



Music for the Brain

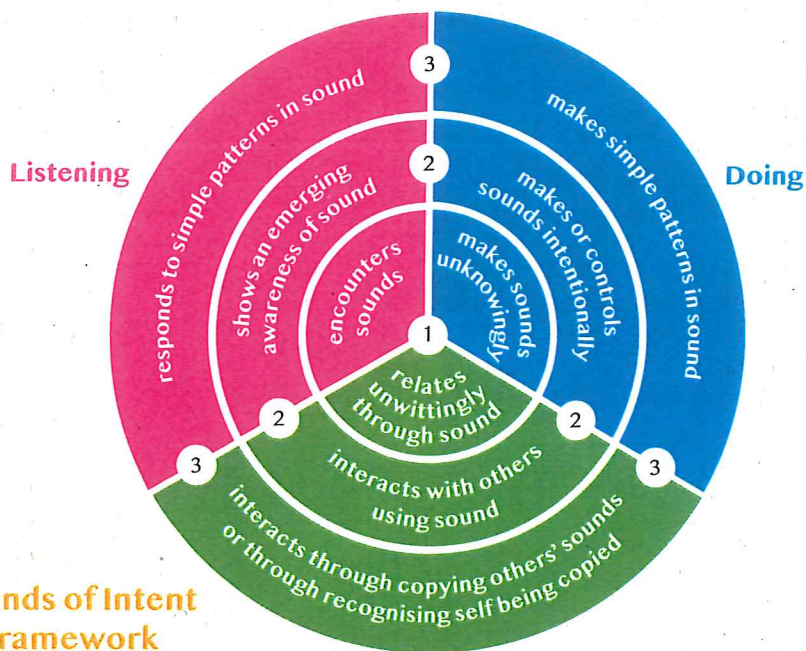
Resources from
The Children's Trust



200 activities
using sound and music
for children and young people with
acquired brain injury and neurodisability
for parents, teachers and carers to use



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Sounds of Intent
Framework
Levels 1-3

Interacting

www.soundsofintent.org

Welcome to **Music for the Brain**, an innovative set of resources developed for The Children's Trust by Sounds of Intent Charity in partnership with the Applied Music Research Centre at the University of Roehampton.

The resources comprise 36 cards, each with six suggestions for activities using music and sound that are appropriate for the developmental level of the child or young person concerned.

The activities relate to Levels 1–3 of the Sounds of Intent framework of musical development:

- Level 1** When a child or young person makes no discernible response to sound and any sound-making that does occur appears to be accidental
- Level 2** When a child or young person responds consistently to sound and shows an evident sense of agency in making sounds
- Level 3** When a child or young person recognises simple patterns in sound, comprising repetition or regular change (shown, for example, through anticipation), and can produce such patterns with clear intentionality, potentially copying what someone else does, and enjoying being copied

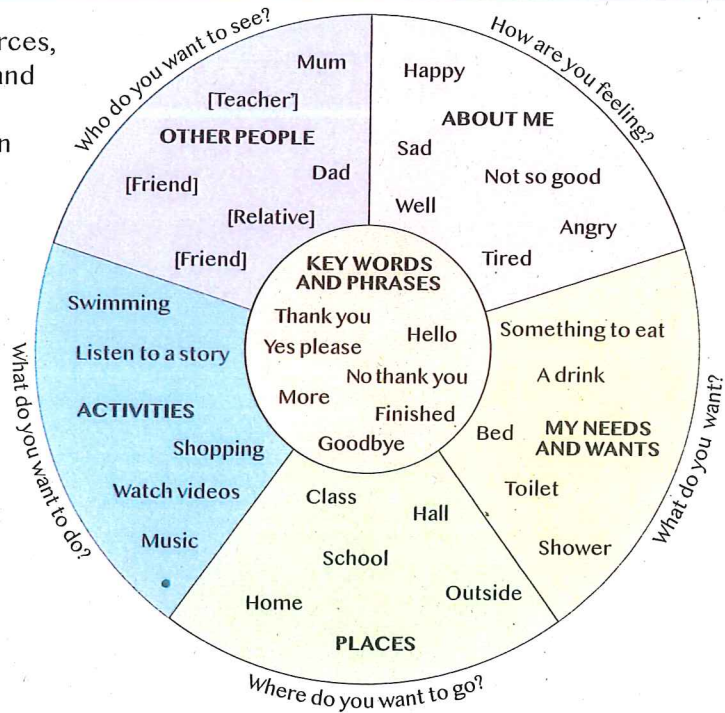
The cards correspond to the three ways in which children and young people can engage with sound and music, through **listening**, **doing** and **interacting**. There are four cards pertaining to each of these three domains of engagement at each of the first three Sounds of Intent levels, making 36 in total.

Use the resources first to assess a child or young person's level of auditory and musical development. Observe whether they respond to any types of sound or music, and, if so, in what contexts. Beyond this, do they seem to recognise simple patterns, by anticipating the continuation of a regular beat, for example? Do they deliberately make sounds themselves, perhaps seeking a response from you, and do they react to the sounds that you make? Beyond this, will they imitate what you do, and do they enjoy being imitated?

