

# Colours

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Gentle  round 90

C      A m      C      A m      D m      D m      G

Wav-ing      (wav-ing)      see the col-ours fly      float-ing      (float-ing)      gent - ly through the

8      G aug      C      A m      C      A m      D m      G      F      C

sky \_\_\_\_ Glid-ing      (glid-ing)      o - ver you and me      see the col-ours all a - round \_\_\_\_

**Waving (waving) see the colours fly**  
**Floating (floating) gently through the sky**  
**Gliding (gliding) over you and me**  
**See the colours all around**

This song is ideal for beginning to use call and response in singing. You might start by singing the first word **waving** as a "call" and immediately ask for a one word echo of the same word.

If that's popular, try the same pattern with the other two words in brackets - **floating** and **gliding**

The song is equally effective sung straight through. It works well unaccompanied, but a simple guitar chord backing might give the tune more "space" in which to work.

You could also try changing the **waving / floating / gliding** words for others with a similar sound or feel or meaning.

A step further would be to use props like **ribbons** or **bubbles** and substitute these in place of the word **colours** - watching or touching them as they float around the singers.



# Colours

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**Waving (waving)  
See the colours fly  
Floating (floating)  
Gently through the sky  
Gliding (gliding)  
Over you and me  
See the colours all around**

*There are many ways to use and change this song,  
for example*

*Sing the first word **waving** as a "call" and ask for a  
"response" of the same word.*

*Substitute the **waving / floating / gliding** words for  
others or even props like bubbles or ribbons watching  
as they float around.*

# Colours all around

Some suggestions on how to use this song

This song is best used in a small group setting.

It needs to be supported by props. You will need 2 or 3 lengths of very fine coloured fabrics that will waft gently in the air.

All the participants in the group get to choose what colour fabric they would like to hold when it is their turn. Some of the ways they can choose are by using signs, symbols, an AAC voice output device, by reaching, looking or speaking.

We then sing the song to each person in turn. Another helper can sign the key words as they are sung.

This song can be flexible and include the specific colour words. You can insert the colour label in the echoed phrase e.g.

Waving	(the blue one)	see the colour fly
Floating	(the blue one)	gently through the sky
Gliding	(the blue one)	over you and me
See the blue one all around.		

An AAC singer could sing the whole song, using a sequencing voice output switch or a 4 cell overlay device. Remember to record silence after the first word, as then the rest of the group could sing the echo before the AAC singer completes the line.

If a learner's AAC voice output device has enough cells to include all group participants, I find he/she often likes to be in charge of saying who will have the next turn. You soon discover who is a particular friend and who is out of favour! That learner also needs to observe who is in the group and who might be absent that day.

You can also include some interpretative commands on an AAC device e.g. 'Let's sing it quietly', 'A bit faster this time', 'Mrs Smith could sing it all on her own'. These words could also be represented by symbols.

## Multisensory possibilities

I have found that other learners in the group like to position themselves under the fabric to feel the wafts of air and the fabric moving over them. Each learner can be given a choice if he/she would like to do that.

The fabrics can be further differentiated by using different perfumes for each one.

Notes written by Shan Graebe      Speech & Language Therapist

## Colours

### Science –

#### PLevel 4

- To imitate actions involving main body parts, for awareness of changes in sound or movement.
- To explore objects and materials provided.

### Geograph

### English - Speaking and Listening – KS1 &2

#### PLevel P1(i) – P3(ii)

- To show a simple reflex response
- To show emerging awareness of activities and experiences
- To communicate consistent preferences and affective responses, to communicate intentionally
- To use emerging conventional communication

#### P4 -5

- To respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations
- To follow requests and instructions containing at least two key words, signs or symbols.

### Mathematics – shape space and measures, using and applying mathematics

#### PLevels P1(i) - P3 (ii) as for English

#### P4-5

- To search intentionally for objects in their usual place
- To show awareness of changes
- To anticipate, follow and join in familiar activities when given a contextual clue.

### Music –

#### KS 1 & 2

Unit 1 Ongoing Skills

Unit 3 The long and short of it – Exploring duration

Unit 4 Feel the Pulse and rhythm

Unit 7 Rain, rain go away – exploring timbre, tempo and dynamics

Unit 8 Ongoing Skills

Unit 13 Painting with sound – exploring sound colours

Unit 15 Ongoing Skills

#### PLevel P1(i) – P3(ii)

- To show a simple reflex response i.e. sudden noises, any participation is fully prompted.
- To show emerging awareness of activities and experiences, may give intermittent reactions. To engage in coactive exploration.
- To communicate consistent preferences and affective responses, i.e. to relax to a piece of music but not others. To perform actions, often by trial and improvement.
- To use emerging conventional communication, i.e. clapping hands to initiate a particular song or choosing a shaker to shake rhythmically in an activity. To actively explore objects and events for more extended periods.

#### PLevel P4-5

- To use single words, gestures, signs, objects, pictures to communicate about a familiar musical activity.
- To be aware of cause and effect in familiar events.
- To repeat, copy and imitate actions, sounds or words in songs.
- To take part in simple musical performances

#### PSHE-

#### Plevel P1(i) – P3(ii)

- As above for English

#### P4-5

- To engage in parallel activity with several others.
- To maintain interactions
- To express their feelings, needs and choices.
- To join in discussions by responding appropriately to simple questions.