

**SILVER**

<b>Question</b>	<b>Answer - No</b>
1. Is there an assigned person who leads the music provision? (A Music Lead)	Consider if it is possible for a member of your team to take on this role. This role requires leading on the music provision, not every music 'session' or activity, but taking on responsibility for the music provision.
2. Can the Music Lead access EY Music CPD opportunities?	You can seek out EY music CPD via the following routes: <ul style="list-style-type: none"> <li>• Reaching out to local settings to discuss and share ideas</li> <li>• Some Local Authorities offer EY music CPD - contact your LA to discuss</li> <li>• Some music education hub/services offer EY music CPD - you can search for your local music hub/service via searching for 'your city/town/county music service/hub'.</li> <li>• Your local EY music network may offer CPD or be able to offer you support and information. For a list of EY music networks in England please look <a href="#">here</a>.</li> <li>• The Centre for Research in Early Childhood (CREC) offer qualifications in EY music, see <a href="#">here</a> for further details.</li> </ul>
3. Can the music lead share information with colleagues regarding the importance of music in the EY?	Strategies to consider to enable the Music Lead to share information with the wider team: <ul style="list-style-type: none"> <li>• Placing music as a standing item to discuss at staff meetings</li> <li>• Sharing information via any tracking software you may use</li> <li>• Sharing information visibly in the setting, eg on wall displays, playing video footage of children's music making on screens</li> </ul>
4. Is there a music policy that is inclusive of all children?	Click <a href="#">here</a> for guidance to support you to create your own music policy.
5. Do staff in the setting understand how music weaves through and supports all areas of the EYFS; particularly with language development, self-confidence, communication and positive relationships?	To develop an understanding of the role of music within children's holistic development you can: <ul style="list-style-type: none"> <li>• Look through the 4 aspects of <u><a href="#">Musical Development Matters</a></u> and discuss this within your teams</li> <li>• Look through the <u><a href="#">Characteristics of Effective Learning in Music</a></u> and discuss this within your teams</li> <li>• Observe children's music making through the lens of the Prime and Specific areas of the EYFS</li> </ul>



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	<ul style="list-style-type: none"> <li>• Sound Communities aims to highlight some of the commonalities between music practice and speech, language and communication practice. Click <a href="#">here</a> to access further information and free resources.</li> <li>• SALTMusic developed from an action research project between the music and arts team at Great Yarmouth Community Trust Sure Start Centre, and Speech and Language therapists (SLT) at East Coast Community Health in the East of England. You can read more about the project and download the report <a href="#">here</a>.</li> <li>• Take Art share the learning from their 3-year Youth Music funded Early Years music programme via their website. You can read about music, communication skills and empathy amongst other outcomes <a href="#">here</a>.</li> </ul>
6. Do practitioners find out about the musical identities and interests of the children through consulting with parents/carers?	<p>Consider ways of finding out about the children's musical home lives, identities and interests:</p> <ul style="list-style-type: none"> <li>• Via chatting with parents/carers e.g. on home visits/at drop-off collection times/stay and play sessions/coffee mornings for families</li> <li>• Create a space to enable parents/carers to share, eg by creating a musical sharing wall where parents and carers can leave information (e.g. post its) about their children's musical tastes.</li> </ul>
7. Are the musical identities and interests of the children reflected in the planning and provision?	<p>Ways of including the musical interests and identities in your provision:</p> <ul style="list-style-type: none"> <li>• Sharing the music that children listen to at home in the setting (NB, listen to this beforehand and discuss with your team that it is deemed appropriate to play in your setting).</li> <li>• Sing songs that parents/carers have said they/their children sing at home</li> <li>• Consider your environment, does your musical environment reflect the musical culture of the children in your setting?</li> </ul>
8. Are children encouraged and supported to sing on a daily basis?	<p>When we plan to sing with children we need to carefully consider what the purpose is.</p> <p><u>There can be many purposes, for example:</u></p> <ul style="list-style-type: none"> <li>• Songs to develop singing skills</li> <li>• Songs for children to listen to</li> <li>• Songs to move to</li> <li>• Songs for relaxation</li> <li>• Songs to share stories</li> <li>• Songs to explore elements of music, e.g. dynamics (loud/quiet), tempo (fast/slow)</li> </ul>



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Singing in early childhood is perhaps more complex than is often considered. Consider one song that you sing regularly and why you sing it - is it for children:

- To move to
- To listen to
- To learn the lyrics
- To learn the melody
- To sing certain phrases in the song

#### Pitch range

If you are teaching children to sing, think carefully about the pitch range, children's voices are higher than adults so we need to sing in a comfortable range for them if we are hoping they can join in and sing the song. Try to lift your voice so that you are not singing in your speaking voice.

#### Volume

If you encourage children to sing loudly they will often shout which will not be good for their voices or their singing development. Remember that children are in the early days of using their voices and their voices are developing, having the ability to control the volume of their singing voice can be tricky. You can encourage children to use their best singing voices rather than their loud singing voices.

In '[A Guide to Singing with Young Children](#)' (2018), Greenhalgh offers practical suggestions and tips to support singing in the early years. For further information and ideas please click [here](#).

9. Do children have access to instruments and music making resources on a daily basis?

Musical instruments and sound makers are often not offered in continuous provision as they are deemed 'noisy'. Not all instruments and sound makers are loud, consider your environment and experiment with creating different enabling musical environments, for further ideas please click [here](#).

Take Art share the learning from their 3-year Youth Music funded Early Years music programme via their website. You can read about their exploration of musical environments amongst other outcomes [here](#).



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10. Do children have opportunities to listen to recorded music?	It is important for children to listen to a range of genres of music so that they have rich and diverse listening experiences. You can develop your repertoire of music played in your setting by starting with the children's preferences and asking their parents/carers about the music they like to listen to at home or in the car. For further ideas please click <a href="#">here</a> .
11. Is children's music making observed and valued?	Look out and listen for children's music making, this is often considered to be 'noise'. Children's musical play can be compared to their visual doodling or mark making, value their musical doodles. Look at Exploring & Playing in <a href="#">Musical Development Matters</a> for further information and ideas.
12. Is children's music making documented?	Children's music making is often described as noisy and is often not captured. Observing and documenting children's music making is a great way of showing that their music making is valued. Look out and listen for children's music making and explore ways of documenting this.
13. Are there are regular opportunities for children to move freely and expressively to music?	Often music and movement in early childhood is offered as an adult led activity whereby the children follow either actions within a song or follow the movements offered by an adult. These activities can be valuable musical experiences for children. We also need to create opportunities for children to move to music and create space for children to freely express themselves physically. There are many avenues and possibilities for music and movement activity, moving whilst listening to music and moving whilst making music. You can find further information and ideas in the Moving & Dancing aspect of Musical Development Matters <a href="#">here</a> and also the MDM online resource <a href="#">here</a> .
14. Is music provision and activity assessed using an appropriate framework?	<ul style="list-style-type: none"> <li>• Musical Development Matters is a reputable framework and can be downloaded for free <a href="#">here</a>.</li> <li>• You may already use elements of the Expressive Arts &amp; Design guidance in <a href="#">Birth to Five Matters</a> and/or <a href="#">Development Matters</a></li> </ul>

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