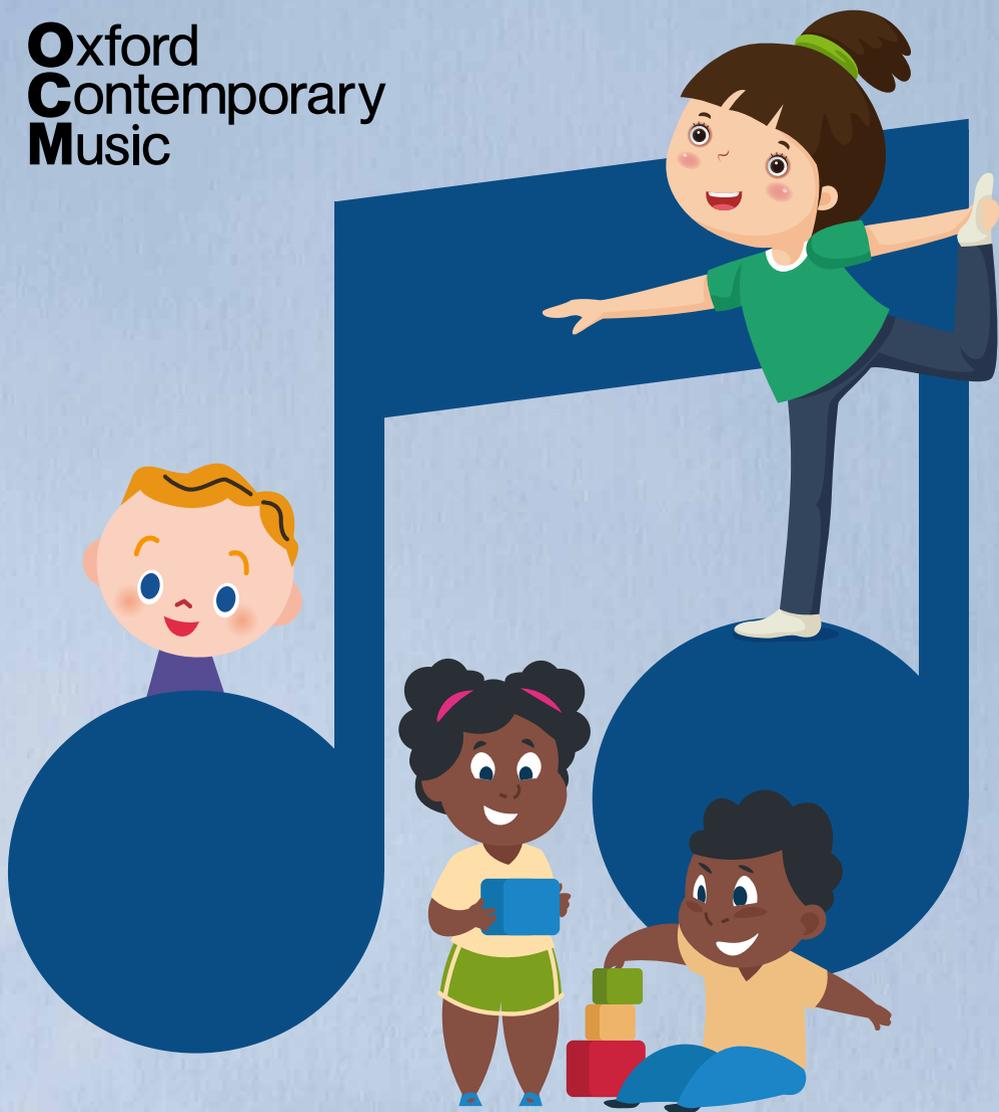


Oxford
Contemporary
Music



MUSIC MATTERS

...for Communication and Confidence



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INTRODUCTION

Music Matters for Communication and Confidence is a project developed and delivered by Oxford Contemporary Music (OCM) with funding from Youth Music.

Our Education and Outreach Officer Jordon Maynard-Daley worked with Early Years Music Specialist Zamna Sanchez and Family Learning Lecturers from Abingdon and Witney College Sarah Levette, Luce Carter and Tony Payne to develop and deliver creative and interactive learning experiences using music for the whole family.

This toolkit is a collection of those learning experiences and we have transformed our workshops into fun bite-sized activities for you to try at home with your children how, and whenever you want to.

The toolkit is not only for parents, but grandparents, aunts and uncles, or older siblings but teachers, carers and other professionals working with children in the early years can also make use of this resource. For ease we will be making reference to parents throughout the book.

Music as a language

In today's world it is tempting to sit a child in front of a screen, distracting them with smartphones and tablets, but an engaged parent is crucial to the development of a child.

