

# GETTING STARTED

## MUSICAL SIGNALS

**L.I. - To understand and follow basic classroom procedures.**

No specific time requirement

- ♪ Aural signals are an excellent classroom management technique and when firmly embedded, they will save time, not to mention the teacher's voice!
- ♪ The teacher should have a keyboard or a glockenspiel or a set of chimebars or a glockenspiel to hand.
- ♪ See preface 'Aural Signals' for further details.

## RESOURCES

- ♪ A selection of chimebars, a keyboard, or a glockenspiel.

## TEACHER'S NOTES / Date

- ♪ Aim to make at least one or two of these signals part of your daily routine.

## Assessment / Extension / Links

- ♪ It will be clear from the outset which children are responding quickly to the signals and which children need more time.

## **Aural Signals**

Aural Signals are a quick easy and effective way of focussing the children and getting them ready for the next activity – all without the need for words or straining of the teacher’s voice.

Try the following aural signals on chimebars or xylophone. Start by demonstrating the signal, then mix it with ‘fake’ signals and see if the children can pick out the correct signal and respond accordingly. Once the children are familiar with the signals, why not experiment and make up some of your own?

<b>Instruction</b>	<b>Notes</b>
‘Stand Up’	G-C’
‘Sit Down’	G-C,
‘Find Your Own Space’	C,-E-G-C’
‘Turn Around’	C,-D-E-F-G-F-E-D-C,
‘Come and Make a Circle’	G- F- E- D- C,-C,
‘Make a Line at the Door’	G-E-GG-E-G

Stuffed animals and mascots are incredibly useful when teaching in the Early Years or Key Stage 1. Children of this age have an extremely vivid imagination and they love to believe that these animals can talk and have opinions of their own. From a teacher’s perspective, a stuffed animal can be almost as effective as having an additional adult in the room: they can be another set of ‘eyes’, they can reward good behaviour and also be on the alert for misdemeanours, sanction where necessary and bring comfort when a child is upset. They can also be an endless source of fun and comedy – my pupils find it hilarious when ‘Millie’ my stuffed dog is ‘naughty’!

It’s a very easy system to employ: select a toy/stuffed animal, name it, ‘talk’ to it, involve it in decision making, involve it in how you run your lessons. The children will quickly develop affection for the animal and will really listen to what it has to say! Even when the children are in Year 1 and 2 and know that the stuffed animal can’t really talk, they will still enjoy pretending.