

Disclaimer: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.

Top tips: Music throughout provision

Children enjoy music from birth, developing musicality in a number of ways. As with other areas of expressive arts and design, children should be able to explore and create freely, although they will need some skills taught explicitly.

These top tips will help you to provide music in a number of ways to support children's developing knowledge, understanding and skills in music making and appreciation:

- **Listen to music with all ages:** Introduce babies to different sounds, actively listen to music of different styles, create listening spaces to play music at certain times; do not have music on continuously in the background
- **Responding to music:** Children respond to music from being a baby, provide regular opportunities for children to respond to music as they grow, encourage children to describe sounds using their language, physical movement and through using other media like paint
- **Recognise and join in with familiar songs and rhymes:** Children recognise songs long before they can join in and sing them
- **Listen to different sounds:** Listen to sounds made by different instruments, voices and different languages
- **Respond to different rhythms and beats:** Introduce songs and music with simple rhythms and beats, encourage children to join in using their bodies, such as patting knees, clapping hands and stamping feet
- **Begin to explore different instruments:** Know how to create sounds, introduce children to un-tuned percussion instruments including those to shake, bang, tap and scrape
- **Recognise changes in music such as dynamics, tempo and pitch:** Help children recognise and respond to changes in music such as changes to dynamics (loud/quiet), tempo (fast/slow) and pitch (high/low)
- **Express musical preferences such as favourite songs or genres of music:** Help children identify and express their song and music preferences by letting them choose songs to sing or music to listen to



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- **Musical patterns:** Help children to hear the patterns in music and start to create their own patterns as individuals and a group
- **Music areas:** Create child height displays of pictures and text of nursery rhymes for children to choose from along with bought and home-made instruments, scarves, ribbon sticks etc.
- **Invite musicians:** If possible, invite musicians to perform for children
- **Encourage children to perform:** It can be known songs, routines or music they've made up, listen respectfully to the sounds children make and celebrate their performances.

NDNA products to support you with these tips

- Publication – [Music and Movement: The Early Years](#)
- Face to face course – [Expressive Arts and Design](#)

And more resources at www.ndna.org.uk/hub/myndna