Music has the power to help your child develop. You may not think it, but learning rhymes and songs help develop:

- Memory skills and a sense of patterns
- Literacy and numeracy

- Creativity and confidence
- Movement by enhancing coordination, awareness of space and balance

These examples can be nurtured when you and your child sing and make music together.

The voice is a powerful tool; it is portable and it is free. The voice is the first musical instrument we have and children respond to the sounds of people's voices. When babies are in the womb, they become used to the melodic patterns of a mother's voice. Her laugh, breathing and heartbeat help them to feel secure.

Kodály

This tool kit was developed following the principles of music education by Zoltán Kodály. Zoltán Kodály was a Hungarian Music Composer in the 1900's. Kodály believed in the importance of heritage and culture to help children develop musically. This is why he integrated folk songs into his respected system of music education. We have carefully selected traditional folk songs to enhance the musical experience in the proposed activities.

How to use this toolkit

As you become familiar and confident with using the songs and activities in this toolkit please share your experiences with us on Facebook. We have created a dedicated group exclusively for users of the toolkit. You can visit the group at www.facebook.com/groups/MusicMattersForCommunicationAndConfidence



The toolkit is divided into the following categories for development:

- Listening and Language
- Movement and Coordination
- Numeracy
- Teamwork and Sharing
- Leadership
- Imagination and Creativity

Each of the above categories contain age appropriate songs, activities and games for you and your child to do together. These are represented by pictures of dragons at different stages of development.

The dragon in the egg is for children aged 0–1.
The dragon sitting up is for children aged 2–3.
The dragon flying is for those aged 4–5.

The categories within this book also contain links to external websites and articles that expand on the topic and provide further information as to why that particular topic is so vital to a child's development. You can access these links by scanning the QR code graphic with your smartphone or tablet's camera.

This toolkit is complemented with recorded material available online at www.youtube.com/channel/UC230uf_M4wA2PGIHmQWWhg. You can scan the QR code on the right, which will take you to the link.



The resources in this playlist will help you to learn the songs in this toolkit. We have also included a glossary on page 53 which defines some of the terminology we use within the toolkit. Once you feel confident with it just enjoy the fun you will have with your child.

What you will need

You will need your voice.

You can enhance the musical experience using props and puppets. The activities in this book become even more fun and engaging if you can create instruments with your child. Dried macaroni, paper cups and a lid, make some fantastic shakers and if you are feeling really creative why not design and colour them too. Children really enjoy doing this.

Top Tips

The toolkit has been developed to be used and enjoyed by anyone, regardless of previous knowledge and experience in music.

Here are our top tips on how you and your child can get the most out of activities in this book:

- **Familiarise yourself with the songs on the YouTube playlist.** You can scan the QR code on the left, which will take you to the link.
- **Use face-to-face interaction.** You are the best learning resources for your child, no screen or toy can replace you in their development, so be engaged and be present.
- Learn songs by **rote**: memory technique based on repetition. The more you repeat the songs and activities, the deeper the learning is embedded in your child's memory.
- **Sing with your own voice** and try to sing in a **pitch** that matches your child's voice. By doing this, you will prepare your child to be **in tune** and be able to copy your voice.

Let's get started.

LISTENING AND LANGUAGE

From the age of 6-12 months, babies start to communicate through gestures, babbling and body language*, but you do not have to wait as long to start developing their listening and language skills.



Language is developed through comprehension and comprehension is developed through listening. So, the more you engage with your baby, through **active listening**, the better they will be able to communicate their feelings and needs.

Children develop at different rates, but generally at 12 months, a child will be able to recognise and communicate with simple words by trying to imitate and empathise with others. Singing games that use sound and gestures will reinforce the relationship between the meaning and the action and will provide babies with physical references they can use to increase their language **repertoire**.

For further reading on this topic please visit this link or scan the QR code provided.

* See www.nct.org.uk/baby-toddler/learning-talk-and-communication-your-baby/learning-words-babies-6-12-months



LISTENING
AND
LANGUAGE



LITTLE BABY

Little baby, fast asleep,

Little baby, do not peek.

Little baby, where are you?

Little baby, peek-a-boo!

Sit down and hold your baby in one arm (if safe to do so). While baby is staring at you begin singing and add actions to key words in the song. At the end of the song, emphasize the "peek-a-boo."

Sing the song through from beginning to end and encourage your toddler to copy your actions. If they are able to, encourage them to say "peek-a-boo" when you do.

Ask your child to hide while you sing the song through. At the end the child should jump out and sing "Peek-a-boo".



I saw Esau sitting on a seesaw

I saw Esau, he saw me.

