer to the zones of regulation.

From website: [The Zones of Regulation](#) is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life.

Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



Examples: The feeling Song ([HERE](#)), Calm Down song ([HERE](#))

Topic Songs:

Songs that can support the teaching of any particular topic. They can be used as an inspiration for a role-play drama scene/sensory story and help pupils to remember key facts through a catchy melody.

Examples: The colour song ([HERE](#)), Dinosaurs ([HERE](#))

Celebration Songs:

Songs that inspire collective singing to celebrate a common message. These can often take the shape of school anthems.

Examples: Music Makes Me ([HERE](#)), United ([HERE](#))

4 - Course Objective:

To build confidence in music exploration and to ultimately co-produce an original song. The course will also empower pupils to use music to regulate emotions and support communication.

Session Title	Lesson Objective	Curriculum Focus	Additional Resources
1.Introduction	To Introduce the pupils to the project, gauge pupil's prior knowledge and needs (findings will inform future planning and choice of song strand), establish a clear lesson routine, pupil exploration on instruments, identify students' favourite songs/genre	<i>Communication, Self-regulation, Independence / Functional skills, Improvisation.</i>	Audio resources, Social story PowerPoint, Visual schedule, YouTube, Rhythm cards, Classroom instruments
2.Skill Building (Structure)	Pupils to learn some simple song structures and song writing vocabulary. Develop listening skills through identifying structures in familiar songs.	<i>Song structure (Verse/Chorus form), Communication through commenting on pieces of music, Vocabulary, Basic music genres</i>	Visual schedule, YouTube, Rhythm cards, Classroom instruments
3.Song Writing Practice	Pupils to mind-map ideas on the theme for their song; Pupil voice, coproduction with staff and pupils to write 2 verses and a chorus; Pupils to choose from several chord structures to be allocated for their verse and chorus. Major/minor (link with feelings and zones of regulation).	<i>Make musical choices, Introduction to major/minor chords, Emotional regulation, Compose lyrics.</i>	Audio resources, Visual schedule, YouTube, Rhythm cards, Classroom instrument, Zones of regulation chart
4.Learning and rehearsing	Pupils will build their track using the structural blocks they developed in the previous lesson. They will rehearse the song as a group, paying attention to tempo and dynamics. They will make creative decisions	<i>Playing as a group, making creative decisions, Colourful notation, Melodic/rhythmic accuracy, Keeping tempo and use of dynamics</i>	Various classroom instruments, Visual dynamics symbols, Visual schedule
5.Recording and producing	Pupils taught simple actions for garage band: record, stop, delete, new track. Pupils to record their parts during the session.	<i>Learning basic recording techniques, Playing in time (to click), Playing dynamically and with discipline, following structure</i>	Various classroom instruments, Visual schedule, GarageBand, Recording equipment (microphones, interface, leads)
6.Filming, performing and celebration	Pupils will film the performance of music they've created. They will work together as a team and make creative decisions. They will compare their work and take inspiration from work of established artists. They will be encouraged to celebrate and take pride in their achievement	<i>Awe and wonder of performing with their peers, Making connection between sound and vision, Making creative decisions, Recording evidence and self-evaluation</i>	Visual schedule, YouTube, Classroom instruments, Video camera(s) / Film Making device, Video-editing software, Props

4.1 Lesson 1 – Introduction

Lesson Objective:

For pupils to be introduced the Song writing Project (encountering) and establishing a clear structure and routine for future lessons. Pupils will have an opportunity to explore instruments and co-produce music through group improvisation (Exploring). This will also inform the teacher on pupil's prior knowledge and what strand to choose for the project.

Activities

1. Introduce the project using the Social Story (see resources section) provided (can be edited).
 2. Hello song that requires pupils to respond in some way; either vocally, through movement, or playing percussion. You may like to use the In the **Morning Song**.
 3. Warm up Songs: [Music Time](#), [Shake Your body](#), [That's the way we like to play](#)
 4. Rhythm Activity: Pupils can choose between: Stomp, Clap or tap (You may extend these depending on the needs of your pupils) to build a beat. Body Percussion Graphic score resource provided (see resources section). You may like to play your beat to the song: [Can you feel the beat](#).
 5. Singing/Signing Activity:
 6. Pupils will be shown one song from the Social story strand: **Learning how to share**, **Communication song**; and/or one song from the Topic Strand: **The colour song**, **Dinosaurs**
- Discussion points:** Do we want to write a song to help us with our feelings, help us learn about our topic or a song to celebrate? Chat Mat to Support (see resources section)
7. Free-flow improvisation session; playing a repetitive chord sequence (you may use instrumentals from the SoundCloud link provided) for pupils to explore their own musical ideas over the top of. The teacher will endeavour to imitate and expand on pupil's ideas. This is very much pupil led!
 8. Use a Transition Song to end the session: It's **Finished song** followed by **The Calm down song**

Supports: Visual aids, Chat mats, Timetable provided. Makaton Videos to support teaching songs.

