

Reactive

Level 2

*Listening and Responding*

**Make different  
sounds with your  
voice for me to  
enjoy**

Card  
1



**Reactive**

**Level 2**

*Listening and Responding*

- **Let me feel and see as well as listen to what you are doing, how your tongue and lips move, the buzz in your throat**
- **Play the sound and silence game - make a sound with your voice and then stop! Do it again and again**
- **Wobble your head, wriggle your body, dance around when you make a sound and stop moving when the sound stops**

**Get close to me**

**Hum and Click**

**Bubble and Squeak**

**Vowels and Consonants**

**Long sounds and short sounds**

**Whisper and shout**

**Funny and Sad**

**Card  
1**



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Level 2

*Listening and Responding*

**Show me the sounds  
that everyday things  
and musical  
instruments can make**

Card  
2



- ***Shaking*** containers with things that rattle and instruments like maracas
- ***Banging*** things together: wooden spoons on pots and pans, drums, tambourines and claves
- ***Rubbing*** a brush on a tray or playing a guiro
- ***Stroking*** things to see the different sounds they can make, such as the tambourine, or up and down the xylophone

*Remember that I may be particularly sensitive to certain sounds which I may find exciting or distressing - or both*

*Be sensitive to my reactions and give me plenty of time to get used to new experiences. There's no rush!*

*I may prefer to explore new things for myself (proactively)*

Proactive

Level 2

*Making sounds and music myself*

**Encourage me to  
make sounds with  
my voice**

Card  
3



- **Encourage me to make sounds when you move me around, swinging or swaying, like 'see saw' or 'whoosh'**
- **Try me with an echo microphone or voice changing apps**
- **Try letting me see what I am doing in a mirror**
- **Copy the sounds of everyday things such as 'nee naw' or 'miaow' and let me hear how it sounds in the microphone**

*Let me hear how my voice sounds different in other places - inside and outside- especially places that echo*

*Record what I do and let me hear it back*

Proactive

Level 2

*Making sounds and music myself*

**Help me make sounds  
with everyday objects  
and musical  
instruments**

Card  
4





- Give me everyday objects to play with that are safe and make different sounds
- Show me how musical instruments make sounds in the same way, by banging or shaking or scraping
- Make instruments with me out of everyday objects, and then show me how to play with them - such as containers filled with rice or dried peas
- Help me explore the different sounds that the keyboard can make
- Introduce me to the 'All Join In!' song, and show me the instruments

*Show me the fun I can have with natural outdoor sound makers - scrunching in the gravel, splashing in puddles, banging sticks or jumping in a pile of leaves*



Interactive

Level 2

*Making sounds and music with others*

# Have conversations in sounds with me

Card  
5



- **Whoosh me round and round as we make sounds together with our voices**
- **You can copy me or do something different**
- **You can start, or wait for me to make a sound**
- **Get close to me so I can touch your face and make eye contact if I want**

*Give me lots of time to respond to the sounds you make - be patient!*

*Sometimes I might make different sounds and sometimes I might seem to copy what you do*

Interactive

Level 2

*Making sounds and music with others*

**Play with me making  
everyday sounds,  
inside and outside,  
and musical  
instruments**

Card  
6



- If I'm banging a pot or pan or tapping a glass, sit next to me and bang or tap one too! Perhaps I may let you tap or bang the same object, so we can make noise together
- Help me to play by guiding my hands to the instrument or objects
- You could copy the patterns I make, or make different sounds for me to listen to
- Make sounds outside with me: throw pebbles in a pond, splash in a puddle with me, jump in a pile of leaves
- Play the 'Ready, Steady, Go!' game to show me when to make sounds together
- **Play along with the 'All Join In' songs - can I identify the instruments?**

*Sometimes you can help me learn to take turns by waiting until I've finished my go before you start*





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Level 3

*Listening and Responding*

**Make patterns in  
sounds with your  
voice to catch my  
attention**

Card  
7



- When you have my attention, make patterns with your voice like 'ma,ma,ma,ma,ma' and 'pa,pa,pa,pa,pa'
- Say 'up,up,up...high' and 'down,down,down...low' and move me as you make sounds
- Sing patterns going up and down that don't have words
- Whistle them if you can
- Imitate the different sounds that instruments make, such as a trumpet or a guitar
- Introduce me to the 'Hello' song, and sing it to me

*Sometimes I may not appear to be paying attention, but that does not necessarily mean that I am not listening*

*Record what I do, so I can watch later*



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Level 3

*Listening and Responding*

**Tap into my love  
of pattern**

**Card  
8**



- Make simple tapping patterns on different objects, including percussion objects and the keyboard
- Notice if any catch my attention, and try them again using a different sound maker or instrument
- Now make a a little tune that goes up a few notes on the keyboard....and down again
- See if I can tap along to maintain a beat with you
- Play the '1,2,3,4 STOP' game to help me play along with you
- See if I can play some of the patterns in the 'All Join In!' songs

