

Early Childhood Music models of practice often involve adult led activity and direction. Whilst this is an important element of practice and pedagogy, educators need to consider the role of the adult and importantly how children develop and learn in different ways and rates. The Characteristics of Effective Learning framework below is from *Development Matters*, the non-statutory guidance material that support practitioners to implement the EYFS. The framework below has been adapted to encourage educators to think specifically about supporting and nurturing children’s music making and development. You can download a copy of this by clicking [here](#).

Characteristics of Effective Learning - In Music			
	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Playing and Exploring engagement	Finding out and exploring <ul style="list-style-type: none"> Showing curiosity about sounds, instruments and music Using senses to explore sounds and music around them Engaging in open-ended musical activity Showing particular musical interests 	<ul style="list-style-type: none"> Play musically with children. Encourage them to explore and show your own interest in discovering new musical things. Help children as needed to do what they are trying to do, without taking over or directing. Join in musical play sensitively, fitting in with children’s ideas and offering your own if needed to extend the play. Encourage children to try new musical activities and to judge risks for themselves. Be sure to support children’s confidence with words, music making and body language. Pay attention to how children engage in musical activities - the challenges faced, the effort, thought, learning and enjoyment. 	<ul style="list-style-type: none"> Provide stimulating musical resources which are accessible. Arrange flexible indoor and outdoor space and musical resources where children can explore, move and play. Plan first-hand experiences and challenges appropriate to the development of the children. Ensure children have uninterrupted time to play musically and explore.
	Playing with what they know <ul style="list-style-type: none"> Representing their experiences in musical play Taking on a role in their musical play Making music with other people 		
	Being willing to ‘have a go’ <ul style="list-style-type: none"> Initiating musical play Seeking musical challenge Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error 		
Active Learning motivation	Being involved and concentrating <ul style="list-style-type: none"> Maintaining focus on their musical activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details 	<ul style="list-style-type: none"> Support children to choose their musical activities – what they want to do and how they will do it. Stimulate children’s musical interest through shared attention. Help children to become aware of their own musical goals. Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, listens carefully to music, responds to music. Encourage children to learn together and from each other. 	<ul style="list-style-type: none"> Children may become more deeply involved when you provide something that is new and unusual for them to explore musically. Try to notice what arouses children’s musical curiosity, looking for signs of deep musical involvement; this may be challenging as listening can involve deep involvement without any apparent sign that this is happening. Ensure children have time and freedom to become deeply involved in musical activities.
	Keeping on trying <ul style="list-style-type: none"> Persisting with musical activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties 		

	<p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own musical goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting musical challenges for their own sake rather than external rewards or praise 	<ul style="list-style-type: none"> • Children develop their own motivations when you give reasons and talk about learning, rather than just directing. 	<ul style="list-style-type: none"> • Children can maintain focus on musical things that interest them over a period of time. Help them to keep musical ideas in mind by recording or filming their previous music making. • Keep musical resources out instead of routinely tidying them away. • Make space and time for all children to play musically.
	<p>A Unique Child: observing how a child is learning</p>	<p>Positive Relationships: what adults could do</p>	<p>Enabling Environments: what adults could provide</p>
<p>Creating and Thinking Critically thinking</p>	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Creating their own musical ideas • Finding ways to solve problems • Finding new ways to do things musically 	<ul style="list-style-type: none"> • Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i> • Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. • Encourage open-ended thinking by not settling on the first ideas: <i>What else</i> is possible? • Always respect children's musical efforts and ideas, so they feel safe to take a risk with a new idea. • Give children time to make music, move, talk and think. • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. • Model the creative process, showing your thinking about some of the many possible ways forward. • Sustained shared thinking helps children to explore ideas and make links. Follow children's lead in music making and think about things together. Add your own ideas and offer support when needed to help guide and shape the creative process. • Encourage children to describe problems they encounter, and to suggest ways to solve the problem. • Show and talk about strategies – how to do things – including problem-solving, thinking and learning. • Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. 	<ul style="list-style-type: none"> • In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own musical ideas?</i> Avoid children just reproducing someone else's musical ideas. • Build in opportunities for children to play with musical resources before using them in planned tasks. • Musical play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Offer opportunities for rich musical play considering that it is often multi-modal and often involves a blend movement, listening and sound making. • Recognisable and predictable routines can help children to predict and make connections in their experiences. • Routines can be flexible, while still basically orderly. • Plan linked experiences that follow the musical ideas children are really thinking about. • Develop a learning community which focuses on how and not just what we are learning.
	<p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their musical ideas • Developing ideas of grouping, sequences, cause and effect 		
	<p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a musical task, solve a problem and reach a goal • Changing strategy as needed • Reviewing how well the approach worked 		