Extension: Rhythm Activity: Pupils can use Rhythm cards provided to write a 4-8 bar rhythm. They may like to notate their own graphic score. You can use an 85 BPM beat to facilitate pupils performing beat. See link: <https://www.youtube.com/watch?v=FpBOKgk5SBg>

Discussions: After listening to examples of strands, encourage pupils to discuss what type of song they'd like to write. This is an opportunity for pupil voice!

4.2 Lesson 2 –Skill Building (Structure)

Lesson Objective:

For Pupils to learn simple song structures through listening and identifying. Pupils will also learn basic song writing vocabulary (Verse, Chorus, Bridge). They will develop their listening skills through identifying structures in established songs.

Activities

1. Hello song that requires pupils to respond in some way; either vocally, through movement, or playing percussion. You may like to use the In the [Morning Song](#).
2. Warm up Activity: You will lead a song of choice using an instrument or classroom percussion. You may like to use the [Colours Song, Dinosaurs or the Sushi Song](#). Pupils will be encouraged to follow the varying dynamics using percussion. You will also reference the changes in musical structures: e.g. ABA. Pupils may also take turns directing how the piece is played: Loud/Soft, Fast/Slow. Visuals: Fast/Slow, Song structure.
3. Listening Activity: You will lead a listening activity to teach song structure. Pupils will listen to the song [Music Makes Me](#). You will then introduce pupils to the terms: Verse/Chorus/Bridge. Using visuals, pupils will listen again and hold up the correct visual for each section. Pupils may also be directed to shake a shaker when they think they hear the chorus.
4. Singing/Signing/Playing Activity: Pupils will revisit a song from the previous week and be encouraged to play sing and sign. As pupils become more familiar with the piece you can reference dynamics and structure as learnt above:

Social story strand: [Learning how to share, Communication song](#)
Topic Strand: [Colours Song, Dinosaurs](#)
5. Free-flow improvisation session; playing a repetitive chord sequence (you may use instrumentals from the SoundCloud link provided) for pupils to explore their own musical ideas over the top of. The teacher will endeavour to imitate and expand on pupil's ideas. This is very much pupil led!
6. Use a Transition Song to end the session: It's [Finished song](#) followed by [The Calm down song](#)

Supports: Visual aids, Chat mats, Timetable provided. Makaton Videos to support teaching songs.

Extension:

- Warm up Activity: Pupils can discuss terms they already know to describe song structure. They may want to think about sections they want to include in their own song e.g. Bridge, instrumental, tag etc.
- Listening Activity: You can take this opportunity to discuss the elements of music within the listening piece: **dynamics, tempo, pitch, timbre, duration, texture, melody and structure.**

Discussions: After the free-flow session, pupils can discuss what musical ideas came up that they would like to include in their song. They may start to explore tone colour and mood.

4.3 Lesson 3 –Song writing practice

Lesson Objective:

For Pupils to make musical decisions based on choices offered to them (or produced by them) to create their composition. Pupils will draw on prior knowledge from rhythm/pitch activities and song structures to collect ideas for their composition. Pupils will be offered varying support to make decisions about chord progressions, structure and the theme of the piece.

