

# Shaking The Rattletops

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Slow, relaxed "bluesy" ♩. round 72

C C

Shak - ing, shak - ing, shak - ing the rat - tle - tops

3 G G F

Shak - ing, shak - ing, shak - ing the rat - tle - tops

5 C C

Shak - ing, shak - ing, shak - ing the rat - tle - tops

7 G F7 C G C

Shak - ing the rat - tle - tops to - geth - er

**SHAKING, SHAKING, SHAKING the rattletops**  
**SHAKING, SHAKING, SHAKING the rattletops**  
**SHAKING, SHAKING, SHAKING the rattletops**  
**SHAKING the rattletops tog-ether**

This song works well with or without accompaniment

If you decide to use props, "Rattletops" can be made out of many things - plastic milk bottle tops strung onto elastic for example.

Try substituting other action words for those underlined, for example ROLLING, PINGING, TOUCHING



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## Shaking the rattletops

### Some suggestions on how to use this song

This song was written by Shan Cowan. It was designed to sing with individual learners who need to practise switch access activities. You could, of course, use it with groups who all have a shaker/noisemaker.

It is short, so the learner can request many repetitions.

It is very interactive.

The mild 'rough and tumble' element makes it fun and motivating.

You can vary the words according to what noisemakers you have available e.g.

Shaking, shaking, shaking the tambourine.

Scraping, scraping, scraping the guiro

I have made my 'rattletops' out of a loop of elastic with plastic milk container tops strung along it. You can safely pierce each top by pushing down on it with an awl, onto a bread board, or similar surface. Each pair of tops should face together to increase the volume of sound. The two handles at each end are made from clear plastic tubing, available from DIY shops. The handle can be adjusted to make it easier to hold, or the learner can be assisted to hold it, if he/she chooses to.

This is how we use it.

Place a switch cap symbol on a simple voice output switch.

Record the first line of the song into the switch –

Shaking, shaking, shaking the rattletops.

When the learner has activated the switch and sung the first line, you continue singing the song whilst shaking the rattletops between you. You can adjust how vigorously you shake according to the response of the learner.

When the song is finished, you wait expectantly for the learner to activate the switch again.

There are many other ways of using this song. The learner could request more by looking to a symbol/photo, making eye contact with you, shaking the hand that is holding the rattletops or by vocalising.

We usually have such fun that the activity can go on a long time. Remember to stop before the learner gets bored.

Notes written by Shan Greabe      Speech & Language Therapist

## Shaking the Rattletops

### Science –

#### PLevel 4

- To make sounds using their own bodies, for example, tapping, singing, or vocalising, and imitate or copy sounds.
- To explore objects and materials provided.

### 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

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

#### P4-5

- To search intentionally for objects in their usual place

Music –

## KS 1 &amp; 2

Unit 1 Ongoing Skills

Unit 2 Sounds interesting – exploring sounds

Unit 4 Feel the Pulse and rhythm

Unit 6 What's the score? – exploring instruments and symbols.

Unit 8 Ongoing Skills

Unit 11 The Class orchestra – Exploring arrangements

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
- To listen to and imitate distinctive sounds played on a particular instrument.

PSHE-

## Plevel P1(i) – P3(ii)

- As above for English

## P4-5

- To engage in parallel activity with several others.
- To maintain interactions and take turns in small groups with some support