

# MUSIC MAKING IN NURSERIES



*encore!*  
Staffordshire Performing Arts  
An Outstanding Service



## Did You Know?

- Studies have shown that music-making in the early years (age 0-5) can improve spacial-temporal reasoning which is important for developing maths, science and art skills (Rauscher & Zupan, 2000).
- Research has shown that music-making at a young age can improve communication and relationships between children & their carers (Young, Street, & Davies, 2007).
- There is a growing body of work looking at how music making affects the brain. Many studies have shown how learning music uses similar processes as learning sounds and patterns, which in turn can aid in the development of language & reading. Crucially, further studies have shown that if structured & long term music making is provided at an early stage (i.e. pre-school) then these benefits are even greater (Anvari et al., 2002, Gromko, 2005).

*Summary of National Research 'The Power of Music'*

## What is Music Making in Nurseries?

Music Making in Nurseries is our introductory programme for settings new to music work or those wanting a short 6 week programme of delivery. The programme provides educational, engaging, fun & creative musical & movement activities & games not only involving children but also practitioners & parents/carers (where appropriate). Led & managed by experienced early years music specialists the 2 hour sessions will be tailored to the needs of your children & practitioners & can include a variety of small group, 1-1, free play & large group activities.

### Aims

- To deliver an engaging programme of diverse music & movement activities that further expands on existing provision
- To develop practitioner & parent/carer confidence & skills when delivering activities with babies and children

### Objectives

- To develop & provide music activities as an integral part of a child's whole development
- To highlight the positive impact that music & movement can have in a setting & on the educational, personal & social development of young children
- To share activities with the practitioner & parents/carers to ensure provision continues
- To support the Early Years Foundation Stage focusing on Personal, Social, Emotional, Creative, Physical, Communication, Reasoning & Numeracy Development.
- To assist the setting in engaging with parents/carers (where appropriate)



## What will a session be like?

Each project will be tailored to the individual needs of the setting – to be agreed at the initial development meeting. But for example a session may include the following:

- Large group singing & movement
- Small group singing, movement, stories, musical play, instruments, improvisation
- Free play – where music leader & instruments are available to any child as & when they choose; the activities are therefore very improvisational & responsive to the individual child.
- 1-1 activities with particular children – sometimes in response to engagement, language, hearing, behavioural issues.

Sessions can be designed to include parents & carers; or be aimed at children & practitioners alone (or a combination of both). This can be decided at the initial development meeting.

Musical content will be designed to respond to particular group topics or Foundation Stage areas but could include the following:

- Hello & goodbye songs
- Action songs & tidy up songs
- Improvised musical stories
- Graphic scores & musical signs
- Percussive & tuned instruments
- Listening to different genres of music
- Movement – using elastic, scarves, puppets etc

Each session will include adequate time outside of the 2 hour delivery period for set up and debrief with setting staff.

*“One of these shy children was very reluctant to come but responded brilliantly, exploring sounds on the drum and chime bars and vocally, sharing the session with another child.”*

## What are the key requirements of my setting?

- Provide adequate space for sessions
- Ensure at least one practitioner supports each session (preferably the same practitioner each week)
- Encourage practitioners to participate fully in sessions & debriefs
- Accommodate initial development meeting & final evaluation/debrief meeting
- Facilitate recruitment of parents/carers to the sessions (if appropriate)

### **For only £1,076 you will receive:**

- **Initial development meeting between music leader & setting**
- **Six 2-hour sessions delivered on consecutive weeks**
- **Evaluation and final debrief meeting between music leader & setting**

## High Quality Delivery & Management Provided

All sessions are delivered by experienced music leaders who have been working with us for some time & have a wealth of experience in working with early years children & settings. All of our leaders have fully enhanced CRB checked by Make Some Noise or Staffordshire Performing Arts, have at least 2 references & full public liability insurance.

Make Some Noise will manage & oversee the programme including monitoring the quality of activity & evaluating the impact on individuals & settings.

## Staff Inset Provision

In addition to the delivery of the Music Making in Nurseries programme we are able to also provide a training day. This would be aimed at the whole setting to aid all staff in embedding activity into their everyday practice. The cost of this full day training is £300; but each setting buying in this additional provision will receive a kit of instruments similar to those used during the project at a heavily discounted price.

## What are the next steps?

Should you be interested in commissioning the Make Some Noise/Staffordshire Performing Arts partnership to deliver the Music Making in Nurseries programme then please complete the booking form & email/send to Penny Barfield, Make Some Noise, Floor 3, Wedgwood Building, Tipping Street, Stafford, ST16 2DH. If you have any queries please contact Penny on Penny@make-some-noise.com or 07982 241 310.

Please note that the deadline for bookings for delivery during the Autumn term 2010 is **30th July 2010** & the deadline for bookings for delivery during the Spring term 2011 is **30th November 2010**.

For more information on this or any of our other programmes please see [www.make-some-noise.com](http://www.make-some-noise.com)

*“During a session with just 2 children, one very shy boy didn’t join in at all, but showed interest when I was packing up & then played with me for 10 minutes. He then came straight to me the following week to play more music.”*

*“The activities with the whole group enhanced group work & social skills & we had lots of fun with these, & the smaller group work allowed the older children to extend their ideas & the less confident children to develop confidence to express themselves.”*

