

LPA Year 1: Music & Phonological Awareness



CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

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Aims

- To increase understanding of skills progression in music at Early Level
- To raise awareness of the wider benefits of music in Early Years
- To increase understanding of links between music and early literacy development
- To explore approaches for developing music and literacy skills at Early Level
- To increase staff confidence in the delivery of music in Early Years establishments



Agenda

9:30-10:30

- Learning in and through music
- CREATE Music Early Level Tracker
- Introduction to the wider benefits of music
- Links between music and language

10:30 - 10:45 Break

10:45 – 12:00

- Practical approaches to developing music and phonological awareness skills
- Where to access CREATE Resources
- Evaluation

What is Glasgow CREATE?

As part of Glasgow's Improvement Challenge, Glasgow CREATE was established by Glasgow Education Services to raise the profile of Expressive Arts and Creativity and to support schools to raise attainment and achievement across the curriculum through thinking differently.

CREATE Music is a partnership between Education Services, Instrumental Music Service, Youth Music Initiative and Partnership Projects supporting all Primary, Secondary and Early Years Establishments in our City.





Why do we engage children in musical activities?

Principles and Practice - Key aims of learning in the Expressive Arts

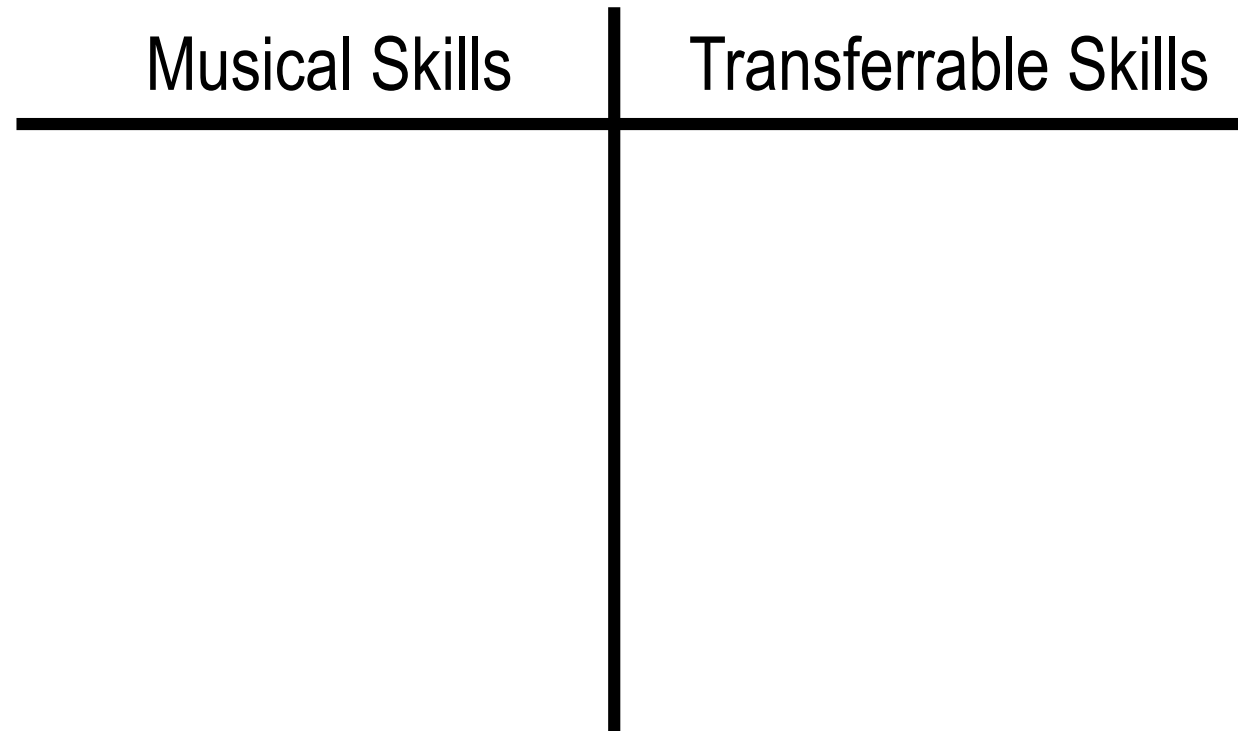
Learning in, through and about the expressive arts enables children and young to:



- Be *creative* and *express themselves* in different ways
- Experience *enjoyment* and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important *skills*, both those specific to the expressive arts and those which are *transferable*
- Develop an *appreciation* of aesthetic values, identities and ideas and, for some, prepare for *advanced learning in future careers* by building foundations for excellence in the expressive arts.

