

## Things to think about...

- Does your own comfort zone affect your engagement with music? What do you need to positively push you outside your comfort zone?
- How do you manage your expectations of how you thought something would go when it goes in a completely different direction?
- How comfortable do you feel using your voice in your setting? What might help build your confidence?
- Lucy describes music as being rooted in listening. How often do you focus on listening to sounds in your environment with the children?

## Creative challenges

### 1. Tuning into sound in your setting

Where are the wee ones engaging with sound or music already? Are there quiet and loud spaces that encourage sound exploration? Notice what they are naturally drawn to: listening, making noise, or exploring rhythm? Think about how you can build on these moments and try following their lead, helping them explore something that has already captured their attention.

### 2. Using music to support everyday moments

Are there particular moments in your day that feel tricky? Try introducing a simple musical element to that part of the day, such as a familiar song, a repeated rhythm, or an exploration of sounds (for example, loud/quiet or fast/slow). Observe what happens. How do the wee ones respond? Does it support connection, comfort, or a shift in mood? How did this approach feel, and how might you build on it in other moments throughout the day?

### 3. Create a musical experience

Plan a musical experience where there's no right way for wee ones (and grown ups!) to join in. Include opportunities to engage at different levels of comfort zones, both for you and the wee ones you work with. Allow for moments of disengagement and remember not all engagement looks the same. Introduce it as an experience, by modelling it, and give wee ones time to respond and join in in their own way. As it unfolds, stay responsive and follow what the children are doing. Reflect on what your Yes was and what the wee ones' Yes was – how will their responses influence future musical experiences?

## Links

- [Voice of the Baby in practice](#)
- [Engagement signals](#)
- [Starcatchers Wee Inspirations](#)
- [Series 1, Episode 8: Musical Outdoors, Language Development and Empathy with Dr Rachel Drury](#)
- [Series 1, Episode 9: Rhythm, Self-expression and Child-Led Music with Fraser Stone](#)

## Listen back

- [Adapting to Vulnerable Settings and Adult Engagement \(6:09\)](#)
- [Using Music to Support Tricky and Joyful Moments \(7.23\)](#)
- [The Role of Music in Early Years and Adult Comfort Levels \(19.20\)](#)
- [Engaging Large Groups and Building Trust \(28.37\)](#)
- [Working with Families in Prisons \(28.00\)](#)
- [The Role of Music in Additional Support Needs Settings \(40:00\)](#)