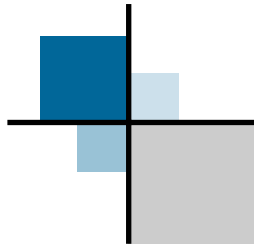


## Access to .....Music

### Introduction



Used carefully, music can be a powerful motivation and framework for activities for groups and individuals. We can all respond to, and be active in, music at some level. We should remember the basic elements of music:

Rhythm	Speed	Pitch
Volume	Quality	Harmony

and ensure that we offer variety (high or low notes, loud or quiet, slow or fast, different types of instruments) and observe people's responses. We may observe changes in behaviour when the volume of sound increases, or when there is a change from slow, sad music to lively, happy tunes.

It is not necessary to be a musician to organise a music session—most percussion instruments are easy to play, we can use our voices to make sounds (even if we cannot sing!) and there is a wealth of recorded music available, from classical to rock, pop to world music.

People with severe hearing impairment can enjoy music if we choose instruments that vibrate strongly, such as drums or a guitar, or position the person and the instrument on a resonance board. If I am singing and a deaf child is leaning against my chest, she will feel the vibrations.

### Some favourite instruments

There are many drums which can be enjoyed by disabled people of all ages. The Tongue Drum<sup>1</sup> (numbers refer to suppliers—see below) is a sturdy wooden drum which vibrates well and makes a very pleasant sound.

The Spring Drum<sup>2</sup> makes a wonderful echoing sound which can be modulated by moving the hand over the open end. Ideal for theme work and storytelling.

The Gathering Drum<sup>2</sup> is large enough for group work and vibrates strongly. The Ocean Drum<sup>2,3</sup> is equally colourful and makes a wonderful swishing sound. Also good for themes.

"The art form of music is a language of communication, sound is only relevant in that it is the medium through which music travels"  
Evelyn Glennie



Tongue Drum  
approx. £50 to £80

## Access to .... Music (cont.)

The Zylo Energy Chime<sup>4</sup> is a well-tuned instrument with a bright clear sound which resonates for a long time, gradually fading away.

Beaters for drums, etc. will be easier to hold if the handle is covered by a piece of pipe insulation, foam or Dycem. It is possible to buy very expensive stands to support instruments but there are often simpler solutions, e.g. hanging from a bracket or clamping to a table or wheelchair tray.

Alternatively the instrument can be held by an enabler, which will encourage interaction and shared enjoyment.

Fruit shakers<sup>2,3</sup> are a fun instrument—very realistic fruits which make a pleasant sound and the different shapes (e.g. banana or orange) offer various possibilities for holding, and different textures. Plastic egg shakers<sup>2,3</sup> also make a good sound but may be more difficult to hold—try putting one in a Persil tablets bag and hanging it in front of the person, or attaching it to their clothing so that they can find the egg when they drop it. Wrist Eggs<sup>1</sup> have Velcro straps so that they can be attached to the wrist or hand.

### Environment

In many care settings, people are bombarded by music and other sounds from TV, radio and CD/cassette players. A music session should take place in a quiet room with as few interruptions as possible, to encourage concentration and good listening.

### Structuring the session

A degree of structure is necessary to avoid a noisy free-for-all! Try to develop an understanding of stopping and starting together, and of listening to individual contributions. Including some regular elements in each session—a “Hello” song to start and a relaxing piece of recorded music to end, for example—will help people to understand what is happening and feel safe to try new activities.



Spring Drum  
approx. £17

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### Music:

any sequence of sounds perceived as pleasing or harmonious  
Collins English Dictionary



Zylo Energy Chime  
approx. £26

## Access to .....Music (cont.)

### Ways of presenting instruments



Gathering Drum  
approx. £80

"Music alone  
with sudden  
charms can bind  
The wand'ring  
sense, and calm  
the troubled  
mind."

William Congreve

- ◆ Place a selection on a table in front of the group. Sound each instrument in turn and then invite group members up one at a time to choose one.
- ◆ Walk around the outside of the circle, playing an instrument. Watch members' responses and decide who to give the instrument to.
- ◆ Offer each person a choice of two instruments, sounding one either side of her. Watch for a response, such as looking or turning the head, and give the instrument most responded to.
- ◆ Pass a box of instruments around the group and invite each person to take one.
- ◆ Ask a member of the group to distribute the instruments.
- ◆ Select two instruments. Ask a member which instrument she wants herself and then ask her to choose someone to give the other instrument to.

### Activities

- ◆ Play the rhythm of a name on a tambourine and pass it around the group for each member to imitate.
- ◆ Establish a basic group rhythm, such as short-short-long, by clapping hands or knees. Pass an instrument around the group for each member to play a short contribution.
- ◆ Each member of the group has an instrument, but only one person plays at a time. After her turn, she names the person who will play next.
- ◆ Establish a group rhythm on one instrument. One by one each group member joins in the improvisation using their instrument.



Fruit Shakers  
approx. £35 per set  
of 9

## Access to .....Music (cont.)

- ◆ The group members start to play their instruments very softly, gradually getting louder until very loud and then fading away again. This is sometimes better if someone conducts the group.
- ◆ The group plays together, making sudden changes from very soft to very loud. This is controlled by one member who blows a whistle as a signal.
- ◆ One group member is the conductor, pointing to individuals to start playing, holding her hand up to stop them, raising or lowering her hand to indicate loud or soft.
- ◆ Everyone has an instrument and the conductor indicates whether they should be played high above the head or low down by their feet.
- ◆ The group divides into two, one small group with banging instruments and the other with shaking instruments. The groups play in turn and then swap.
- ◆ The group divides into four sub-groups and a conductor in the middle decides which group is going to play. The groups rotate periodically, leaving their instruments where they are.
- ◆ Tell a simple story—seaside, walk in the woods, thunderstorm—and ask the group to provide appropriate sound effects using their instruments.

### Suppliers

1. Knock on Wood, phone 01423 712712 or visit [www.knockonwood.co.uk](http://www.knockonwood.co.uk)
2. LMS Music Supplies, phone 0845 230 0455 or visit [www.lmsmusicsupplies.co.uk](http://www.lmsmusicsupplies.co.uk)
3. Music Education Supplies, phone 020 8770 3866
4. Tuska, phone 01462 649020 or visit [www.tuska.co.uk](http://www.tuska.co.uk)



Ocean Drum  
approx. £35 to £60

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"We are the music makers,  
We are the dreamers of dreams,"  
Arthur William  
Edgar  
O'Shaughnessy



Wrist Eggs  
approx. £4 per pair