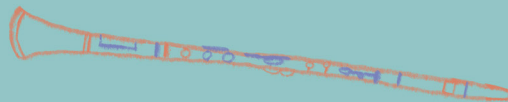


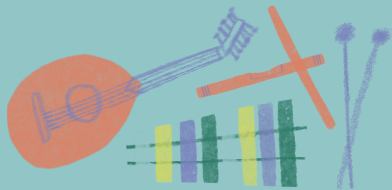
SOUNDS OF PLAY

WORKING WITH MUSICIANS:
A GUIDE
FOR EARLY YEARS
SETTINGS

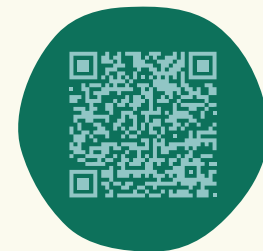


SOUNDS OF PLAY

Sounds of Play is a Youth Music funded workforce development project led by The Springfield Project, a leading partner of Birmingham Forward Steps (BFS). The project is built upon the partnership of 18 early years and music organisations in Birmingham who together make up the Birmingham Early Years Music Consortium (BEYMC). This guidance has been created by, Emma Powell, Senior Early Years Practitioner, Spurgeons, Birmingham and Nicola Burke, Sounds of Play project leader. Emma is one of four Early Years Music Champions that have supported the development of EY music practice and provision across Birmingham.



Find more info about
Sounds of Play here!



Why Invite a Musician into Your Early Years Setting?

Welcoming a musician into an Early Years setting offers a wide range of benefits for children, practitioners, and the setting as a whole. Here are some of the key advantages:

- **Enriching Musical Play:** A visiting musician can bring fresh energy and creativity, enhancing the role of music in children's everyday play and learning experiences.
- **Collaborative Practice:** Working alongside a musician enables Early Years practitioners to develop and strengthen their own approaches to musical play.
- **Supporting Children's Musical Development:** Musicians can offer diverse and engaging musical experiences that encourage children to explore, experiment, and express themselves, helping to nurture their musical development in meaningful ways.
- **Embedding Music in continuous provision:** Music should be recognised as a vital part of early childhood education; it interweaves through all areas of learning and development. By integrating it into daily practice, children gain access to broad, balanced, and well-rounded learning opportunities that support their development.

CONSIDERATIONS

How will the musician work in your setting - what is their role?

- How will the musician work with children, what approaches may they adopt, e.g. will they lead group sessions, will they interact and play with children in free-flow?
- Will they facilitate sessions with children and their families?
- Will they work with all staff to explore and suggest ways to develop the continuous music provision?
- Will they support your team to plan for music making sessions?
- In what ways can the musician support and enhance your team's professional development? How can they observe and work alongside the musician to create meaningful learning opportunities for the children?

Working together in partnership with the musician.

- Ensure the musician understands your setting's ethos & principles of the day to day running of the setting.
- Arrange to show the musician around prior to their first direct session with children and ensure this is budgeted for as one of their paid sessions.
- Ensure that the musician is aware of any special needs and adaptations required for children with additional needs.
- Discuss who will provide the resources for the sessions and whether budget needs to be drawn upon to support the development of resources for the setting's music provision.
- Clarify hours of work, fees, payment process & schedule.

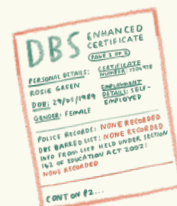


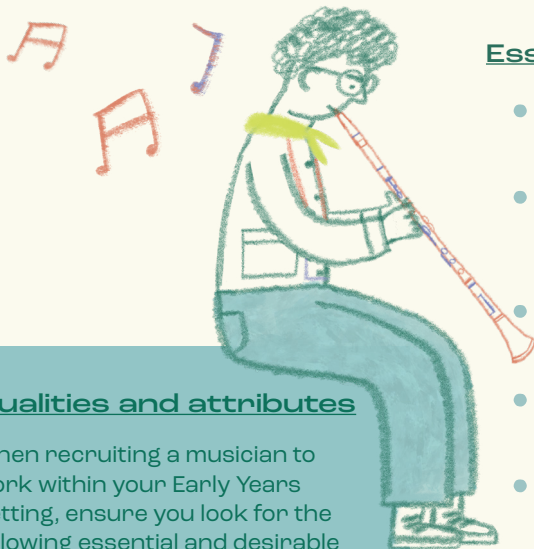
- Bringing staff together with the musician before they begin working and playing with the children to discuss and plan their time is crucial to develop positive working relationships. This will ensure everyone is on the same page, that expectations are understood and the needs of the children are carefully considered.

Safeguarding considerations

Ensure that the musician:

- has an enhanced DBS certificate or is registered on the update service.
- understands signing in and out of the building procedures.
- understands safeguarding policies and procedures.
- understands how to report a safeguarding concern.





Qualities and attributes

When recruiting a musician to work within your Early Years Setting, ensure you look for the following essential and desirable qualities to ensure high quality music provision for your setting:

Essential

- Understanding of early childhood development.
- Understanding of approaches to early years music making and pedagogy.
- Experienced in delivering music sessions for children age 0-5yrs.
- Ability to plan and organise high quality music sessions.
- Ability to create musical play opportunities within Early Years.
- Ability to work in partnership with other practitioners to meet the needs of the children.
- Understanding of safeguarding procedures.
- A positive role model.
- A reflective practitioner.

Desirable

- Awareness of the Early Years Foundation Stage framework.
- General understanding of the areas of learning and development, as well as the characteristics of effective learning.
- Adaptable.
- Flexible.
- Open-minded.
- To have engaged in early years music professional development opportunities, e.g. The Certificate for Music Educators: Early Childhood.
- Understand and comply with Early Years Setting policies and procedures.
- To have an overview of Musical Development Matters.

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