Activities

1. Hello song that requires pupils to respond in some way; either vocally, through movement, or playing percussion. You may like to use the In the [Morning Song](#).
2. Warm up Activity: You will lead [The Feelings song](#) on guitar or with the backing track using Makaton. Pupils will be encouraged to follow the varying dynamics using percussion. You will also discuss feelings referring to the zones of regulation. Pupils may also take turns directing how the piece is played: Loud/Soft, Fast/Slow. Zones of regulation visual.
3. Mind Map activity. Pupils and staff will be encouraged to explore different themes for their composition. The teacher will write out key words and feelings to be used as a foundation for the lyrics of the piece. This can be done with varying support. Visuals with emotions.
4. Musical Choices activity: You will play a variety of chord progressions. This can be done on an instrument or using the smart instruments on the garage band app. Pupils will allocate a chord progression for the verse and a chord progression for the chorus using. You will introduce pupils to major and minor chords with reference to feelings using visuals and Makaton.
5. Practical activity: You will play the chord progressions decided on the by the pupils. This will be a time for improvising and vocalising to inform the melody for the piece. You may make some recordings to use as a basis for completing the song.
6. Singing/Signing/Playing Activity: Pupils will revisit a song from the previous week and be encouraged to play sing and sign. As pupils become more familiar with the piece you can reference dynamics and structure as learnt above:

Social story strand: [Learning how to share, Communication song](#)
Topic Strand: [Colours Song, Dinosaurs](#)
7. Use a Transition Song to end the session: It's [Finished song](#) followed by [The Calm down song](#)

Supports: Visual aids, Chat mats, Timetable provided. Makaton Videos to support teaching songs.

Extension: Mind map Activity: Pupils may like to do this in small groups independently. You can allocate sections of the song to each group e.g., verse, chorus, and bridge groups.

Musical Choices activity: This may be more pupil led. If your students play instruments, they can explore this in small groups independently.

Discussions: It will be a great opportunity to explore pupil voice and the important feelings of your pupils during the zone's regulation and mind map activity. Pupils can take ownership of their emotions and discuss what helps them when they feel a certain way.

4.4 Lesson 4 – Learning and rehearsing

Lesson objective:

Pupils will join the puzzles of musical elements learnt in the previous lessons and build and rehearse their song, using the structural blocks defined in lesson 3. Pupils will be encouraged to build on their strength and assume roles that best fit their natural ability and/or aspiration, i.e., vocals, rhythm instruments, or keyboard. Pupils will practice their song together, using coloured notation and visual clues for dynamics, until they're comfortable with the way the song sounds.

Activities

1. Hello song with strong pulse and/or rhythm patterns, that requires pupils to participate using clapping and other body percussion, as well some form of vocal call and response, consider using **It's Music Time**
2. Warm up activity – **Shake Your Body Warm Up**, pupils will *start* and *stop* doing actions together as a group following 1-2-3-4 cue. They will experience changes in the tempo and dynamics that will inform finalising and performing their own song.
3. Singing – pupils will warm up their voices using element from their song (a short phrase, part of the chorus), pupils who are not comfortable or not able to sing will accompany the rest with body percussion. Pupils will then sing through their song using structure cues (verse, chorus, bridge), accompanying themselves with body percussion.
4. Playing – using rhythm cards and previously explored and encountered rhythm patterns, the pupils will build rhythm backing for their song. Those playing piano, keyboard, or other tuned percussion will learn their parts using coloured notation. Their playing will be then accompanied by the teacher singing the song with the guitar
5. The song will be then sung and played together as a group, putting all elements together. Extra attention will be in this part of the process paid to the dynamic side of things, as well as singing in tune and playing in time. You will make a basic (voice memo style) recording of the demo that can be analysed afterwards
6. Revision – the pupils will listen to the demo of the song and express suggestions for possible changes. The edited version of the song will be then rehearsed and played again.
7. End of the session – we will close the lesson by playing/listening to **It's Finished**, or **The Calm Down Song**

Support: rhythm cards, song structure visual cues, coloured notation, timetable

Extension: Pupils may watch a video of their favourite artist rehearsing/performing one of their songs to draw on similarities involved in the process.

Following the rhythm cards, pupils will explore number of different rhythm patterns by clapping/playing them back

Pupils can try to explore different approaches to playing their song (e.g., with their eyes close, playing only with one hand)

Discussion: Pupils will be encouraged to express their feelings about/assess the roles they assumed in the rehearsing/performing of their song, with focus on highlighting the strengths they demonstrated

4.5 Lesson 5 – Recording and producing

Lesson objective: The pupils will be actively involved in the recording process of their song. They will experience and learn basic use of music recording software (GarageBand) and equipment (microphones, interface, special effects), learning how to best capture what they've created and explore possibilities of improving the recording in the post-production process (EQ-ing, panning, compressing, use of plug-ins, mastering)