(CfE Building the Curriculum 1)

What skills do we develop *in* and *through* music?



Music Concepts

Pulse/beat: the 'heart beat' of a piece of music; a regular unit of time.

Rhythm: a pattern of sounds in time which can be long or short or of equal duration.

Pitch: the degree of highness or lowness of a sound, i.e. higher or lower notes in a melody.

Dynamics: the loud or soft passages in a piece of music.

Tempo: the speed of a piece of music.

Timbre: the tone quality of a voice or an instrument.



Listening & Responding

Creating

Performing



Glasgow Framework for Expressive Arts

Music at Early Level

Framework for Expressive Arts Music



Early Level

First Level

Second Level

Teacher CLPL

Early Level Tracker: Music

Music	EXA 0-16a Support & guidance	Sing individually and as part of a group.	Differentiate between a speaking and singing voice.	Sing with some understanding of pitch (higher and lower).	Sing/chant with a louder or quieter voice.	Sing/chant at a faster or slower tempo.	Keep the beat with actions.	Walk to the beat.				
	EXA 0-17a Support & guidance	Begin to internalise single words or short phrases in familiar songs/rhymes.	Clap the rhythm of a known song/rhyme (ta, te, te, ta rest).	Follow simple pictorial rhythm notation for a known song/rhyme.	Use some percussion instruments to keep a steady beat.	Use some percussion instruments play along at a slower or faster tempo.	Use some percussion instruments to tap back a simple rhythm.	Use some percussion instruments play the rhythm of a known song/rhyme (ta, te, te, ta rest).				
	EXA 0-18a Support & guidance	Experiment with the voice to create different sounds e.g. speaking, singing, whispering, humming.	Begin to identify and name some tuned and untuned percussion instruments.	Show respect for instruments in the classroom.	Develop basic techniques for playing some untuned and tuned percussion instruments.	Experiment with and talk about the sound quality (timbre) of different percussion instruments e.g. shake, tap, ting, boom.	Use percussion instruments to accompany songs and play along keeping a steady beat.	Use tuned and untuned percussion instruments to begin to explore tempo and dynamics.	Use tuned percussion instruments to begin to explore pitch.	Use digital technology to capture short recordings of sound or performances.	Use digital technology to listen back to recordings of sounds or performances.	Respond to recordings of own or others' work by sharing thoughts and feelings.
	EXA 0-19a Support & guidance	Explore sounds made by a range of tuned and untuned percussion instruments and everyday objects.	Use voice, body, instruments and everyday objects to create loud/quiet sounds, fast/slow sounds, high/low sounds.	Begin to recognise the timbre of some percussion instruments: shake (e.g. maraca), tap (e.g. claves), ting (e.g. triangle), boom (e.g. tambour).	Listen to and talk about sounds heard in everyday environments e.g. classroom, playground, street.	Listen to soundscape recordings from different environments (e.g. beach, underwater, city) and respond by sharing thoughts and feelings.	Work individually or with a group to create own soundscapes and sound effects in response to a variety of stimuli e.g. sounds, pictures, stories, videos.	Follow a leader to perform an improvised or rehearsed soundscape / sound picture / sound story using body percussion, voice, instruments and everyday objects.	Explore rhythm by copying and creating short patterns of sounds using voice, body, instruments or objects.			
	EXA 0-01a Support & guidance	Understand the importance of being a good listener and listen appropriately to the views of others.	Comment on own and others' work, celebrating success and giving some suggestions on how to improve.	Listen to a range of live and/or recorded music, sharing thoughts and feelings, attempting to give reasons for likes and dislikes e.g. 'I heard...'; 'I liked it because...'; 'It made me think of...'	Begin to link emotions with music e.g. 'It made me feel...happy/sad/scared because...'	Listen to different styles of music from Scotland and other cultures and begin to identify simple musical concepts e.g. familiar instruments and voices, fast/slow, loud/quiet, high/low.	Demonstrate a steady beat with an instrument, body percussion or movement when listening to a piece of music.	Express a response to music through other areas of Expressive Arts (Art & Design, Drama, Dance) e.g. creating a simple sequence of movements, demonstrating facial expressions and drawing or mark making.				
EXA 0-01a Support & guidance	Participate in a musical performance to the class, parents or in the community.	Develop basic performance techniques, for example: confidence, concentration and following a leader.	Experience live performance as an audience member e.g. at other class performances, visiting musician/theatre group performances and visits to theatres/concert halls.	Develop ability to listen and concentrate on a short performance.	Celebrate the achievement of others at a performance.							

