

Counting

Aim: to provide a motivating context to practise counting from one to five and back.

Emin **Emin⁹** **Emin**

One. One, two.

Emin⁹ **A⁹** **Emin Emin⁹** **A⁹** **A⁷** **Emin Emin⁹** **A⁹** **A⁷**

One, two, three. One, two, three, four, four, four,

B^{5b} **Emin Emin⁹** **A⁹** **A⁷** **B⁵**

five. One, two, three, four, five.

B¹³ A⁷/B E^{3^b}/B B^{b5} C[#]min^{#3}}

Five, four, three, two, one.

Detailed description: This system shows a musical score for a piano accompaniment and a vocal line. The key signature has one sharp (F#). The piano part consists of two staves. The right hand (treble clef) plays chords: B13, A7/B, E3b/B, Bb5, and C#min#3. The left hand (bass clef) plays a rhythmic accompaniment of eighth and quarter notes. The vocal line is written on a single staff with a treble clef, with lyrics 'Five, four, three, two, one.' written below the notes.

B¹³ A⁷/B E^{3^b}/B B^{b5} Emin A⁷ Emin}

Five, four, three, two, one.

Detailed description: This system continues the musical score. The piano part has the same structure as the first system. The right hand (treble clef) plays chords: B13, A7/B, E3b/B, Bb5, Emin, A7, and Emin. The left hand (bass clef) continues the rhythmic accompaniment. The vocal line is written on a single staff with a treble clef, with lyrics 'Five, four, three, two, one.' written below the notes.

This song can be taken at different speeds – as slowly as required at first for children and young people to be able to participate reactively or proactively. Begin by numbering fingers. For those who are unable to see, each finger can be given a squeeze and a wiggle to enhance its identity, and helping children to anticipate which will be next. Later, it may be possible to count objects.