

Rationale for Engaging with the Little Amber Music Scheme (<https://littleamber.ambertrust.org/>) :

1. Developmental Growth:

The Little Amber Music Scheme is carefully designed to support the developmental growth of children with Special Educational Needs and Profound and Multiple Learning Disabilities (SEND/PMLD). By providing tailored activities that target various stages of musical development, the program aims to stimulate cognitive, sensory, and motor skills in a supportive and inclusive environment.

2. Multi-Sensory Experience:

Music is a powerful medium that engages multiple senses simultaneously. The program incorporates a wide range of sensory experiences, including auditory, visual, tactile, and proprioceptive stimuli, to create a rich and immersive learning environment. This multi-sensory approach allows children to explore and interact with music in ways that are meaningful and enjoyable for them.

3. Communication and Expression:

For children with SEND/PMLD, communication can often be challenging. The Little Amber Music Scheme provides opportunities for children to express themselves and communicate with others through music. Whether vocalizing, using gestures, or participating in musical dialogues, children are encouraged to engage in meaningful interactions that foster social connection and emotional expression.

4. Engagement and Motivation:

Music has a unique ability to capture attention and motivate participation. The program offers a variety of engaging activities that cater to the interests and preferences of individual children. By tapping into their natural curiosity and enjoyment of music, the program encourages active participation and promotes a positive attitude towards learning.

5. Inclusive Practice:

Inclusion is at the heart of the Little Amber Music Scheme. The program recognizes the diverse needs and abilities of children with SEND/PMLD and strives to create a supportive and inclusive learning environment where every child can succeed. By offering a range of activities that can be adapted to accommodate different levels of ability, the program promotes equality of access and celebrates the unique strengths of each child.

6. Holistic Development:

Music has been shown to have a profound impact on holistic development, encompassing cognitive, physical, emotional, and social domains. The Little Amber Music Scheme takes a holistic approach to learning, recognizing the interconnectedness of these domains and the importance of addressing the needs of the whole child. Through meaningful musical experiences, the program aims to support children's overall development and enhance their quality of life.

In summary, the Little Amber Music Scheme offers a holistic and inclusive approach to music education for children with SEND/PMLD. By providing multi-sensory experiences, promoting communication and expression, and fostering engagement and motivation, the program aims to enrich the lives of children and support their ongoing development in meaningful and impactful ways.

Level 2 – ‘sounds interesting’	
Session 1: Vocal Exploration	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none">• Gather the children and caregivers in the designated area.• Display the visual timetable with symbols representing each activity.• Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none">• Play recorded sounds of animals, musical instruments, or environmental sounds.• Encourage children to listen attentively and respond with vocalizations or movements.• Use visual and tactile cues to support engagement. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none">• Provide simple sound-making objects such as rattles, bells, or drums.• Encourage children to explore and interact with the objects independently.• Model different ways to produce sounds and invite children to imitate. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none">• Engage in vocal interactions with children and caregivers.• Encourage turn-taking and imitation by creating call-and-response patterns.• Use prompts such as mirroring each other's sounds or creating short musical phrases together. <p>Conclusion (6 minutes):</p>

	<ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Foster interactions between children and caregivers as they reflect on the activities together.
Session 2: Sound Play with Everyday Objects	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Introduce everyday objects that produce sounds such as rattling keys, crinkling paper, or tapping spoons. • Encourage children to listen to the sounds and respond with vocalizations or movements. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Create sensory sound bottles by filling plastic bottles with various materials like rice, beans, or beads. • Provide opportunities for children to shake the bottles and explore different sounds. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Play sound games with caregivers, such as imitating each other's sounds or taking turns making sounds with the objects provided. • Encourage children to engage in vocal interactions with caregivers, responding to their sounds and gestures. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the sounds explored during the session, encouraging children to share their favourite sounds or objects.
Session 3: Outdoor Sound Adventure	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated outdoor area.