I saw Esau sitting on a seesaw

I saw Esau ONE, TWO, THREE!

LISTENING
AND
LANGUAGE



I SAW ESAU



0-1 YEARS OLD

Hold baby, gently rocking them back and forth while you sing this song through. On the last line gently walk your fingers on the tummy to their chest, timing your finger steps with your counting.



2-3 YEARS OLD

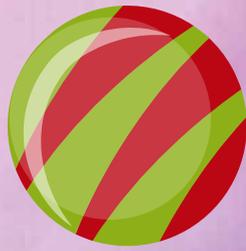
Sit or stand so you and your toddler are facing each other. Point to yourself while singing the first line of the song. On the second line point to the toddler on the word he and point back to yourself on the word me. Point back to yourself on line 3. On the final line, both of you hold your arms out like a seesaw and lean left and right in the motion of a seesaw counting one, two, three as you tilt left and right.



4-5 YEARS OLD

Pre-select some objects from around your home or in your environment. Sing the song through and when you get to the final line have your child count the objects one, two, three.

ANDY PANDY



Sit down with your baby cradled in your arms. Providing it is safe to do so, use your free hand to lightly make gestures on their tummy that match the actions in this song.

Standing up, perform actions with your child: jump up, crouch down, jump in to give each other a cuddle and jump back up to start again.

Consider changing some of the lyrics to add more physical references to expand the child's learning. E.g.:
"Andy Pandy, Sugary Candy, all pop left" (point left or raise left hand)
"Andy Pandy, Sugary Candy, all pop right" (point right or raise right hand)



LISTENING
AND
LANGUAGE



Andy Pandy, sugary candy, all pop up.

Andy Pandy, sugary candy, all pop down.

Andy Pandy, sugary candy, all pop in.

Andy Pandy, sugary candy, all pop out.

MOVEMENT AND COORDINATION

Physical activity in a child will increase gradually, from the little baby crawling quietly on the living room floor to the excited toddler running away from mum and dad. Therefore, a milestone in their development is physical exercise and games that will improve their fine motor skills, eye/hand coordination and dexterity. The following finger games will help with this in a fun way, regardless of their age or abilities.

For further reading on the topic please visit this link or scan the QR code provided.



See kidshealth.org/en/parents/move812m.html

THIS LITTLE PIG



This little pig went to the market.

This little pig stayed at home.

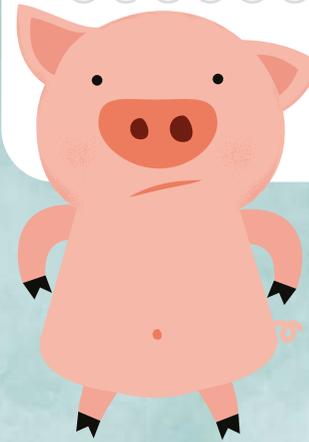
This little pig had roast beef.

This little pig had none.

And this little pig cried

WEE, WEE, WEE

All the way home.



Point to each finger and thumb on one of the child's hands to indicate each little pig as listed above. *Little babies naturally clench their hands, be careful and gentle when using their fingers for this game. Alternatively, you can use the toes and have a little wiggle.*



Ask your toddler to hold open their hand. As you recite the rhyme you place your fingers and thumb from one hand onto the palm of their open hand, changing each when you introduce a new pig. When the final pig cried Wee Wee Wee all the way home make circles on their hand.

Encourage your child to make an action for each pig. When you name each pig pause so the action can be acted out. On the last line of "Wee Wee Wee" encourage the child to return to their starting position. *Using props and toys can enhance the musical experience.*

MOVEMENT
AND
COORDINATION



TOMMY THUMB IS UP

MOVEMENT
AND
COORDINATION



With your little baby lying back, show each finger one at a time and dance around baby's tummy using each different finger when prompted by the lyrics.



Encourage your child to use their own fingers do it with you dancing around each finger and finishing with the whole hand.

Encourage your child to lead the finger game, reciting the lyrics. You can further enhance the experience by using finger puppets.

Tommy Thumb is up. Tommy Thumb is down.
Tommy Thumb is dancing all around the town.

Peter Pointer's up. Peter Pointer's down.
Peter Pointer's dancing all around the town.

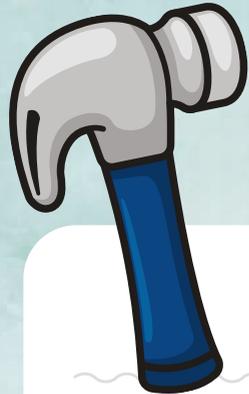
Middle Man is up. Middle Man is down.
Middle Man is dancing all around the town.

