

1000 Follower Giveaway for Music Therapists Working with Young Children

1. Welcoming Intervention:

Potential Goals: socialization, self-awareness, speech skills, reducing anxiety

<u>Adaptations:</u> various movements, substitute in other clients, parents or therapists name, vary volume and speed

<u>Instrument/Prop Suggestions:</u> no instruments to focus on singing only OR drum/shakers

It's Time to	<u>r Musi</u>	<u>C</u>			
C			G		
It's Time fo	r music	c, its time	today		
C		F	G	C	
It's time for	Music	, welcom	e to music to	oday	
С	F	С	G		
Clap hello	to Emn	na, clap h	ello today		
C	F	C	G	C	
Clap hello	to Emn	na, welco	me to music	today	
E			A7		
It's music t	ime, m	usic time,	all around,	all the ti	me
С	F	С	G		
Clap hello	to Emn	na, clap h	ello today		
C	F	C	G	C	
Clap hello	to Fmn	na. welco	me to music	today	



2. Body Awareness:

<u>Potential Goals:</u> improve hand-eye coordination, sensorimotor awareness, bilateral coordination, self-awareness

<u>Adaptations:</u> use various body parts, increase frequency of new body parts, insert more frequent "freeze" sections

Instrument/Prop Suggestions: Velcro bells on wrists OR none

Can Feel the Beat
C G
can feel the beat on my toes, I can feel the beat on my toes
F G C
can feel the beat on my toes, I can feel the beat today
G G
can feel the beat on my knees, I can feel the beat on my knees
F G C
can feel the beat on my knees, I can feel the beat today
CF CF CG G7
feel the beat just like this, I feel the beat just like that
CÉCECG G7
feel the beat just like this, I feel the beat until I freeze!
,
G
can feel the beat on my shoulders, I can feel the beat on my shoulders
F G C
can feel the beat on my shoulders, I can feel the beat today!



3. Gross Motor Movements:

<u>Potential Goals:</u> enhance hand-eye coordination, improve balance, increase endurance and self-control, bilateral coordination

Adaptations: substitute different movements, alter tempo of song

Instrument/Prop Suggestions: none

Whoosh Goes the Wind

 \mathcal{C}

Whoosh goes the wind as were riding on the train

Whoosh goes the wind as were riding on the train

Whoosh goes the wind as were riding on the train F C G G7 C

It goes so fast as were riding on the train

Chug goes the engine as were riding on the train Chug goes the engine as were riding on the train Chug goes the engine as were riding on the train It puffs so hard as were riding on the train

Up and down we go we were riding on the train Up and down we go we were riding on the train Up and down we go we were riding on the train We go so fast as were riding on the train

Toot goes the whistle as were riding on the train Toot goes the whistle as were riding on the train Toot goes the whistle as were riding on the train It blows so loud as were riding on the train



4. Speech & Vocalization

<u>Potential Goals:</u> producing single phonemes, producing consonant or vowel sounds, producing multiple phonemes in a row, copying speech patterns

<u>Adaptations:</u> alter the number of phonemes presented, modify the tempo, leave more space for the client to repeat the phonemes

<u>Instrument/Prop Suggestions:</u> visual cards showing mouth shapes

<u>Henrietta</u>	<u>Hippo</u>					
D	D	G	D	G	Α	D
Henrietta	Henrietta l	Henrietta	Hippo	o, She's	the singing	Kind
D	D	G	D	G	A	D
Henrietta	Henrietta l	Henrietta	Hippo	o, She's	the singing	Kind
D	G	D	,	4	D	
She sings	_	ba ba ba	-	=	pa pa	na
D	G	D	,	4	D Pa	ρα
She sings	la la la,	ba ba ba	a, t	a ta ta	ра ра	pa
D	D	G	D	G	Α	D
Henrietta	Henrietta l	Henrietta	Hippo	o, She's	the singing	Kind
D	D	G	D	G	A	D
Henrietta	Henrietta l	Henrietta	Hippo	o, She's	the singing	Kind



5. Attention & Focus

<u>Potential Goals:</u> turn-taking, following one step directions, self-control, auditory processing, increasing focus