◀

Early Level: Music

E & O: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)

🏠

Teaching Strategies and Approaches

Use of the voice and singing with an understanding of pitch

- Using visuals to support, model use of the voice in different ways and learners engage through call and response e.g. 'Have you got your speaking/singing/loud/quiet voice?'
- Model the use of a 'singing voice' for singing songs and a 'speaking voice' for chanting rhymes.
- Select songs and rhymes which are short and repetitive and teach by breaking down into chunks e.g. line by line, using call and response.
- Select songs within a pitch range which is manageable for children to sing – children have a very limited range (middle D to the B above). A chime bar is useful for finding an appropriate starting pitch.
- Encourage learners use movement to show the change in pitch (higher and lower) as they sing simple songs.
- Using call and response, learners should hear and repeat short phrases from familiar songs at, or close to, the same pitch
- Model and encourage learners change their voice and sing songs using different dynamics (louder and quieter).
- Create opportunities for learners to sing words or short phrases individually during singing games e.g. singing their name.
- Introduce learners to the concept of internalising by asking them to sing/say single words or phrases from familiar songs and rhymes 'in their head' using a 'thinking voice'. A cone/finger puppet can be used to indicate when to sing out loud and when to sing in their head.

Developing awareness of beat and rhythm

- Model a steady beat/pulse using body percussion, actions or a percussion instrument.
- Provide opportunities for learners to develop their sense of pulse by keeping a steady beat with movement e.g. using simple actions, marching on the spot or walking, clapping their hands or tapping their knees.
- Support learners to understand the concept of pulse/beat in music by relating it to the regular pulse/heartbeat in our bodies - learners can tap heart shapes to the beat whilst singing/chanting to reinforce this concept.
- Give learners opportunities to experience beat at different tempos by singing/chanting a song/rhyme faster or slower.
- Support learners to keep a steady beat using a percussion instrument, e.g. claves or drum, while singing a simple song.
- Introduce rhythm to learners as patterns of short and long sounds – model and ask learners to copy rhythm patterns by clapping the rhythm of words from short, repetitive rhymes.
- Support learners to understand both concepts by combining beat and rhythm when chanting a rhyme e.g. half the group can keep a steady beat on their knees, while the other half clap the rhythm.
- Introduce the rhythm names for 1 beat (ta) 2 half beats (te te) using familiar rhymes with a repetitive rhythm e.g. Buster Buster, Engine Engine.
- Provide opportunities for learners to follow pictorial symbols which represent the rhythm of a familiar and repetitive rhyme.

End of Level Benchmarks

- Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, nursery rhymes and songs with actions.
- Uses instruments such as drum, claves, chime bar to play along to a range of music styles.

Interdisciplinary links

LIT 0-01a / LIT 0-11a / LIT 0-20a
LIT 0-02a / ENG 0-03a
ENG 0-12a / LIT 0-13a / LIT 0-21a
MNU 0-02a, MTH 0-13a
HWB 0-10a, HWB 0-11a, HWB 0-14a
HWB 0-21a, HWB 0-22a, HWB 0-23a
SOC 0-04a
RME 0-04a