Ruby Ring is up. Ruby Ring is down.
Ruby Ring is dancing all around the town.

Baby Small is up. Baby Small is down.
Baby Small is dancing all around the town.

PETER TAPS

MOVEMENT
AND
COORDINATION



Peter taps with one hammer,
one hammer, one hammer.

Peter taps with one hammer, all day long.

Peter taps with two hammers,
two hammers, two hammers.

Peter taps with two hammers, all day long.

Peter taps with three hammers...

Simple action song instructions:

One hammer: Tap to the beat with one hand

Two hammers: Tap to the beat with two hands

Three hammers: Tap to the beat with two hands and one foot

Four hammers: Tap to the beat with two hands and two feet

Five hammers: Tap to the beat with two hands and two feet and a head!



Reinforce the hammering action (keeping a steady beat) by chanting the rhyme together.



While holding your baby sing the song through. When Peter taps with one hammer gently tap one of your fingers on one of the child's hands for the first verse. When you get to the second verse gently tap your finger on both of the baby's hands alternating from one to the other for the duration of that verse. Add a foot for the third verse and another for the fourth and the head for the fifth. This will help your baby to be aware of their extremities.



Sing the song through and support your toddler to clap in time with the rhythm and pulse of the song. (Be patient, it might take a few tries.)



Sing the song to the children, get them to start tapping to the beat with one imaginary hammer in their preferred hand and then introduce the second hammer for the opposite hand. Explain how the number of hammers will rise each time that you repeat the song (one, two, three, four and five hammers).



You can join in for the third and fourth hammer, hammering at the same time as the child, using one foot or nodding your head for the final hammer.

Older children should be able to control all 5 hammers using both arms, feet and nodding their head for the 5th hammer.

NUMERACY

Numeracy is the ability to apply maths concepts in all areas of life*. Children start learning numeracy skills from the time they're born. This learning happens from watching and experiencing numeracy in action, especially in everyday play and activities.

Counting how many apples, oranges and bananas are on the table, the number of cars passing down the road, etc.

The following music games will help your child take their first steps toward becoming a mathematician.

For further reading on this topic please visit this link or scan the QR code provided.



* See raisingchildren.net.au/babies/play-learning/learning-ideas/early-numeracy



ONE
TWO
THREE
FOUR
FIVE



Little babies naturally clench their hands, be careful and gentle when using their fingers for this game. Alternatively, you can gently wiggle their toes. Count their fingers or toes in sequence to the song. When singing the second verse demonstrate the little finger on your right.



Verse 1. Together with your toddler count fingers and thumbs until you arrive to ten.

Verse 2. Clap the child's hands together as you recite the second verse and wiggle the little finger of the right hand at the end.



Let your child take the lead on the song. Use the same instructions for 2-3 yrs old can but try to encourage them to keep a steady beat.

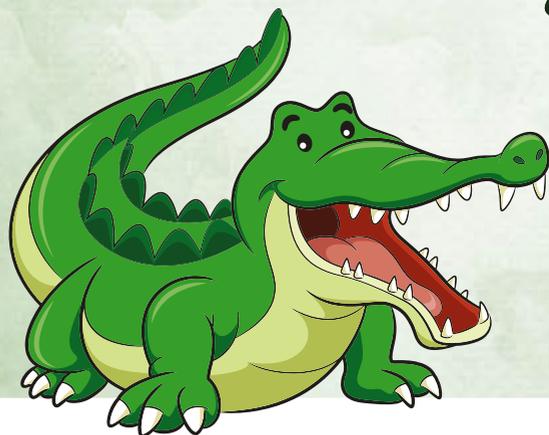


One, two, three, four, five,
Once I caught a fish alive,
Six, seven, eight, nine, ten,
Then I let it go again.

Why did you let it go?
Because it bit my finger-so.
Which finger did it bite?
This little finger on my right.

FIVE LITTLE MONKEYS

NUMERACY



Five little monkeys sitting in a tree.

Whisper this line: Along came a crocodile as quiet as can be.

Hey Mister Crocodile,
you can't catch me. SNAP!



Sing the song on first and third line. For the second line use a 'whispering' voice. During the last line "Hey Mister Crocodile, you can't catch me" the crocodile moves nearer until SNAP!, the crocodile eats one of the monkeys and there are only four in the tree. Emphasise the end with a big SNAP. When the children are confident with this, let them repeat until there are no monkeys left.

You will need both hands for this exercise. Sit your baby in a comfortable position so they can see you. Hold up one hand with an open palm. Each finger and thumb represents 5 little monkeys. Use your second hand or a hand puppet to represent the crocodile. Wiggle your thumbs and fingers to represent the number of monkeys in the tree. After each snap take one finger away. Repeat until all the monkeys are gone.