*Record what you do,  
so I can watch later*

*If I like using the iPad,  
use keyboard and  
instrument apps, and  
encourage me to play  
with them*



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Level 3

*Making sounds and music myself*

**Encourage me to  
make patterns in  
sounds with my  
voice**

Card  
9





- Give me the time and space to experiment with pattern-making with my voice
- Respond to the patterns in sound I make by moving, and stopping when I stop
- I might seem to get stuck in making only one pattern - in which case you could encourage me to make different ones
- Encourage me to change pitches in my voice, going all the way up high, and all the way down low
- Help me to sing 'Hello' from the Hello song

*Record what I do and let me hear it back*

*Try to move me on from just being 'proactive' to being 'interactive'*



Proactive

Level 3

*Making sounds and music myself*

**Encourage me to  
make patterns on  
sounds makers and  
musical instruments**

Card  
10



- Encourage me to transfer my interest in making patterns in sound by giving me musical instruments to tap instead
- Help me understand the pattern of the black notes or white notes by labelling the keys with colours or letter or both
- Show me patterns on the keyboard, such as going up all the white notes, or going up all the black notes
- Tap simple rhythms on the keyboard using one note, and see if I copy
- Can I play some of the patterns of the instruments in All Join In?

*Some autistic children (like me!) may find the sounds everyday objects make are fascinating - perhaps more important to me that the usual function of the objects*



Interactive

Level 3

*Making sounds and music with others*

**Echo the sounds I  
make with my voice  
and give me time to  
copy yours**

**Card  
11**



- **Copy the sounds that I make with my voice**
- **Give me time to think about what I've just heard - it might take me a while to realise that I'm in control**
- **Sit me in a circle of three or four people; one makes sound with their voice, then next person copies... and round the sounds goes**

**Card  
11**

*Like lots of autistic children, I may well like to copy the sounds you make ('echolalia')*

*This is a normal stage of development, but I may stay in it for a while*

*The important thing is to encourage 'give and take' - so the interaction isn't just one way*



Interactive

Level 3

*Making sounds and music with others*

**Copy the sounds I make  
with everyday object  
and instruments and  
encourage me to copy  
what you do**

Card  
12



- Copy sounds and patterns I make on instruments or other sound-makers
- Encourage me to play along with you in synchrony
- First use a sound-maker or instrument that is the same as mine...now use a different instrument to copy the same patterns and then swap!
- Sit me in a circle of three or four people; one makes sound with an instrument then next person copies... and round the sounds goes
- **Grab an instrument and play along together to the 'All Join In' song**

Card  
12

*Encourage me to copy you by making a sounds on an object or instrument I have made before...I may not need much encouragement*

*Gradually make the context more 'musical' by using only instruments*



Reactive

Level 4

*Listening and Responding*

**Sing short,  
everyday phrases  
to me**

**Card  
13**



- Listen to the communication songs with me and show me that you can sing them too....
- **Sing the 'Hello' song with me using my name**
- Then try goodbye
- Next show me how to sing 'yes please' and 'no thank you'
- Show me that it is my turn by giving me the echo microphone

Try learning phrases that you can use for people's names, activities and places

Card  
13



Reactive

Level 4

*Listening and Responding*

**Play me repeating  
patterns on  
instruments, sound  
makers and with  
technology**

Card  
14





- Play me simple patterns on a drum or tambourine, like 'rat-a-tat-tat' on the drum (or on the keyboard)
- Play me patterns of three or four notes on the keyboard like 'C-D-E, C-D-E, C-D-E' or in numbers such as '1-2-3,3-2-3,4-3-2-1'
- Sing or play familiar patterns for me that I know from my favourite songs, TV Programmes, adverts or toys
- Take turns with me playing the instruments in the 'All Join In' song

Make recordings of everyday patterns then of you playing them, so I can work out the connection in my own time



Proactive

Level 4

*Making sounds and music myself*

**Give me that  
microphone!**

Card  
15



- **Encourage me to sing short bursts of music I've been hearing from the communication songs**
- **Show me that you're pleased when I try to do it!**
- **I might find using a microphone and amplifier motivating**
- **Try putting different effects on my voice, such as echo or reverb**
- **Remember I might want to move when I sing**
- **Let us take turns, to show me that we can sing the same thing**

*Once I'm confident,  
turn it up loud!*

*Record what I do and  
let me hear it back*



Proactive

Level 4

*Making sounds and music myself*

**Help me to play  
short musical  
phrases on  
instruments**

Card  
16



- **Place your hand under mine and show me how to make short rhythms on percussion instruments**
- **Show me how to play short, simple patterns on the keyboard**
- **Start with simple, rhythmic patterns that stay on the same note**
- **Now introduce patterns that use two or three notes and that start on C**
- **Its fine for me to use one finger to start with...then encourage me to use my thumb and other fingers too**
- **Help me create my own songs, going up '1-2-3-4-5' and singing my name (Sing a song for...)**