Classroom Resources




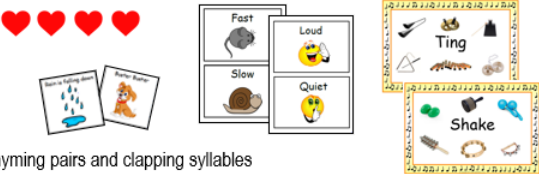
Teacher Resources

Lesson Plans & Activities

Music & Literacy Materials

Audio Recordings

Glossary of Terms

Early Level Music: Classroom Resources (EXA 0-16a)	
<p>Props</p>	<p>Props can be used during group singing games and be displayed in a music area to support learners during play:</p> <ul style="list-style-type: none"> • Large piece of stretch lycra fabric or a parachute • Pop-up cone puppet • Finger puppets • Hand puppets / soft toys • Floor spots / hoops • Ball • Nursery rhyme and story props/characters 
<p>Instruments</p> <p>Full Instrument Glossary</p>	<p>A full class set of:</p> <ul style="list-style-type: none"> • Small claves • Egg shakers or mini maracas  <p>A selection of tuned and untuned percussion instruments for exploring different sounds:</p> <ul style="list-style-type: none"> • Tambour (hand drum) • Lollipop drum & beater • Tambourine • Wood block or agogo block & beater • Guiro • Bells • Different sized triangles & beaters • Chime bar set / xylophone / glockenspiel with beaters 
<p>Printable Resources</p> <p>Download printables</p>	<p>Flashcards can be used as visuals during group singing games and be displayed in a music area to support learners during play:</p> <ul style="list-style-type: none"> • Concept flashcards – fast/slow, loud/quiet, high/low • 4x heart cut outs (to represent the beat/pulse) • Rhythm flashcards (pictorial) • Singing voice, speaking voice, thinking voice visuals • Instrument sound cards – shake, tap, ting, boom • Song title cards with visuals • Song/rhyme lyrics displayed with visuals • Pictures of objects/animals for identifying alliteration, rhyming pairs and clapping syllables 
<p>Digital Technology</p>	<ul style="list-style-type: none"> • Speaker • iPad • Headphones

Early Level Music: Teacher Resources	
<p>Books</p>	<ul style="list-style-type: none"> • <i>Singing Games and Rhymes for Early Years, Books 1 & 2</i> (National Youth Choir of Scotland) • <i>The Music Handbook and Jolly Music Big Book - Beginners</i> (C. Rowse & D. Vinden) • <i>The little book of music and movement</i> (J. Harries) • <i>The little book of sound ideas</i> (J. Harries) • <i>The little book of junk music</i> (MacDonald & Hardy) • <i>The little book of rhythm and raps</i> (Harries & Evans) • <i>Singing Phonics, Books 1 & 2</i> (H. MacGregor & C. Birt) • <i>Games ideas and activities for Primary Music</i> (D. Minto) • <i>How to teach primary Music: 100 inspiring ideas</i> (Whewey, Miles & Barnes) • <i>Supporting Musical Development in the Early Years</i> (Pound & Harrison)
<p>Online resources & digital tools</p>	<p>Websites</p> <p>Apps</p>
<p>Other resources</p>	<p>Hand sign & notation guide</p> <p>Graphic Score Guide</p>

Glasgow Framework for Expressive Arts

Music at Early Level

Look at the Early Level tracker you have as a printed handout and discuss:

- Do you think this would support you and other staff to plan, deliver and assess music activities?
- Is there anything on the tracker that you would like further explanation of?

Early Level Tracker: Music								
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What are the wider benefits of music education?



Dr Anita Collins

Music Education and the brain

<https://youtu.be/R0JKCYZ8hng>

Music is a more
potent instrument
than any other for
education.

Plato

WWW.STOREMYPIC.COM

The wider benefits of music

“The research shows there is compelling evidence for the benefits of music education on a wide range of skills including: **listening skills** which support the development of **language skills**, awareness of phonics and enhanced literacy; spatial reasoning which supports the development of some **mathematical skills**; and where musical activities involve working in groups a wide range of personal and **social skills** which also serve to enhance **overall academic attainment** even when measures of intelligence are taken into account.”



Hallam S. (2015) *The Power of Music a research synthesis of the impact of actively making music on the intellectual, social and personal development of children and young people*

Active engagement with music plays a major role in developing aural perceptual processing systems which facilitate the encoding and identification of speech sounds and patterns...

*...the **earlier the exposure** and the **greater the length** of participation the **greater the impact**. **Transfer of these skills is automatic** and there is now accumulating evidence that this contributes not only to language development but also to literacy.*

Hallam (2015)



Phonological Awareness

“Phonological awareness is the ability to hear and play with or manipulate the sounds of spoken language.” Kay (2016)

“Phonological awareness instruction involves no print...Though phonological awareness is an essential foundation for reading, it is a listening skill, not a reading skill.” Hougen (2016)



“Phonological ability in pre school children is one of the biggest predictors of later success in reading ability.” Bradley & Bryant

Participation in musical activities can promote skills required for literacy development:

- Vocabulary
- Speech
- Conversation – call and response
- Auditory memory and Internalising
- Sound-symbol association
- Concepts of print
- Listening
- Auditory discrimination and Phonological Awareness



Maria Kay (2013) *Sound Before Symbol: Developing Literacy Through Music*

CfE Benchmarks - Expressive Arts (Early Level)