Lay out 5 objects on the table (or toy monkeys if you have them). After each snap encourage your toddler to take one object away. Repeat until all the objects/monkeys are gone.

Encourage your child to take on the role of the crocodile. Before starting each verse, with your help, they can count the number of monkeys in the tree.



I HAVE ONE FRIEND

I have one friend, one friend, one friend,
I have one friend, now I have two!

I have two friends, two friends, two friends,
I have two friends, now I have three!

I have three friends...

Finish with the following:

Goodbye, little friends, little friends, little friends,
Goodbye, little friends, time to go to bed.

NUMERACY



Little babies naturally clench their hands, be careful and gentle when using their fingers for this game. Alternatively, you can use the toes or just use your hands making sure to keep eye contact when laying the baby down on their back.

Use your toddler's favourite toys and bring each one into the song so they can associate the number of toys with the numbers in the song.

Encourage your children to hold up one finger as you sing the verse one and at the end hold up another. Continue until you have five friends (or ten). Encourage your child to keep count of your fingers and then swap roles and count your child's fingers along with the song.



TEAMWORK AND SHARING

From a very young age children have to learn to share, take turns, and work and play with others in order to achieve a common goal. It is important to develop this concept by emphasising the importance of being a part of a team.



Learning to work as part of a team will help your child hone many **social skills**, such as patience, empathy, communication, respect for others, compromise and tolerance. It also helps them develop confidence in themselves and trust in other people.*

Siblings might also benefit by being involved in these games, as part of their learning of the sharing process.

The following music games will develop your child's understanding and appreciation for teamwork.

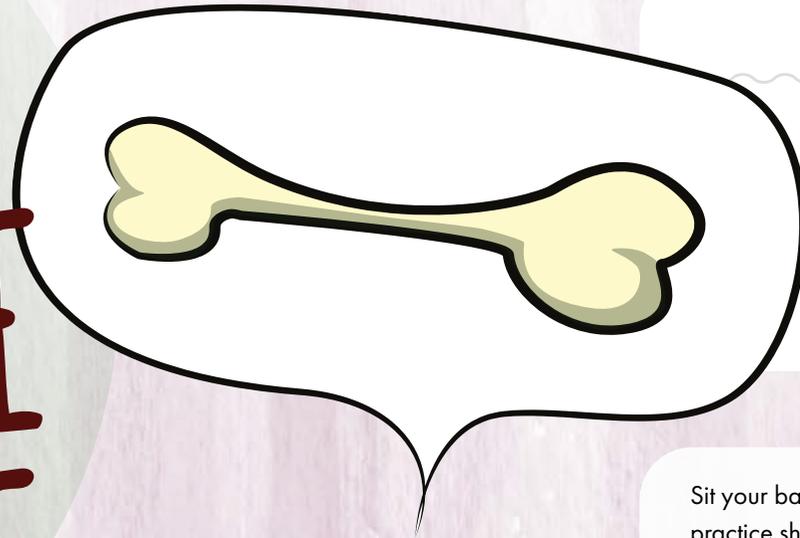
For further reading on this topic please visit this link or scan the QR code provided.

* See www.theschoolrun.com/the-importance-of-teaching-your-child-teamwork



DOGGIE DOGGIE

TEAMWORK
AND
SHARING



Doggie, Doggie where's your bone?

Someone stole it from my home.

Who stole your bone?

I stole your bone.

Sit your baby in a comfortable position so they can observe you practice sharing. If you can, use hand puppets – one hand being the cat and the other hand being the dog. Let them watch the interaction of both characters sharing the bone.



Children should sit in a circle. Introduce first the song using two puppets i.e. a dog and a cat (with a bone if you like it), so that the children can see clearly who sings when.



When you are sure that they know who sings when, the person with the dog puppet should go into the middle and curl up in a ball, or using a fine fabric cover them in order that they cannot see the other children.

The rest of the children should sit with their hands behind their backs so that you can secretly give a puppet to a child at random. That child sings the final line "I stole your bone".

The dog has to guess who stole the bone by listening to the voice. Use different voices to disguise the tone (e.g. low, high, whispering, loud, squeaky or robot voices to mention some examples).

Older children can sing along with you. They can use instruments or they can gently tap along to the beat using their hands and laps. Encourage them to disguise the "cat's" voice and change it to make it more challenging for the "doggie" to guess who stole his bone.



TEAMWORK
AND
SHARING



OLD BRASS WAGON

Circle to the left, Old Brass Wagon,
Circle to the left, Old Brass Wagon,
Circle to the left, Old Brass Wagon,
You're the one my darling.