*Encourage me to copy what you do by looking and listening*

*I may like to learn on my own by looking and listening to recordings of you playing*

*I may find it helpful if you refer to the names of the notes (with stickers or colours)*

*Record what I do for me to see!*



Interactive

Level 4

*Making sounds and music with others*

**Play ‘call and response’  
games with me using  
your voice**

**Card  
17**



- When I sing short patterns of sounds, copy what I do
- Encourage me to do the same
- Play 'call and response games' - you could use some of the communication songs, like 'What's your name?...My name is Jack'
- Play the game with other people in a small circle - one person could be the leader for others to follow, or you could play 'pass the pattern' from one person to another
- Sing the first part of a song and let me finish
- Take turns filling-in the parts of songs, such as the animal sounds in 'Old MacDonald', or from the communication songs

*At first, I may just copy what you do, so you could model the interaction with others*



Interactive

Level 4

*Making sounds and music with others*

# Play 'call and response' games with using instruments

Card  
18



- Encourage me to make short rhythms using a drum or tambourine, and copy what I do
- Then swap over - see if I will copy you
- Next, instead of copying me exactly, change the pattern slightly (like a 'question and answer')
- Now try playing the same game on the keyboard
- Now take turns: I play something, you play something, I play something, you play something etc. - hooking the patterns together to start to make music together over time

*Perhaps try rhythms on one note at first...Then use little phrases of two or three notes*

Reactive

Level 5

*Listening and Responding*

**Sing me lots of  
different songs with  
simple structures  
that I can  
understand**

Card  
19





- **Sing me the 'All Join In' and 'Hello' songs**
- **Start with children's songs with actions to help make the structure clear, such as 'The wheels on the bus'**
- **Let me finish your songs and sentences**
- **Try folk songs and working songs from your culture, like 'What shall we do with the drunken sailor?'**
- **Gradually sing longer and more complicated songs**

*You can also sing pop songs (which often have simple structures) like 'We will rock you' and 'Hallelujah'*



Reactive

Level 5

*Listening and Responding*

**Play me recordings of  
simple instrumental  
pieces that I can follow  
and take me to hear all  
sorts of music in different  
places**

Card  
20



- Hum the songs I know and then play me instrumental versions of the same songs (available on the internet, e.g. YouTube or Spotify)
- Play me instrumental pieces that have a lot of simple repetition like 'Can Can'
- See if we can maintain a beat to my favourite song, using the percussion instruments.
- Encourage me to use the right instruments in the 'All Join In' songs
- Let me hear street musicians and buskers
- Play me music that tells a story like 'Peter and the wolf' and 'The Sorcerer's Apprentice'

*Try taking me to all kinds of relaxed performances, such as classical music and musicals*



Proactive

Level 5

*Making sounds and music myself*

**Encourage me to  
sing songs on my  
own**

Card  
21



- **Give me lots of praise and encouragement when I sing!**
- **Help me to sing songs together that teach me about my body, such as 'Head, Shoulders, Knees and Toes'**
- **Show me that I'm in control: do the actions to the songs that I sing**
- **Show me what fun it can be to sing for different family members**

*I might just like singing in on my own at first, and feel a bit shy if I think other people are listening*

*Record what I do, so I can watch later*



Proactive

Level 5

*Making sounds and music myself*

**Help me to play what  
I sing**

Card  
22



- Help me play simple songs that use only a few notes like 'Mary had a little lamb', or 'Oh when the Saints'
- **Can I play the All Join In song on the keyboard?**
- Show me using my preferred style of learning - for example using a simple 'score', written out letters or colours
- I may prefer to just copy what you do, a bit at a time...Or I may like to watch how to play using a recording on a tablet
- Once I'm confident, turn it up loud, and encourage me to play for other people!

*Don't forget to record what I do from time to time, and let me see and listen*



Interactive

Level 5

*Making sounds and music with others*

**Sing songs with me that  
I love over and over  
again!**

Card  
23



- Encourage me to sing songs with you
- I may find it easier to move when I sing, and when some plays claps a beat (and, if possible, plays chords as an accompaniment)
- Find backing tracks or accompaniments on the internet for me to sing along to (e.g. on YouTube or Spotify)
- Try singing rounds with me like 'London's burning' and 'Frère Jacques' - someone else can help me with my part at first

*I might well like to sing  
the same song over and  
over again - but that's  
fine - its just the way I  
like to learn things*

Interactive

Level 5

*Making sounds and music with others*

# Let me join your band!

Card  
24





- **Start by doing something together with me - it could be a tune on the keyboard, or a pattern on the drum**
- **Then, try playing a simple accompaniment while I carry on playing my part**
- **Try to make up new tunes together, with or without words**
- **Encourage me to improvise**

*Give me the chance to make music with other children - it might be easier if they are a bit older than me at first*