

Auditory Environment and Routines

Ideas/questions to explore in your setting

- Ask yourself – when you are concentrating, do you like music or sound in the background? Some people will prefer background sound and others will not. Similarly for children – some children may thrive on music being played whereas others will be distracted.
- If music is being played ask yourself – why is music on? Is it being played for staff or for children? What music is being played and why?
- If music is to be played in the environment, observe the children carefully – does it impact their concentration? Does it impact their play?
- Explore limiting the time that music is played – if music is consistently played it is likely to become unnoticed and maybe not heard. Children may be tuning out of it and this may be encouraging them to **not** listen.
- Can music listening become part of your singing/music sessions?
- In many settings the ability to create a listening area which enables children to choose the music they listen to is challenging as music cascades around a room. Can you create a listening space at certain times in a day or within the week?