


| SILVER (standard expectation for all settings) | GOLD (In addition to SILVER) | PLATINUM (In addition to SILVER & GOLD) |
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| <ol style="list-style-type: none"> 1. There is an assigned person who leads the music provision, a Music Lead 2. The Music Lead can access Early Years Music CPD opportunities 3. The Music Lead shares information with colleagues regarding the importance of music in the Early Years 4. There is a music policy that is inclusive of all children 5. Staff in the setting understand how music weaves through and supports all areas of the Early Years Foundation Stage 6. Staff in the setting find out about the musical identities and interests of the children through consulting with parents/carers 7. The musical identities and interests of the children are reflected in the planning and provision 8. Children are encouraged and supported to sing on a daily basis 9. Children have access to instruments and music making resources on a daily basis 10. Children have opportunities to listen to recorded music 11. Children's music making is observed and valued 12. Children's music making is documented 13. There are regular opportunities for children to move freely and expressively to music 14. Music provision and activity is assessed using an appropriate framework | <ol style="list-style-type: none"> 1. There are a range of musical environments created both inside and outdoors 2. Music is included in the planning, including adult led activities and musical environments/activities to support child-initiated music making 3. Practitioners recognise and value children's spontaneous vocal play/spontaneous singing 4. New songs introduced on a regular basis and children are encouraged to create their own songs 5. Children's musical play is recognised and valued with adults sensitively interacting where appropriate 6. Background music is kept to a minimum and active music listening experiences are supported by practitioner 7. A wide range of genres of recorded music is available for children to listen to 8. Children's music making is documented using a range of mediums such as audio recording, film, annotated photographs 9. The musical interests of the children are explored and built upon within the setting 10. All practitioners have an awareness of musical development in early childhood | <ol style="list-style-type: none"> 1. Children's music making is documented and shared with parents/carers 2. There is a range of quality musical instruments and resources available 3. Practitioners have an awareness of the audio environment and how to use recorded music effectively 4. The music lead shares new songs, games and ideas to further develop the music provision 5. The music lead and/or other members of staff lead CPD sessions for other local settings to support the development of their music provision 6. Is it evident that music plays an important role in the life and ethos of the setting |
| <p style="text-align: center;">All music provision should be progressive and sustainable with a clear focus on the development of skills; knowledge; and understanding</p>  | | |