<p>Music</p>	<p>I enjoy singing and playing along to music of different styles and cultures.</p> <p style="text-align: right;">EXA 0-16a</p> <p>I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.</p> <p style="text-align: right;">EXA 0-17a</p> <p>Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.</p> <p style="text-align: right;">EXA 0-18a</p>	<ul style="list-style-type: none"> • Participates actively and uses his/her voice in singing activities from a range of styles and cultures, for example, <u>nursery rhymes and songs</u> with actions. • Uses instruments such as drum, claves, chime bar to play along to a range of music styles. • Shares thoughts and feelings about music experiences such as live and/or recorded music, peer nursery rhyme performances, school concerts, giving reasons for <u>likes and dislikes</u>. • Shares views and <u>listens appropriately to the views of others</u>, for example, states if the music is fast/slow or loud/quiet. <p>When communicating ideas and feelings through creative music activities:</p> <ul style="list-style-type: none"> • uses <u>voice to explore sound and rhythm</u>, for example, hums, whispers, sings; • chooses <u>different musical instruments</u> to play such as chime bar, drum or body percussion, exploring sound and rhythm by, for example, <u>clapping, tapping</u>; • uses technology to capture sound, for example, audio recorders, microphones, apps and other software.
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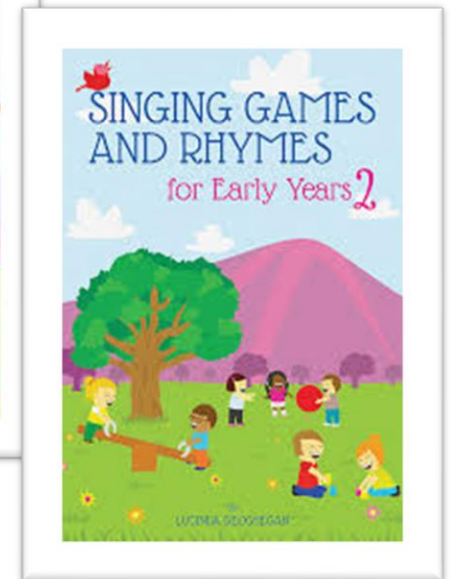
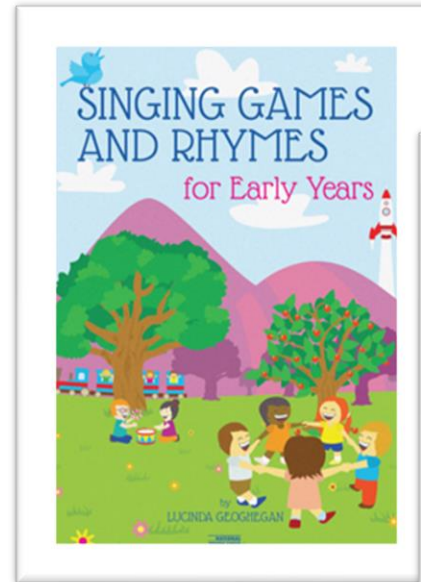
CfE Benchmarks – Literacy and English (Early Level)

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<p><i>I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a</p>	<ul style="list-style-type: none"> • Hears and says <u>patterns</u> in words. • Hears and says rhyming words and generates <u>rhyme</u> from a given word. • Hears and says the different single <u>sounds</u> made by letters. • Hears and says letter blends/sounds made by a combination of letters. • Participates actively in <u>songs, rhymes and stories</u>. • Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator. • Engages with and enjoys watching, reading or <u>listening to different texts, including stories, songs and rhymes, and can share likes and dislikes</u>. • Engages with stories and texts in different ways, for example, retelling/re-enacting stories and/or using puppets/props.
		<p><i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> LIT 0-01b / LIT 0-11b</p>	
		<p><i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> LIT 0-01c</p>	

The Kodály Method

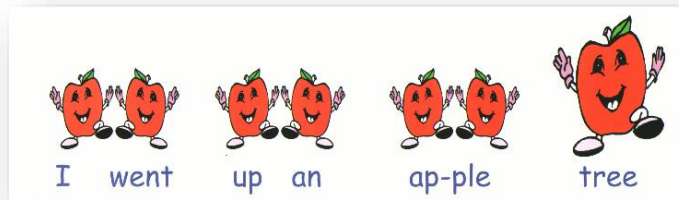
- An approach based on teaching, learning and understanding music through the experience of singing.
- Accessible to all without the technical demands of an instrument.
- Children learn through singing games and play.
- Clear progression of musicianship skills relating to pulse, rhythm, pitch and musical notation.