Activities

1. Hello song with strong pulse and/or rhythm patterns, that requires pupils to participate using clapping and other body percussion, as well some form of vocal call and response, consider using **It's Music Time**
2. Warm up activity – **Can you feel the beat?** – pupils will warm up using their voices and body percussion, involuntarily participating in wide range of rhythm patterns and dynamic use of their voice
3. Preparation for recording – you will set up the equipment used for recording of their song. Pupils will be explained what the function of each component in the recording chain is. They will be encouraged to help, hands-on, with setting up the microphone, plugging in the cables etc. You will then explain basic functions of the GarageBand software – how to create a track, how to set the volume, how to choose the bpm, how to apply digital effects on the track. Pupils and teacher will then explore the loop library and choose the foundation loop, which best corresponds with the mood/genre of their song, and on which they will build their recording.
4. Differentiation – pupils will be encouraged to take on different roles in the recording process. Those who don't feel comfortable/confident to record instruments or vocals, will help with recording as recording engineers and technicians – placing the microphones, pressing the record button, setting up and checking track volumes, and applying special effects onto the tracks
5. Recording – using headphones, pupils will start 'building' their track from the bottom up – starting with the rhythm (drums, djembe, percussion, bass if possible), then adding harmonic and melodic instruments (keyboard, guitar etc.), and finally recording their vocals, both as a group and solo.
6. Post-production – pupils will listen to their recording on monitor speakers and make decisions on particular track volume, EQ, panning and adding special effects. Parts with mistakes or irregularities will be then digitally fixed or re-recorded. Pupils will then 'sign off' their recording.
7. End of the session – we will close the lesson by playing/listening to **It's Finished**, or **The Calm Down Song**

Support: instruments, recording equipment, GarageBand software

Extension: talk about and learn specific vocabulary related to the recording process – microphone, stand, lead/cable, interface, music software, loop, track, bpm, take etc.

Discussion: Pupils can discuss challenges they have encountered during the recording process – playing in time to a click/loop, or adjusting volume of their playing and singing for the purpose of the track, issues related to control and self-discipline. Pupils will be encouraged to identify to what extent the Music Makes Me songs informed the creative process of their own song.

4.6 Lesson 6 – Filming, performing and celebration

Lesson objective: Pupils will focus on performing/presenting the music they've created, and capturing their performance on video. They will be encouraged to come up with a simple choreography for their performance, and put forward ideas on how can the video be made more interesting for the viewer – adding accidental footage documenting the creative process, or other, even abstract, but complementary footage. Pupils will be encouraged to take pride and celebrate their collective achievement.

Activities

1. Hello song with strong pulse and/or rhythm patterns, that requires pupils to participate using clapping and other body percussion, as well some form of vocal call and response, consider using [It's Music Time](#)
2. Warm up – Pupils can warm up by singing [their new song](#), accompanying themselves with body percussion
3. Choreography – Pupils will share ideas on what the performance of their song should look like. They can come up with dance moves that they could then perform together, or suggest use of props (instruments, other). They will be encouraged to express the feelings and other easily conveyable messages found in the song's lyrics through their acting, moves and facial expressions. They can watch performance/dance videos of their favourite artists on YouTube and take some inspiration from them.
4. Rehearsing and filming – after agreeing on arrangement for their video, they will rehearse their choreography to the backing track of their song played through the speakers. Depending on equipment available, they can then do number of takes in order to capture their performance from various angles. This will be an organic process that can be continuously assessed and altered as it happens. Similarly to the recording process, pupils can assume roles of both performers and camera operators, sharing the technical and artistic experiences.
5. Editing the video – this can be a lengthy process, often best left to the hands of a professional, or at least someone who has experience of working with video editing software (e.g. IT personnel), pupils can still be part of this process, if a separate session is arranged allowing enough time for finishing the video to the best possible standard.
6. End of the session – we will close the lesson by playing/listening to [It's Finished](#), or [The Calm Down Song](#)

Support: (video) camera(s), YouTube, various props/costumes, instruments, video-editing software








Extension: Consider staging a live performance at an assembly or other school occasion to showcase what they have created. They can include few songs from Music Makes Me, that they engaged with the most, and that would best complement their own song. They can come with their own short musical story using their own and MMM songs








Discussion: Pupils can discuss what parts of this creative journey meant the most to them and how they felt about writing, recording, and performing their own song











5 - Resources









5.1 Social Story (Text)











We will be having some special music lessons. These lessons will be different to our normal lessons. We will spend 6 weeks writing a song together. Our song can be about feelings, what we enjoy or even a song about our school. We will listen to music, play instruments, and sing together. We will record our song and be able to show our friends and family when it is finished.










