

# Amanaska

## Suggested Activities for Students with Complex Sensory and Additional Disabilities

### Information for Teachers

Some of the activities in this kit may already be suitable for students with special needs or will only need minor adjustments to enable greater participation.

Introduce the music of **Amanaska** by playing the CD across the school day to familiarise students with the material. This is particularly useful for students with autism to make them more receptive and comfortable with the music before starting the activities. Be aware that some students with sound sensitivity may find the tone of the instruments difficult to appreciate at first. Begin by playing the recordings at a low-medium volume, observing responses by these children, and gradually increasing the volume each week.

Use the pictures of the instruments played by **Amanaska** at the back of the kit, or photos of the instruments to provide visual connections with the music that students are hearing. Access to the actual instruments is even more meaningful. If possible, have a staff member or adult show or play the instruments to the students so they can experience the look, sound and feel before the concert.

Consider using a visual schedule for each session and post each visual in a 'finished' container when complete. Use a photo that visually represents the activity, preferably a photo of a key object used in the activity. For movement activities, a photo of a person doing one of the key actions or people dancing may be a good visual indicator. Active participation may be through:

- body percussion, action songs
- movement, dancing
- playing instruments – structured and improvisational
- listening and responding

**Singing Activities:** If students are verbal, then the singing activities in the kit may be appropriate. If not, consider singing songs without the backing CD so that they can be sung at an appropriate speed, and accompany on guitar or piano if possible. A microphone, even a toy one, can provide a visual cue for students to know when it is their turn to sing. A real microphone provides excellent feedback to the student who may be reluctant to use their voice. Kazoos may provide another prompt to vocalize with clear modelling from an adult.

**Dancing and Movement:** Students with a processing delay may find it challenging to keep up with frequently changing movements. If so, reduce the number of movements used and sustain each one for longer to allow students to complete the movement and enjoy it before moving on. Include students in wheelchairs in dance activities by moving them around within the group wherever possible.

# Bag the Lama

## Outline of Activity

1. **There's an Echo in Here!**: explore the beat and structure of *Bag the Lama*

## Resources

- Track 1
- Two different-pitched drums
- Tambourines
- Microphone

## Activity

### 1. There's an Echo in Here!

- a) Listen to *Bag the Lama*, Track 1 while swaying and patsching the beat on various parts of the body. Sing along to the vocal sections using sounds such as *oo* and *la la*.
- b) Show students the two drums and demonstrate how they are played. Comment on the different sounds, by placing sound words such as *boom-bah* or *toom-tak* over the top when played. Play and sing a song that the students already know, using the drums to provide the beat. Play the drums with one hand alternating between the two drums, or one hand on each drum, depending on the ability of the student.
- c) Place tambourines either in laps or on tables. Demonstrate playing of the tambourines in a similar way to the drums, using one or both hands in time to the same song.
- d) Introduce the use of the microphone with some call-and-answer sounds. Have the teacher give the sound and then hold the microphone to the student's mouth allowing time for the student to imitate the sound. Make the sounds as fun and silly as possible to encourage use of the microphone. When playing *Bag the Lama*, bring in the use of any focus sounds that may be a part of the student's speech goals.
- e) Organise the class into two groups. Group 1 takes turns playing the drums and tambourines while Group 2 provides the vocal echoes during vocal sections. Vary the grouping of students for ease of group facilitation. Once students have had a turn in their group, swap over.

CD Cue Track 1	Section	Description
0:00	Instrumental	Group 1 takes turns playing the beat on the two drums and tambourines.
0:58	Vocal	Group 2 takes turns echoing the sounds modelled by the teacher.
1:34	Instrumental	Group 1 takes turns playing the beat on the two drums and tambourines. Students can also move as if playing the trumpet if able.
2:32	Vocal	Group 2 takes turns echoing the sounds modelled by the teacher.

