PLATINUM	
Question	**Answer - No**
1. Is children's music making documented and shared with parents and families?	Possible ways of sharing children's music making with families could be: • Audio or video recording music making and sharing this via email or interactive apps you share with families. • Play the music making (audio or video) in the setting particularly at drop off and collection times so that families can hear the music their children have created. • Create a designated interactive music sharing wall/ display (eg sharing annotated photos) that families can see and contribute to with music activities/experiences from home.
2. Is there a range of quality musical instruments and resources available?	Lack of funding is often the biggest barrier for access to quality instruments and resources. If this is the case, possibilities could be: • Holding a fundraising event to raise funds to purchase instruments. • Asking families if they have any instruments they can donate. • Reaching out to other local settings to explore sharing instruments and musical resources. Reaching out to your local music service or hub to see if they can support you.
3. Do practitioners have an awareness of the audio environment and how to use recorded music effectively?	Active music listening activities can include a range of experiences e.g.: • moving to music • mark making with music • playing instruments with music • talking about music The important aspect is to encourage children to actively listen to music. For a range of active listening ideas, you can look at the different aspects of Tune into Listening here.
4. Does the music lead share new songs, games and ideas to further develop the music provision?	It is important that the music lead has time to share new ideas regularly so that the responsibility of music making does not fall entirely on one person. Possible ideas to explore: • Inviting the music lead to share a new song or game at the beginning of staff meetings.

	• Allocate time for the lead to share ideas at any CPD/INSET training you schedule. • Holding a specific CPD session to enable the lead to share ideas.
5. Does the music lead and/or other members of staff lead CPD sessions for other local settings to support the development of their music provision?	Sharing practice and ideas is great for professional and personal development. It also creates an opportunity to connect with other local settings. Consider hosting an EY music sharing session and inviting other EY educators from your local community to share and connect. You could also consider if it is possible for the music lead to lead a CPD training session for other local settings. Connecting and sharing locally may enable you to create a local network and community of practice that could develop and grow. This could become a network for EY educators to support the development of music practice and provision in your local area.
6. Is it evident that music plays an important role in the life and ethos of the setting?	Here are some possibilities to consider: • Including music as part of the conversation when you first engage with families. • Making music visible when you enter your setting: • Sharing documentation of children's music making in the entrance/foyer area • If you the roles and responsibilities of staff are visible for parents and carers, is it clear that you have a music lead? • Creating a display/information to be sent home sharing aspects of why music is important in the Early Years.

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