 Social Story:
  Music
  Makes
  Me
  Song
  writing
  Project










 We
  will
  be
  having
  some
  special
  music lessons.










 These
  lessons
  will
  be
  different
  to
  our
  normal
  lessons.
  We


 will
  spend
  6
  weeks
  writing
  a
  song
  together.

 Our
  song
  can
  be
  about
  feelings,
  what
  we
  enjoy
  or even

 a
  song
  about
  our
  school.
  We
  will
  listen to music,
  play

 instruments,
  +
  sing
  together.
  We
  will
  record
  our
  song

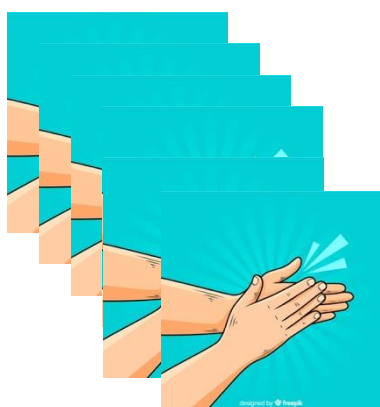
 +
  be able to
  show
  our
  friends
  +
  family
  when
  it is

 finished.

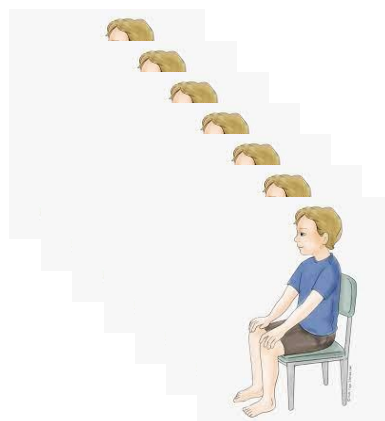
5.2 Body Percussion Activity

Rhythm Activity: Pupils can choose between: Stomp, Clap or tap to build a beat (you may want to extend these depending on the needs of your pupils).

Move the component parts into the table below to create a rhythmic pattern.



Clap




















Tap







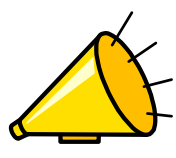
Stomp

5.3 Idea Chatmat

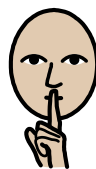
 Idea Chatmat			
 Food	 Feelings	 Family	 Friends
 I like...	 Story	 Movie	 Party
 Love	 Growing up	 The Future	 Working
 I don't like	 Dreams	 Being brave	 Travel

5.4 Chatmat


 Song
  Writing
  Structure
  Vocabulary




Loud




Quiet



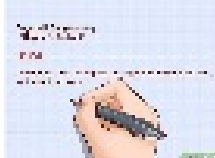
Fast



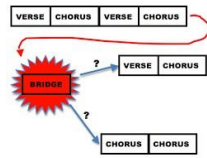
Slow



Verse



Chorus















Bridge

5.5 Vocabulary Chatmat



Vocabulary

 Guitar	 Piano	 Shaker	 Glockenspiel
 Microphone	 Headphones	 Garage Band	 Record
 Chorus	 Verse	 Mind map	 Hip hop
 Pitch	 Tempo	 Pulse	 Perform

5.6 The Zones of Regulation

Supplementary Reproducible E for Elementary Ages

THE
ZONES OF
REGULATION™

The **ZONES** of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Copyright © 2021 Think Social Publishing, Inc. All rights reserved.
Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

Supplementary Reproducible C for Elementary Ages

THE
ZONES OF
REGULATION™

Blue Zone



Green Zone



Copyright © 2021 Think Social Publishing, Inc. All rights reserved.
Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

Yellow Zone
















Red Zone



Copyright © 2021 Think Social Publishing, Inc. All rights reserved.
 Adapted from *The Zones of Regulation 2-Storybook Set* | Available at www.socialthinking.com

5.7 Feelings Visual


Feelings

 Sad	 Happy	 Excited	 Angry
 Tired	 Calm	 Silly	 Aggressive
 Bored	 Focused	 Worried	 Yelling

5.8 Rhythm Cards



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com



© www.teachingkidstosing.com

5.9 Tech chatmat



PLAY PAUSE STOP



REWIND



FORWARD



SOUNDCARD



LOOP



GUITAR LEAD



BEATS PER MINUTE

6 - Glossary / Vocabulary

Accompaniment Musical background to a principal part or parts (e.g. guitar accompanying a solo singer)

Arrangement Any adaptation of a composition to fit a medium other than that for which it was originally written, while at the same time retaining the general character of the original. In popular music and jazz, the word is often used synonymously with 'score'

Backing vocals a vocal accompaniment for a pop singer

Bass line The lowest part in the musical texture, which often determines or generates the harmony.