# Freedom Dance

## Outline of Activity

1. **Whose Turn to Solo?:** take turns being the soloist using visual cues

## Resources

- Tracks 10 and 12
- Individual photos of students and any adults, including the teacher
- Whiteboard and blu-tac
- A selection of percussion and available classroom instruments

## Activity

### 1. Whose Turn to Solo?

- Listen to *Freedom Dance*, Track 10. Keep the beat by moving the body, patting knees, nodding head or banging hands on the table or chairs.
- Place each student and adult photo in a line along the bottom of the board. As each photo is brought out, label it verbally with the person's name, and if necessary hold the photo near their face to aid comprehension. Above the photos, draw a large star and write 'solo' under the star.
- Near the board, lay out a selection of solo instruments with some space between each instrument to allow for clear choice-making.
- Play *Freedom Dance*, Track 10 or the slowed-down version, Track 12 if preferred. When the music starts, have the teacher take their own photo, place it inside the solo star, clearly saying 'solo-name!' Choose an instrument and improvise, playing on it for approximately 32 beats. The rest of the class watches and helps keep the beat using body percussion.

Once finished, replace the instrument, take the photo out of the star and put it back with the other photos. Then select a student or adult and continue until the whole class has had a turn. Select photos in a predictable sequence eg. left-to-right or randomly, depending on the preference of the class.

- e) Once students are familiar with the names of all the instruments, extend the activity, by putting a photo in the star and saying 'solo-name-instrument'. Students may request their own turn by approaching the board and selecting their own photo or choosing another photo to indicate their choice of soloist. Students can also take turns being the teacher.

# Sleep

## Outline of Activity

1. **When I Go to Sleep ...** : create a song based on favourite things

## Resources

- Tracks 18 and 21
- Student photos
- Large sheets of paper and textas
- Parachute and pillow/s
- Wind chimes and/or soft bell instruments

## Activity

### 1. When I Go to Sleep ...

- a) This is a good activity to bring the energy level down before the end of a lesson. Play *Sleep*, Track 18 swaying slowly to the music. Comment on the word *sleep*, making movements such as yawning, stretching and placing a pillow under your head or one of the student's and making snoring sounds.
- b) Using the large sheets of paper and textas attach a student photo to the top of each sheet of paper. Write the student's name next to the photo, or have students write their own name.
- c) Under the photo, write in large letters 'When I go to sleep I dream about ...' Start by modeling an example. Ask questions such as 'What do I love?' or 'What makes me feel happy?' to elicit favourite things, places, people or activities. Write down all the suggestions, including small drawings next to the words to aid comprehension.

- d) Play the backing track, Track 21 and model singing *When I go to sleep, I dream about ...* and add one of their favourite things eg. ice cream. Extend this by adding statements such as *I love ice cream, especially strawberry ice cream with banana, nice and cold and yummy or Mmmm I love ice cream.* etc.
- e) Bring out the parachute and place the pillow/s underneath. Have the students and any adults hold the edges of the parachute at waist height. Select a student to take their song sheet under the parachute and rest on the pillow. Play Track 21 again, and let each student take a turn under the parachute, singing and saying their song while the class sings along with them and softly rustles the parachute above their head. If appropriate, have some students playing wind chimes or small bell instruments along with the recording.

## Setomaa

### Outline of Activity

1. **Making My Own Music:** compose an ostinato using letter selection and sequencing

### Resources

- Track 25
- Two tone chimes, D and E
- Mallets
- A number of cards, each labelled with the letter D or E
- Whiteboard, markers and blu-tac
- Percussion instruments
- Student photos (optional)

### Activity

#### 1. Making My Own Music

- a) Listen to **Setomaa**, Track 25. Model patting the beat and counting **1, 2, 3, 4, 1, 2, 3, 4** etc. for brief periods during the music. Emphasise beat 1 of each bar. Encourage students to join in counting the beat out loud and doing something very different on the first beat of the bar such as using a louder voice.
- b) Draw the following table on the whiteboard.

1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

- c) Show the class the two tone chimes and model playing the chimes using the mallets. Comment on the different pitches and attach a D and an E letter card to the tone chimes using blu-tac. Say the letters aloud with the class. Then select students to play the tone chimes.

- d) Organise the D and E cards into two separate piles. Have the teacher model selecting a D or E card for Beat 1 in the first box of the table printed above and then for Beat 2 etc. and continue until all the beats are completed. Students can also start by putting a letter card under the first beat of each bar. Model the playing of the composition by having the group count in for 4 beats in a loud voice and tapping or playing along while the teacher plays the tone chimes. Let students create their own composition. Add the student photo and name to the top of the board when it is their turn. If possible, take a photo to add to school report portfolios.
  
- e) Have students play their composition along with Track 25 several times until confident. Make the number of bars larger or smaller depending on the ability of the students. If the music moves too quickly, halve the pace of the counting to allow more time for processing.