Verse 2 Circle to the right, Old Brass Wagon,
Verse 3 Everybody in, Old Brass Wagon,
Verse 4 Everybody out, Old Brass Wagon, etc

Sit your baby in a comfortable position so they can observe you. Using different props or hand puppets you can use one character to sing "Circle to the left" and the other to sing "Old Brass Wagon."



Stand opposite you child and take each others hands and move in a circle as per the song lyrics. For verse three and four you can move closer and further away from each other as the lyrics dictate.



Once the song is learnt by rote, ask the children to sing the song again but they are only allowed to sing the words "old brass wagon" and "you are the one my darling" out loud. The other words should be sung in their heads as they do the actions.



WHO STOLE MY CHICKEN?



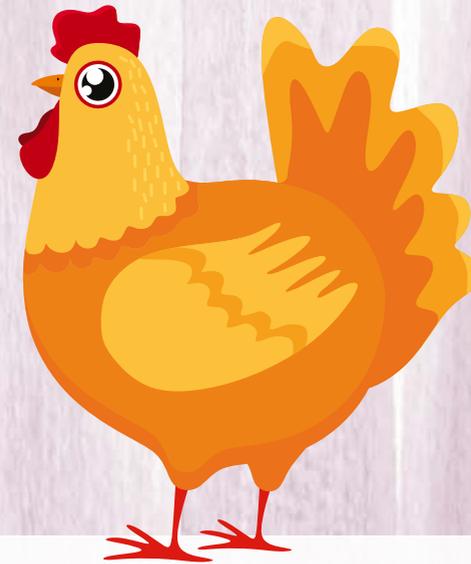
Child 1:
Who stole my chicken and my hen?
(Clap, Clap, Clap)
Who stole my chicken and my hen?
(Clap, Clap, Clap)

Child 2:
I stole your chicken (Clap)

Child 3:
I stole your hen (Clap)

Child 1 and 2:
We stole your chicken and your hen.
(Clap, Clap, Clap)

This is a circle game that can be played with 3 or more children/adults. After singing the song a couple of times and learning it by rote, "the owner of the farm" (child 1) is placed in the centre of the circle with their eyes covered/closed. Then the two robbers (child 2 and 3) disguise their voices while singing their parts. At the end of the song, child 1 has to guess who the robbers are.



TEAMWORK
AND
SHARING



Sit your baby in a comfortable position so they can observe you. Select 4–5 small random toys which you can put on the floor behind you back. Sing the song and select and reveal a toy at random from behind you when you sing, "I stole your chicken," and "I stole your hen." Have fun swapping characters.

At this stage children might need to be helped and encouraged to sing by themselves. Help them using props (like a hen) and try to explore different voices (e.g. high voice, low voice, middle voice).

Same instructions for 2–3 yrs old can be used. Enhance the musical experience using claves to emphasise the clapping between the verses.



LEADERSHIP

Raising confident children, who take responsibility for their lives and inspire others to accomplish goals, should be every parent's aspiration.*

Leadership skills are essential in the development of **self-image** and **self-esteem**.

Parents are the first example of leadership a child witnesses. You may notice your child copying your actions when you talk on the phone, or tidy the house. By taking a leadership role in these games, and sharing that role with your child, you will gradually nurture their leadership skills.

The following games and songs will help you sow the seeds of leadership within your child.

For further reading on this topic please visit this link or scan the QR code provided.



* See extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/leadership-and-children





DOWN THE ROAD

LEADERSHIP



Down the road. Down the road.

Everybody walks together down the road.

Change the words:

Time to work, Time to work.

Everybody settles down it's time to work.

or

Time for lunch. Time for lunch

Everybody line up here it's time for lunch.



Leadership is a hard role for babies to demonstrate so for this exercise let them observe and listen to you sing the lyrics and make actions with your hands. When they are older they will naturally mimic you.

Toddlers will love to follow you and copy the activities with you. Empower them little by little to lead new actions when they are ready to do so.

Encourage children to think of an action and take turns in the lead role. You can copy their actions for a change and swap roles. Not only will this teach them leadership but it will also reenforce team working. If you have an adventurous child why not consider using instruments with this game.





Sing the song while holding your child and point to the parts of the body mentioned in the lyrics.

Clap your hands to the beat while you sing this simple song to the children. Then ask them to sing it to you, and clap as you do. Make up new verses, thinking about actions that can be performed to a steady beat, and ask the children to sing and do the actions with you.

After observing you taking the lead on this song and selecting actions encourage the child to take over and imitate their actions. Try to stick to the timing of the lyrics for this.