“Music should be for everyone”



Music and Phonological Awareness

Musical Skills	Phonological Awareness Skills
<ul style="list-style-type: none"> ➤ Keep a beat ➤ Tap/clap a rhythm ➤ Pitch discrimination ➤ Identify instrument sounds ➤ Respond to tempo and dynamics 	<ul style="list-style-type: none"> ➤ Listening ➤ Rhyme Awareness ➤ Syllabic Awareness ➤ Initial Sound Awareness

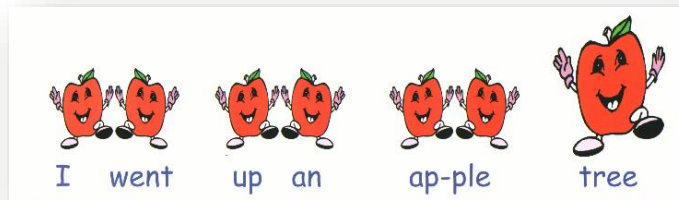


Take a break...



Music and Phonological Awareness

Musical Skills	Phonological Awareness Skills
<ul style="list-style-type: none"> ➤ Keep a beat ➤ Tap/clap a rhythm ➤ Pitch discrimination ➤ Identify instrument sounds ➤ Respond to tempo and dynamics 	<ul style="list-style-type: none"> ➤ Listening ➤ Rhyme Awareness ➤ Syllabic Awareness ➤ Initial Sound Awareness





Access via CREATE Glow Tile

The screenshot shows a 'My Launch Pad' interface with a grid of application tiles. At the top left is a grey button labeled 'My Launch Pad' and a green button labeled 'Edit Launch Pads'. The grid contains the following tiles:

- Add**: A white tile with a green 'Add' button.
- Mail**: A tile with the Microsoft Office 365 logo and the text 'Mail' and 'Microsoft Office 365'.
- OneDrive**: A tile with the OneDrive logo and the text 'OneDrive' and 'Microsoft Office 365'.
- CREATE**: A tile with the 'CREATE' logo and the text 'EXPRESSIVE ARTS FRAMEWORK & TEACHER RESOURCES' and 'CREATE Expressive Arts Framewo...'. This tile is circled in green.
- Google Classroom**: A tile with the Google Classroom logo and the text 'Google Classroom' and 'G Suite'.
- Singing to Learn, Learning to Sing**: A tile with a colorful logo of children singing and the text 'Singing to Learn, Learning to Sing' and 'Education Scotland'.
- Microsoft Teams**: A tile with the Microsoft Teams logo and the text 'Microsoft Teams' and 'Microsoft Office 365'.
- SharePoint**: A tile with the SharePoint logo and the text 'SharePoint' and 'Microsoft Office 365'.

NEWS CREATIVITY ART & DESIGN DANCE DRAMA MUSIC **FRAMEWORK** CLPL

CREATE



CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

Glasgow's **Framework for Expressive Arts** provides support and guidance for teaching Art & Design, Dance, Drama and Music, including a clear progression of skills, lesson plans and links to online resources.







[Art & Design](#) [Dance](#) [Drama](#) [Music](#) [Overview](#)

Search the Framework



Music and Phonological Awareness Activity Pack









Buster Buster (syllables)


Experience and Outcomes: I enjoy singing and playing along to music of different styles and cultures (EXA 0-16a)
I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn (LIT 0-01a / LIT 0-11a / LIT 0-20a)

Activity
Aim: The aim of this activity is to help children develop their understanding of rhythm and syllabic awareness through chanting and clapping/tapping the words of a well-known rhyme. This activity also aims to promote sound-symbol correspondence and concepts of print with the use of simple pictorial rhythm notation.

Song/Rhyme:


 Buster Buster climb a tree,
 Buster Buster pat your knee,
 Buster Buster blow a kiss,
 Buster Buster do not miss!

Audio recording / video link




Description:

- Before attempting this activity, the children should be very familiar with words and actions for this rhyme. Please refer to the activity ['Buster Buster \(rhyme\)'](#) if introducing this rhyme for the first time.
- Recap the rhyme by chanting it through together keeping a steady beat with the actions – as before, children can take turns using the dog puppet/soft toy to perform the actions.
- Explain that, this time, you are going to clap the words of the rhyme – this is called the rhythm. The beat/pulse is always steady and stays the same, whereas the rhythm pattern can change. The rhythm sits on top of the beat and is made up of longer and shorter sounds. Using call and response, say the words and clap (or tap with claves) the rhythm of each line like this: Bus-ter bus-ter climb a tree
- Choose individual words from the rhyme for the children to say, clap and count the syllables e.g. 'bus/ter' or 'tree'. For an extra challenge, the children can say the rhyme in a 'thinking voice' (in their head) while clapping/tapping the rhythm.

