

Early Development: (Our World) - Secondary

**The Drum - *Activities to extend your
child's learning***
Teacher/Parent/Carer notes

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Explanation

- This document is designed to support the adult working alongside the child using the slides for lesson 2.
- For each activity there is a brief explanation outlining the aim of the activity as well as ideas to support delivery.
- For some activities, additional resources such as templates have been included.
- In addition there is a section on ‘Supporting Engagement’. This outlines some of the things to look out for in terms of exploration, anticipation, initiation, realisation and persistence (The Engagement Model) and how you can develop these within the activity. It is important to note that when using the Engagement Model you should only be changing one thing at a time, rather than attempting to increase engagement in all areas simultaneously. There is no one size fits all and activities and learning should be tailored to your child’s needs and based upon your observations and interactions with your child.



Listening to drumming patterns (Activity 1)

The aim of this activity, depending on the level of your child, is for your child to:

Attend to auditory stimuli | Anticipate auditory stimuli

You will need a drum or a tub.

Play simple drumming patterns. As your child becomes familiar with the patterns, introduce pauses at the end of each pattern and see if they move their head or look in anticipation.

To encourage auditory tracking, you could move in a circular pattern around your child as you play the drum (try not confuse this with visual tracking - if your child is tracking your movements then you could do this with a couple of people playing the drum at either ends of a room).



Supporting Engagement (Activity 1)

Exploration - Does your child build on their initial reaction? For example, after noticing the drum sound do they start to move their head toward it or widen their eyes? Replay the sounds allowing lots of time for exploration.

Anticipation - When exploring the drumming sounds, does your child act repeatedly surprised or do they start to display familiarity? Use sensory cues to support anticipation. Use repeated drumming patterns as suggested to encourage anticipation.

Realisation - How is your child interacting with the activity? Are they allowing you to do all the work or are they demonstrating actions which suggest they would like more control over the activity - such as reaching out to the drum themselves?

Persistence - Does your child sustain attention for long enough to actively explore the resources? Try tracking activities.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Are they losing interest really quickly or are they calling out to ask for more sounds?



Explore drumming (Activity 2)

The aim of this activity, depending on the level of your child, is for your child to:

Accept shared sensory exploration | Briefly continue to explore a sensory resource | Participate in shared activities sustaining concentration for short periods

You will need a drum or a tub and different utensils.

Support your child to explore the drum themselves. You could initially leave them to explore the drum independently then model different ways of playing. Encourage them to use different resources to explore the drum, offering appropriate levels of support.



Supporting Engagement (Activity 2)

Exploration - Does your child build on their initial reaction? For example, after resources are presented do they move their fingers / retain focus on the resource briefly or for extended periods? Do they try to make their own sounds?

Anticipation - When exploring the drum, does your child act surprised when a sound is made?

Realisation - Is your child attempting to grab the resources themselves or showing signs that they would like to? Present the resources in a way that is accessible to your child so they are able to have more control. Does your child start to demonstrate some understanding of cause and effect?

Persistence - Does your child sustain attention for long enough to actively explore each resource? If they are losing attention, support them to make a new noise with the utensil they are using and see if that re-engages them. If they are really engaged in exploring the drum move it slightly out of reach so they have to move to it.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Try leaving the utensils or drum with them and see if they independently engage.