Once you have established a child or young person's level of functioning, choose a card at that level, or just beyond it, in order to nurture progress. Be imaginative but systematic in what you try. Keep a note of what works, and when, so others can use this information too. Maintain a video record to share with parents and other carers as appropriate.

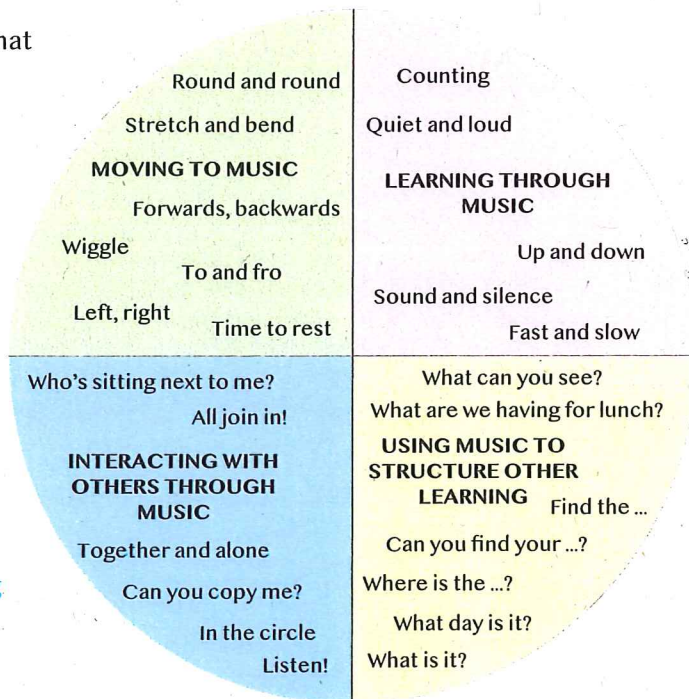
The **Tuning In** resources, consisting of songs and musical activities designed for children and young people with complex needs, will be of value in working with some of those with brain injuries.

There are 27 songs that promote the understanding and use of everyday language:



There are 25 songs that promote wider learning and action:

The **Tuning In** resources are published by Jessica Kingsley and available for purchase, and are freely available to download from The Amber Trust www.ambertrust.org



Level 1

Listening

1

Try making all sort of different sounds to see whether I respond

Be imaginative but systematic, and keep a note of what happens for future reference



Music for the Brain



- Think of all the sounds you can make with your voice: humming, whispering, clicking, whistling
- Remember to get close up to me, so the sounds are clear and focussed
- Make sure that the environment is as quiet as possible, to help me concentrate on your sounds
- Bring me into contact with everyday soundmakers: rusty paper, a tin containing a few dried peas, a jangly bunch of keys, a small string bag with pebbles in
- Use instruments in the same way, so that I am in contact with the drum as you tap it, or the tambourine as you scratch it, or the rainstick as you turn it over
- Make sounds in front of me or behind, from the left or right, stationary or moving

Play me different kinds of music and see whether I react to any of them

Think particularly about the basic qualities of the music – what instruments are playing and whether it is fast or slow, for example



Music for the Brain



- Play music in short bursts, with sound following silence, to give me time to process what I've heard
- When you play me recorded music, remember to put the speakers close to me or even touching me, so they vibrate against my skin
- Let me experience different melody instruments, one at a time – do I respond to any of them?
- Try low notes and high notes, long notes and short notes, loud notes and quiet ones – my brain may find it easier to start processing some rather than others
- Don't forget to sing to me, not just in music sessions, but through the day, to enrich your engagement with me
- Always allow **plenty of time** for me to respond – wait without saying anything to let the sounds sink in

Let me encounter sounds and music in different environments

Remember that sounds strike us very differently depending what type of space we are in



Music for the Brain



- Let me experience the muted effect on sounds made in a small, quiet room with soft furnishings
- Now take me to a hall that echoes and play me music in there, near to me and further away
- Try the brighter acoustic of a long corridor in school or elsewhere
- Can you play me music in the hydrotherapy pool?
- Take me outside, somewhere quiet, and play me sounds to see if I react
- You could use an amplifier to make or sounds picked up by a microphone louder; if you have the equipment, try adding reverberation of different kinds

Let me experience sound and other sensory input at the same time

All soundmakers have other sensory qualities too



Music for the Brain



- Let me experience the weight of a tambourine on my lap as you drum your fingers on it
- Let me feel the warm wood of a recorder on my palm as you blow it
- Show me the light dancing off a cymbal as it vibrates in the sun
- Let me sense the smell of a new Kenyan drum held close to me as you play a beat on it
- Let me experience the buzzing vibrations of a didgeridoo that is laid across my stomach or touching my feet
- Let me feel the cool metal of a brass instrument like a trumpet or a trombone on my hand as someone plays it