Extension:

- Introduce the pictorial rhythm notation for this rhyme and demonstrate how the rhythm of the words is represented by the symbols e.g. 2 dogs = 2 short taps (te-te), 1 dog = 1 longer tap (ta). Ask the children one at a time to point to the symbols, matching the rhythm from left to right, as they say the rhyme.



Bus-ter Bus-ter climb a tree

Skills from CREATE Music Tracker (Early)

- Keep the beat with actions
- Begin to internalise single words or short phrases in familiar songs/rhymes.
- Clap/use instruments to play the rhythm of a known song/rhyme
- Follow simple pictorial rhythm notation for a known song/rhyme

Skills from Literacy for All Tracker (Early 2)

- Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory
- Enjoy exploring, identifying and generating rhyme
- Listen to, distinguish and identify syllables in familiar one to three syllable words
- Begin to develop confidence with book handling skills e.g. holding book correctly, print directionality and mimic reading habits

Resources

- Dog puppet/soft toy
- Claves
- [Pictorial rhythm flashcards](#) (optional)



Music and Literacy at home!

1

Listen to the song here!



Copy Cat



Copy cat copy cat
Sitting on the door mat

- Choose an action to keep the beat while you sing this song and ask someone to copy you! Change the action each time you repeat the song e.g. clap your hands, march your feet, wave your arms.
- Can you hear a word in this song that rhymes with cat? Can you think of any more words that rhyme with cat?
- Can you change the word 'copy' for another word starting with the same sound? Like curly, cool or cute?

Listen to the rhyme here!



Engine Engine



Engine engine number nine
Going down the Glasgow line
If the train goes off the track
Will I get my money back?
Yes, no, maybe so!

- Pretend to make a train with your family and march around the room to the beat while you chant this rhyme.
- Can you hear the two rhyming pairs?
- Can you clap the rhythm of the words like this?

En/gine en/gine num/ber nine
Go/ing down the Glas/gow line



Music and Literacy at home!

2



Touch Your Shoulders

Touch your shoulders touch your knees
Raise your arms and drop them please
Touch your ankles touch your toes
Pull your ears and touch your nose

Listen to the song here!



- Sing the song and keep the beat with the actions. Try getting a bit faster every time you sing it!
- Choose one of these words to sing 'in your head' this time: knees, please, toes, nose.
- Can you hear a word in this song that rhymes with toes?
- Can you hear a word in this song that rhymes with knees? How many more words can you think of that rhyme with knees?

Listen to the rhyme here!



Buster Buster



Buster, buster climb the tree
Buster, buster pat your knee
Buster, buster blow a kiss
Buster, buster do not miss!

- Chant this rhyme and keep the beat with some actions.
- Can you find two rhyming pairs?
- Can you clap the rhythm of the words like this?

