

## Sing and Swing' communication and movement sessions



Sing and Swing provides a familiar, consistent format through which individual pupils or groups (working on the floor, on a one to one basis) can experience and develop engagement and a range of preverbal and interaction skills. Repetitive words (reflecting the active or assisted movements of the whole body / isolated body parts) are set to familiar tunes which are sung by the adults (and verbal pupils) present. This gives opportunity for the songs to be repeated at various tempos, volumes and in different styles, as suggested by the responses of the pupils. Individuals are given space, time and encouragement to join in, and then to investigate, discover and initiate new movements, which are then incorporated into the session. The songs can be sung in any order and repeated as often as appropriate. The session should be led by the pupils and their needs. At Three Ways School, we monitor progress against each pupil's own targets using a recording format based on the CLDD Research Project engagement indicators (Carpenter et al, 2011).

| <b>Words:</b>  | <b>Tune:</b>  |
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| Hello song   | <i>Everyone has their own favourite 'hello' or starter song. Use whatever suits your group / timing / environment. Ours does not have a 'standard tune'!</i>  |
| This is the way we ro-o-ock<br>We rock from side to si-i-ide<br>This is the way we ro-o-ock<br>We're rocking to the music                              | <i>"Here we go round the Mulberry bush"</i><br><br>(Rocking together – face to face is best, if possible)   |
| Bouncing, bouncing up and down<br>Bouncing to the music<br>We are bouncing up and down<br>(BIG PAUSE..... WAIT FOR A REACTION)<br>Bounce to the music! | <i>"Pop goes the weasel"</i><br><br>(Bouncing on adult's knee; or standing and bouncing for those who are able)   |
| We are rolling<br>We are rolling<br>We are rolling<br>To and fro<br>We are rolling<br>We are rolling<br>We are rolling<br>Here we go                   | <i>"We are Sailing"</i><br><br>(For pupils who need assistance to roll, push at shoulder and hip on the word <i>roll</i> . Pupil rolls away from you and then back towards you. More physically able pupils may roll beside the adult across the floor) |

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| <p>We move our arms up and down<br/>Up and down<br/>Up and down<br/>We move our arms up and down<br/>Up and down</p> <p>We move our legs up and down<br/>Up and down<br/>Up and down<br/>We move our legs up and down<br/>Up and down</p> | <p><i>"The Wheels on the Bus"</i></p> <p>(Assist / encourage / model raising of arms and legs. Add different verses as appropriate)</p>   |
| <p>Pat-a-cake pat-a-cake pat pat pat,<br/>Pat on my front and pat on my back,<br/>Shoulders and elbows,<br/>An mark me with 'E' ...<i>(insert initial of each child in turn)</i><br/>And now pat my le-egs, right down to my feet.</p>    | <p><i>"Pat-a-cake bakers man"</i></p> <p>(Pat firmly but gently on body, as directed by song)</p>   |
| <p>We're wiggling our fingers and we're wiggling our toes,<br/>We're wiggling our fingers and we're wiggling our toes,<br/>We're wiggling our ears and we're wiggling our nose,<br/>'Cos wiggling's lots of fun</p>                       | <p><i>"John Brown's Body"</i></p> <p>(Assist / encourage / model wiggling as appropriate)</p>   |
| <p>Now we're lying on the floor,<br/>Whilst we sing a little more.<br/>Quiet and still, we have a rest,<br/>Everyone has done their best.<br/>Now we're lying on the floor,<br/>Whilst we sing a little more.</p>                         | <p><i>"Twinkle, twinkle little star"</i></p> <p>(Everyone lies down / relaxes with their partner. Sing through at least twice. Lying still on the floor is usually the most challenging part!))</p> |