<u>Adaptations:</u> use visual cues for client to select changes in the music, ask for different types of playing

Instrument/Prop Suggestions: drum, tambourine, woodblock or rhythm sticks

Gimme that Beat Beat Beat				
C		C	7	
Gimme that beat beat,	Gimme that	at bea	at beat l	beat
F	G		C	
Gimme that beat beat,	let's all hea	ar the	e beat	
C	C7	F	G7	
Emma plays the drum just I	ike this			
C	C7	F	G7	
Emma plays the drum just I	ike that			
G7				
Oh, let's all hear the beat				
C		C	7	
Gimme that beat beat,	Gimme that	at bea	at beat l	beat
F	G		C	
Gimme that beat beat,	let's all hea	ar the	e beat	
C	C7	F	G7	
Now let's hear the beat nice	e and soft			
C	C7	F	G7	
Now let's hear the beat nice	e and loud			
C		C	7	
Gimme that beat beat,	Gimme that	at bea	at beat l	beat
	Cirrinic tric			
F	G		C	



6. Fine Motor Skills

<u>Potential Goals:</u> finger dexterity, finger strength, hand-eye coordination

<u>Adaptations:</u> using a different prop, substituting different things to do in B section

<u>Instrument/Prop Suggestions:</u> pompoms OR small laminated pictures

When Snowflakes Fall			
A D		Α	
When snowflakes fall, twirli	ng round and	d round	
A	D E	Α	
When snowflakes fall, spinn	ing to the gr	ound	
A D		Α	
When snowflakes fall, twirli	ng round an	d round	
A	D E	Α	
When snowflakes fall, spinn	ing to the gr	ound	
A		D	Α
Clean up the blue ones, let's	clean up th	e blue o	nes
A	E	Α	
Clean up the blue ones and	put them in	the bag	
A D		Α	
When snowflakes fall, twirli	ng round an	d round	
Α	D E	A	
When snowflakes fall, spinn	ing to the gr	ound	
Α	D		A
Pick up 5 more snowflakes,		ore snov	vflakes
A	. E		Α
Pick up 5 more snowflakes a	and put them	າ in the l	oag



7. Relaxation:

<u>Potential Goals:</u> joint attention, sensory stimulation, decreased activity level, sharing, vocalizing

<u>Adaptations:</u> therapist or client plays drum, hold drum over clients head, sing "what do you feel" instead of what do you see

Instrument/Prop Suggestions: ocean drum

<u>Look Through</u>	<u>n the Wave</u>	<u>S</u>					
G					C	D	G
Look through	the waves	, look t	hrough the	waves	, what	do you	see
G					C	D	G
Look through	the waves	, look t	hrough the	waves	, what	do you	see
G	C	G C		D			
In the ocean,	under the	sea, in	the ocean	fish sw	im free	<u> </u>	
G	C		G		(C D	G
In the ocean,	deep down	ı low,	in the ocea	ın swim	nming t	to and f	ro
G			D7				
What do you	see throug	h the v	vaves today	/?			
G		C	G	D			
Emma sees a	fish today,	Emma	sees a fish	today			
G	C		G	,	(C D	G
In the ocean,	deep down	ı low,	in the ocea	n swim	nming t	to and f	ro



8. Closing Intervention:

<u>Potential Goals:</u> provide closure for smooth transition, reduce anxiety, enhance social skills, self-expression

<u>Adaptations:</u> use visual cards for client to choose, parent/therapist also share their favourite part

Instrument/Prop Suggestions: none

What Was Your F	avourite Par	t of Music?
C		F
What was your fa	vourite part	of music?
C	-	G
What was your fa	vourite part	of music?
F C	F	C
What did you like	e? What did	you like?
F	F	G C G7 (hold)
What was your fa	vourite part	of music?
C		F
_	rt was playir	
Your favourite pa	rt was piayii	_
C		. F
Your favourite pa	rt was playir	ng on the drum
F	C F	С
That's what you li	iked, that's v	vhat you liked
F	C	G C
The drum was yo	ur favourite	part of music