Bus/ter bus/ter climb the tree
Bus/ter bus/ter pat your knee

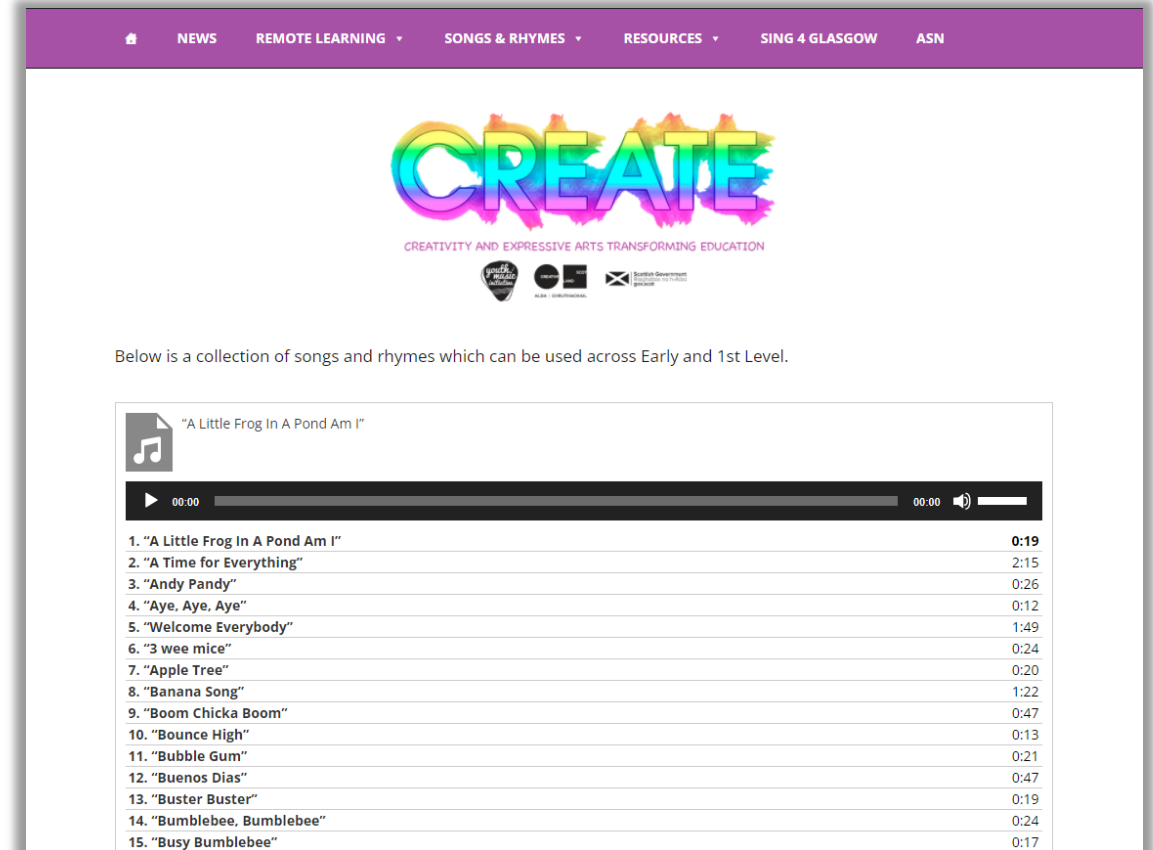
Audio Recordings

- Over 100 Tracks!
- CREATE YMI Website
- Accessible without a Glow login

Scan the QR code or click the link to access the audio recordings.



<https://blogs.glowscotland.org.uk/gc/createymi/songs-rhymes/>



Below is a collection of songs and rhymes which can be used across Early and 1st Level.

"A Little Frog In A Pond Am I"	
1. "A Little Frog In A Pond Am I"	0:19
2. "A Time for Everything"	2:15
3. "Andy Pandy"	0:26
4. "Aye, Aye, Aye"	0:12
5. "Welcome Everybody"	1:49
6. "3 wee mice"	0:24
7. "Apple Tree"	0:20
8. "Banana Song"	1:22
9. "Boom Chicka Boom"	0:47
10. "Bounce High"	0:13
11. "Bubble Gum"	0:21
12. "Buenos Dias"	0:47
13. "Buster Buster"	0:19
14. "Bumblebee, Bumblebee"	0:24
15. "Busy Bumblebee"	0:17

Video Lessons



[Art & Design Video Lessons](#) – Upper Primary into Secondary

[Dance Video Lessons](#) – Scotland (Early-Second Level)

[Drama Video Lessons](#) – Fairy tales (Early-First Level)

[YMI Music Video Lessons](#) – Early-Second Level & ASN



Resources and Further Reading

Glasgow CREATE Music Skills Development Programme

Singing Games and Rhymes for Tiny Tots (National Youth Choir of Scotland)

Singing Games and Rhymes for Early Years (National Youth Choir of Scotland)

Sound Before Symbol: Developing Literacy through Music (Maria Kay, 2013)

Singing Phonics Book 1 & 2 (H. MacGregor & C. Birt)

Jolly Music Big Book (C. Rowsell & D. Vinden)

The Power of Music (Hallam, 2015)

Relations among musical skills, phonological processing, and early reading ability in preschool children (Anvari, 2002)

Links between early rhythm skills, musical training, and phonological awareness (Moritz, 2013)



Reflection & Evaluation



- What have you found most useful today?
- How could you incorporate music as part of your literacy project?
- How are you going to share this with other staff?

Please scan the QR code to complete the online evaluation form, thank you!



Thank you!



CREATIVITY AND EXPRESSIVE ARTS TRANSFORMING EDUCATION

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