LEADERSHIP



Clap clap, clap your hands,
clap your hands together.

Other verses:

March, march, march along,
march along together.

Nod, nod, nod your head,
nod your head together.

Blink, blink, blink your eyes,
blink your eyes together.

Jump, jump, jump up high,
jump up high together.



Tap, wave, shake, pad, walk, run... etc.



THE WEE FALORIE MAN



I'm the wee falorie man.

Just came from the Isle of Man.

I'll do everything you can,

(Pause and insert an action of your choice)

For I'm the wee falorie man.

This is an imitation game. Babies can listen to you sing the song and observe the actions you choose to use with the **lyrics**.



You suggest actions and your child can copy you as you sing.



Older children can make their own suggestions like stamp your feet, comb your hair, pad your knees, jump, turn around, etc.



IMAGINATION AND CREATIVITY

Einstein said, "Imagination is more important than knowledge."*

A child's imagination is an essential part of developing creativity as it enables them to think outside the box.

Spending time outdoors, reading stories, creating scenarios, learning rhymes and unstructured activities are some of the ways you can develop your child's imagination and nurture their intellect. Try not to be shy about playing with a variety of scenarios and possibilities.

The following songs and games will help develop imagination and creativity.

For further reading on this topic please visit the link or scan the QR code below.



* See www.brighthorizons.com/family-resources/nurturing-creativity-and-imagination-for-child-development

LITTLE JOHNNY

Little Johnny Dances.

On my head he dances.

Little Johnny dances.

On my head he dances.

On my head, head, head,

Little Johnny dances.

Make your index and middle finger dance like a walking doll on different parts of your child's body (head, hand, nose, knees, feet, and arm).

Play an imagination game where Johnny dances in different places (on the "chair", in the "sand" could be the floor, in the "clouds" etc.)

Ask the children to suggest places where little Johnny can dance. You can create a story along with Little Johnny actions.



DANCES

IMAGINATION
AND
CREATIVITY



BELL HORSES

Bell Horses, Bell Horses, what's the time of day?

One o'clock, two o'clock, off and away.

Bell Horses, Bell Horses, what's the time of day?

One o'clock, two o'clock, off and away.

Bell Horses, Bell Horses, what's the time of day?

One o'clock, two o'clock, home for today.

IMAGINATION
AND
CREATIVITY



In a big space, one part of the room is designated as a stable.

Children will go galloping around at the beginning of the song and coming back to the stable when the last line finishes.



Sing the song with your baby in your arms while you are sitting down. With your free hand use your fingers to demonstrate one o'clock, two o'clock and then point away from your baby to demonstrate off and away.

Toddlers will love to run and pretend that they are horses. Take advantage of it and encourage them to keep a steady galloping/walk.

Encourage children to add different times, e.g three o'clock, four o'clock etc. Use instruments as sound effects for the horses galloping to the beat.



Hot cross buns (blow)

Hot cross buns (blow)

One a penny, two a penny

Hot cross buns (blow)

IMAGINATION
AND
CREATIVITY



Use different parts of your child's body to emphasise the movement of the melody from high to low. Hot: Head, Cross: Tummy, Buns: Legs.



Allow your child to experience the last beat on each silence (blow), changing from blowing to stamping, jumping, clapping, etc.

When children know this song very well you can use it as a body percussion game as described here:

Hot cross buns: Slap knees, cross hands, Slap knees, clap hands with mum/dad;

