

## Interactive Music-Making for Practice: A Learning Opportunity

Interactive Music-Making for Practice is a practice-based course, so what is learnt in the teaching sessions is designed to be directly applied in the workplace. The course comprises 12 weeks' teaching and 8 weeks supervised practice. The teaching component covers the following areas of study:

- Child development
- Attachment theory and mother/infant interactions
- Child-centred play
- How Interactive Music-Making facilitates early child development
- Developing relationships and social communication through Interactive Music-Making
- Musical resources
- Interactive Music-Making in the workplace
- When to make a referral to a Music Therapy service

"Interactive Music-Making is what early years is all about.  
What better inclusive environment can you think of?"

*Dimitrios Kontozisis, Deputy Head-Specialist Leader in  
Education, Clyde Children's Centre*

The next Interactive Music-Making course will be offered in September 2022  
in South East London.

### IMM Awards 2022

Early Years Settings can now apply for an Interactive Music-Making Award. This will cover the course fees for one staff member, one set of musical instruments and other associated costs. Awards are limited - to find out more please get in touch!

To find out more about training as an Interactive Music-Maker go to:

[www.interactivemusicmaking.org](http://www.interactivemusicmaking.org)  
E: [elsahariades@musicastherapy.org](mailto:elsahariades@musicastherapy.org)  
T: 020 7735 3231



music as therapy  
international  
Registered Charity No: 1070760



interactive  
music-making  
working with the under 5s

## WHAT IS INTERACTIVE MUSIC-MAKING?



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## Interactive Music-Making is a child-centred approach to music-making, which establishes positive relationships and fosters the child's individual potential.

### How does it work?

High-quality play is nationally documented as being essential to establishing healthy social and emotional foundations in the early years.

Music can provide a unique, stimulating play environment. Encouraging children to become actively involved in making music can offer an opportunity for them to respond spontaneously in ways which are directly linked to the development of their general skills.

Interactive Music-Making is designed to make music a more integral part of all children's early development opportunities, and to promote skills associated with developing social communication, including:

- Attention and listening
- Non-verbal expression
- Vocal responses
- Communication skills
- Turn-taking and sharing
- Social understanding and confidence
- Concentration and focus
- Confidence
- Self-regulation



"I had no idea how musical instruments were going to help improve my son's balance, co-ordination and motor skills, let alone his speech and social skills. The paediatrician said how sociable he is for an autistic child, something I would never have expected her to say before he started Interactive Music-Making."

*Parent of a child who attended Interactive Music-Making*

### Who is it for?

Interactive Music-Making is an inclusive approach when working with the under 5's and has benefits for young children who may or may not have additional needs affecting their development.

### Where does it happen?

Interactive Music - Making is designed to happen anywhere! Most commonly you will find programmes being implemented in a range of early years settings such as Children's Centres, 'Play and Stay' sessions or nurseries, as well as at home.

### Is this Music Therapy?

No. Music Therapy services have a psychological focus and very clear referral criteria. For more information about music therapy, go to [www.bamt.org](http://www.bamt.org).

"As a children's centre, Interactive Music-Making means that we can offer targeted support, early intervention and prevention. It ticks all the boxes as far as we're concerned and we can see children & parents thoroughly enjoying it!"

*Children's Centre Manager*

"I worked with one little girl who had social issues - issues at home, she was very introverted and not getting any support. She really grew in confidence and now she'll come and find me and ask to do music."

*Early Years Practitioner*

"There was a boy with social and communication needs in one of my groups ... He came out with his first word ever and kept going from there! I was able get him referred on to Music Therapy, music was clearly making an impact."

*Early Years Practitioner/Interactive Music-Maker*