	<ul style="list-style-type: none"> • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Play recordings of nature sounds such as birds chirping, leaves rustling, or water flowing. • Encourage children to listen attentively and respond with vocalizations or movements. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Take children outside to explore different textures and surfaces while listening to the sounds of nature. • Provide opportunities for children to touch, feel, and interact with natural materials like grass, soil, or tree bark. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in outdoor sound-making activities such as stomping on crunchy leaves, tapping rhythmically on tree trunks, or splashing in puddles. • Encourage children to vocalize and gesture as they explore the outdoor environment. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the outdoor sounds and experiences, encouraging children to share their observations and favourite moments.
Session 4: Sensory Sound Exploration	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Create sensory sound boxes filled with different materials such as rice, beans, or beads. • Encourage children to explore the textures and make sounds by running their hands through the materials. <p>Proactive Activity (7 minutes):</p>

	<ul style="list-style-type: none"> • Provide musical instruments such as drums, shakers, or xylophones. • Allow children to experiment with the instruments and create their own rhythms and melodies. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in a musical dialogue with caregivers, passing instruments back and forth and responding to each other's sounds. • Encourage children to listen and respond to the sounds created by their caregivers. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the musical sounds explored during the session, encouraging children to share their favourite instruments or sounds.
Session 5: Vocal Play and Interaction	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in vocal interactions with children and caregivers, encouraging turn-taking and imitation. • Use prompts such as mirroring each other's sounds or creating short musical phrases together. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Provide props such as scarves, ribbons, or puppets for singing songs and engaging in movement activities. • Encourage children to use the props creatively as they sing and move to the music. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in vocal storytelling, where children and caregivers take turns adding to a story using vocalizations and gestures. • Use visual cues such as picture cards or storybooks to support the storytelling process. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session.

	<ul style="list-style-type: none"> • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the vocal interactions and storytelling experiences, encouraging children to share their favourite moments.
Session 6: Exploring Natural Sounds	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Play recordings of natural sounds such as bird songs, rustling leaves, or flowing water. • Encourage children to listen attentively and respond with vocalizations or movements. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Take children outside to explore different natural materials such as grass, soil, or rocks. • Provide opportunities for children to touch, feel, and interact with the natural environment. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in a sensory nature walk, where children and caregivers explore the outdoor environment together. • Encourage children to listen for different sounds and point out interesting discoveries along the way. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the outdoor sounds and experiences, encouraging children to share their observations and favourite moments.
Level 3 – ‘copy me, copy you’	
Session 7: Exploring Vocal Patterns	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area.

	<ul style="list-style-type: none"> • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Model vocal patterns using simple syllables such as "ma," "pa," or "da." • Encourage children to listen and imitate the patterns using their own voices. • Provide tactile cues by gently touching children's lips or throats to help them feel the movements involved in producing sounds. • Proactive Activity (7 minutes): • Engage children in making vocal patterns by prompting them with different syllables and encouraging experimentation. • Use physical prompts such as tapping or clapping to support children's understanding of rhythm and timing. • Offer plenty of encouragement and praise as children attempt to produce patterns independently. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in turn-taking vocal patterns with caregivers or peers, passing the pattern back and forth. • Encourage children to listen and respond to each other's vocalizations, fostering social interaction and communication. • Use visual cues such as hand gestures or facial expressions to support understanding and engagement. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the vocal patterns explored during the session, encouraging children to share their experiences and preferences.
Session 8: Movement and Rhythm	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session.

	<p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Model rhythmic movements such as rocking or bouncing while singing simple patterns in sound. • Encourage children to feel the rhythm in their bodies and respond with movements of their own. • Provide gentle physical support as needed to help children synchronize their movements with the music. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Guide children in making rhythmic movements using props such as scarves or ribbons. • Encourage children to explore different ways of moving in response to the music, such as swaying, shaking, or tapping. • Use visual cues such as colour-coded movements to support understanding and engagement. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in partner or group movement activities, such as mirroring movements or passing rhythmic patterns back and forth. • Encourage children to take turns leading and following, promoting cooperation and collaboration. • Use verbal and nonverbal cues to support communication and interaction between children and caregivers. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the movement and rhythm explored during the session, encouraging children to share their favourite movements and experiences.
Session 9: Exploring Sound makers.	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Introduce different types of sound makers such as drums, tambourines, or shakers.