BPM Beats per Minute

Bridge A transitional section in a musical composition leading to a new section or theme.

Chord The simultaneous sounding together of two or more notes. Often used to refer to the triads in major and minor keys

Chorus dominant part in the structure of the song with the strongest melody hook and complex arrangement

Distortion grainy, saturated guitar, bass or vocal sound effect

Drum fill A short break in the groove; a lick that 'fills in the gaps' of the music and/or signals the end of a phrase.

Dynamics The volume of musical sound(s), and also the symbols used in a score to indicate volume (e.g. f and p)

Form, Structure The overall shape of a composition

GarageBand software used for recording and mixing of music (follow this link [Garageband Tutorial - Learn Under 10 Minutes](#) to get the basics of GarageBand)

Genre A type of piece/ musical style (e.g. funk, rock, drum'n'bass)

Groove A particular rhythm in popular or jazz music

Harmony Successions of chords (or sometimes refers to single chords)

Hook A catchy chorus or repeated instrumental passage in a piece of popular music

Instrumentation The particular instruments used in a piece of music; the arrangement of a piece of music for particular instruments

Lyrics Words to which a song is set

Loop repeating section of sound material

Mastering is the process of preparing and transferring recorded audio from a source containing the final mix to a data storage device (the master), the source from which all copies will be produced

Major chords characterised by happy uplifting feel

Melody A melody (or 'melodic line') is a succession of single sounds – most frequently an individual strand or part within a fuller musical texture. A melody is usually 'tuneful' or otherwise prominent or memorable

Minor chords characterised by sad melancholic feel

Mixing The process of optimizing and combining multitrack recordings into a final mono, stereo or surround sound product

Music production/producing music a process by which music is created, captured, manipulated, and preserved so that it can be distributed and enjoyed

Pentatonic Based on a five-note scale (often equivalent to scale degrees 1, 2, 3, 5, 6 of a major scale, or 1, 3, 4, 5, (flat) 7 of a minor scale)

Pulse the steady beat of music

Remix variant of an original recording (as of a song) made by rearranging or adding to the original.

Riff A term used in popular styles of music which refers to a short musical pattern repeated throughout a section or complete piece

Roman numerals Roman numerals (from I to VII) are used to label chords in traditional

Sampling To record or extract (a small piece of music or sound) digitally for reuse as part of a composition or song

Syncopation A 'strong' or stressed note occurs on a part of a bar or beat that would normally be 'weak' or unstressed

Tempo The speed of the music

Texture The number of parts in a piece of music and how they relate to one another.

Timbre character or quality of musical sound

Time signature a notational convention to specify how many beats are contained in each measure, and which note value is equivalent to a beat

Verse repeated section of a song that typically features a new set of lyrics on each repetition

7 - Funders, Supporters, Partners

***Music Makes Me* is presented by the Tri-borough Music Hub, in co-production with the Royal Albert Hall, and in partnership with the Royal College of Music.**

***Music Makes Me* has been generously supported by many organisations, charities, trusts, foundations, and personal donors.**

ASSOCIATE FUNDERS:

ABRSM
Arts Council England
John S Cohen Foundation
David Soanes
John Lyon's Charity
London Music Fund

WITH GENEROUS SUPPORT FROM:

Chapman Charitable Trust
Charlotte Stevenson
Diana Salazar
Debbie Beckerman
Ian Adams
Ingles Charitable Trust
John Illsley
Lucille Graham Trust

DELIVERY PARTNERS:

Cultural Inclusion Manifesto
ENO
JK Cartoon Studios
The Rhythm Studio
Tri-borough Music Trust

LOCAL AUTHORITIES:

Hammersmith and Fulham
Kensington and Chelsea
Westminster

To every single person or organisation that has supported our vision, we are eternally grateful, and our thanks go to each of you.

All information correct at time of publication