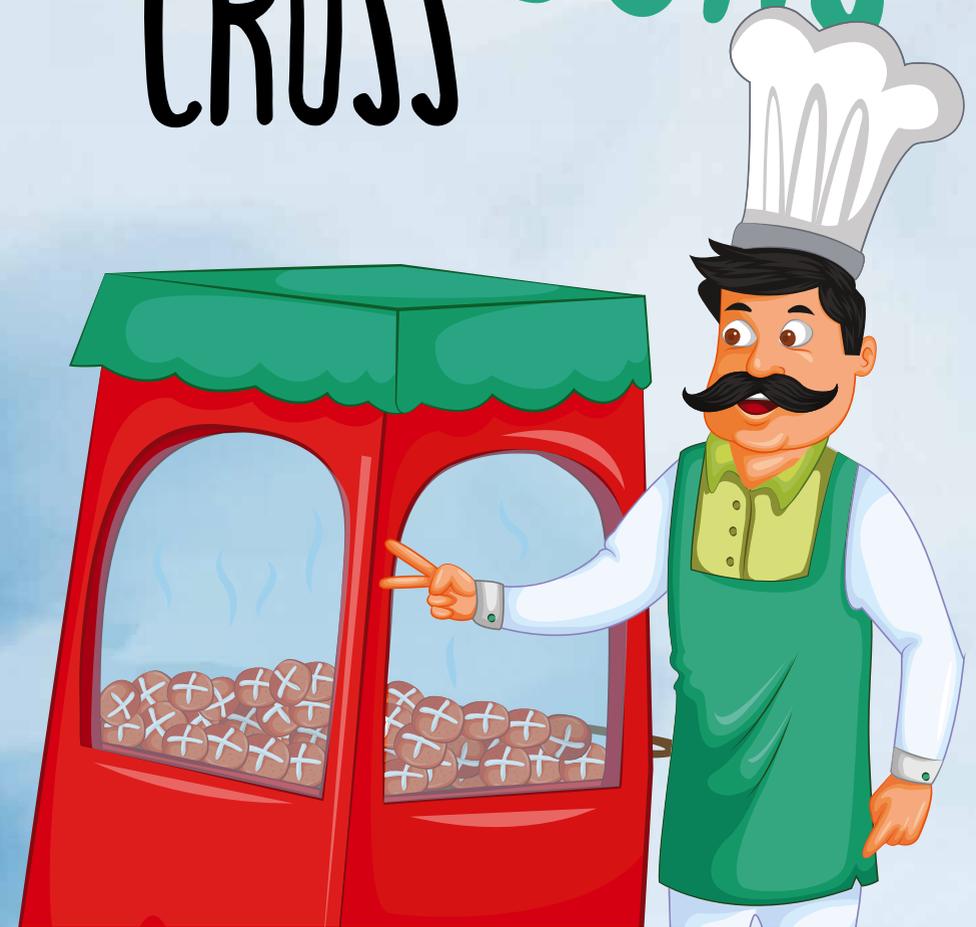
Hot cross buns: Slap knees, cross hands, Slap knees, clap hands with mum/dad;

One a penny: Slap knees, cross hands;

Two a penny: Slap knees, cross hands;

Hot cross buns: Slap knees, cross hands, Slap knees, clap hands with mum/dad;

HOT CROSS BUNS



Sing the song to your child and blow at the end of the first, second and fourth line, while you hold an imaginary tray full of hot cross buns with your hands.

This song can be used as well as a mini piano activity where you allow your child to experience a basic tone set as you jump from 3 different notes (Mi-Re-Do).

IN CLOSING

This is a collection of some of the best musical games and activities we have worked with. It is by no means complete, it is just the beginning of the many fun ways music can play a role in

helping children under five to develop. So be bold, experiment and explore new songs and develop games of your own.

RESOURCES

Social Media

This book is accompanied by a series of YouTube videos that will teach you the songs in this book. You can access them by going to this link:

www.youtube.com/channel/UC230uf_M4wA2PGIHmQWWhg or by scanning the QR code provided.



We have also created a facebook group for users of this toolkit. You can join the group by visiting www.facebook.com/groups/MusicMattersForCommunicationAndConfidence or scanning this QR code. Please use this group to share with us your experiences in using the toolkit.



Music Classes in Oxford

- Oxford Contemporary Music
www.ocmevents.org/learning
- Little Genius Music
www.littlegeniusmusic.com
- Early Years music making workshops

Recommended books

- Singing Games & Rhymes for Tiny Tots (National Youth Choir Scotland)
- Singing Games and Rhymes for Early Years (National Youth Choir Scotland)
- Toddler Song Book for very young children (Da Capo)

British Kodaly Academy

www.kodaly.org.uk

On this website you can buy books, attend seminars and find out more about the fantastic Kodály approach to music education.

Classic for Kids

www.classicsforkids.com

On this website you can find a lot of interesting musical resources for children using classical music.



GLOSSARY

• Active listening

Active listening means actively listening. It is defined by concentrating on what is being said rather than just hearing the message.

• Fine motor skills

Fine motor skill (or dexterity) is the coordination of small muscles, in movements—usually involving the synchronisation of hands and fingers—with the eyes.

• Pitch

In music, the pitch of a note means how high or low the note is.

• QR code

A type of barcode consisting of an array of black and white squares, typically used for storing URLs (website links) or other information that is read by the camera on a smartphone.

• Repertoire

A collection of songs you can perform for short intervals on a regular basis.

• Self-esteem

Confidence in one's own worth and abilities.

• Self-image

The idea one has of one's abilities, appearance, and personality.

• Social skills

Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

• Use face-to-face interaction

The process in which individuals influence each other's actions when in one another's immediate physical presence.

• Tune

A melody, especially one which characterises a certain piece of music or a sound.



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