	<ul style="list-style-type: none"> • Encourage children to listen to the sounds produced by each instrument and respond with vocalizations or movements. • Provide opportunities for tactile exploration by allowing children to touch and feel the different textures of the instruments. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Guide children in making simple patterns on the sound makers, tapping, or shaking them in a regular rhythm. • Use visual and auditory cues to support understanding and engagement, such as color-coded patterns or rhythmic chants. • Offer praise and encouragement as children attempt to produce patterns independently. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in group sound making activities, passing instruments or sound makers around in a circle. • Encourage children to listen and respond to each other's sounds, creating collaborative patterns and rhythms. • Use visual cues such as hand gestures or facial expressions to support communication and interaction. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the sound makers explored during the session, encouraging children to share their favourite instruments and sounds.
Session 10: Sound Symbols and Associations	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Introduce sound symbols such as wind chimes or doorbells.

	<ul style="list-style-type: none"> • Encourage children to listen for these sounds in different environments and identify their associations. • Provide opportunities for tactile exploration by allowing children to touch and feel the sound symbols. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Guide children in creating their own sound symbols using everyday objects or instruments. • Encourage children to associate specific sounds with activities or events, such as tapping a spoon before mealtime or ringing a bell before transitions. • Use visual and auditory cues to support understanding and engagement, reinforcing the associations between sounds and actions. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in role-playing activities where children take turns playing different roles and responding to sound symbols. • Encourage children to use sound symbols to communicate their needs or preferences, fostering social interaction and communication. • Use visual cues such as picture cards or gestures to support understanding and participation. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the sound symbols and associations explored during the session, encouraging children to share their experiences and observations.
Session 11: Vocal Turn-Taking	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Model vocal turn-taking by taking turns making sounds with the children.

	<ul style="list-style-type: none"> • Encourage children to listen and respond to each other's vocalizations, waiting for their turn to participate. • Provide praise and encouragement for active listening and participation. <p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage children in structured turn-taking activities, such as passing a sound back and forth between peers or caregivers. • Use visual and auditory cues to support understanding and engagement, such as hand signals or verbal prompts. • Offer opportunities for children to initiate their own vocalizations and responses. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Foster peer interaction by encouraging children to engage in vocal turn-taking with each other. • Provide support and guidance as needed to facilitate communication and collaboration. • Use visual cues such as picture cards or gestures to support understanding and participation. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the vocal turn-taking explored during the session, encouraging children to share their experiences and observations.
Session 12: Sound Exploration with Others	<p>Introduction (3 minutes):</p> <ul style="list-style-type: none"> • Gather the children and caregivers in the designated area. • Display the visual timetable with symbols representing each activity. • Sing the start song together to signal the beginning of the session. <p>Reactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Introduce a variety of sound makers and instruments for children to explore. • Encourage children to listen to the sounds produced by each instrument and respond with vocalizations or movements. • Provide opportunities for tactile exploration by allowing children to touch and feel the different textures of the instruments.

	<p>Proactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Guide children in making simple patterns on the sound makers, tapping, or shaking them in a regular rhythm. • Use visual and auditory cues to support understanding and engagement, such as color-coded patterns or rhythmic chants. • Offer praise and encouragement as children attempt to produce patterns independently. <p>Interactive Activity (7 minutes):</p> <ul style="list-style-type: none"> • Engage in group sound making activities, passing instruments or sound makers around in a circle. • Encourage children to listen and respond to each other's sounds, creating collaborative patterns and rhythms. • Use visual cues such as hand gestures or facial expressions to support communication and interaction. <p>Conclusion (6 minutes):</p> <ul style="list-style-type: none"> • Sing the finish song together to signal the end of the session. • Review the activities using the visual timetable. • Provide tactile or visual cues to indicate that the session is ending. • Engage in a brief discussion about the sound exploration with others explored during the session, encouraging children to share their favourite instruments and sounds.
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