
***Notes for Clarification**

3.1. "Some" means more than one example of music materials are accessible for at least 1 hour per day in an 8-hour program, prorated appropriately for shorter programs (see "Explanation of Terms Used Throughout the Scale" on p. 7 for time required in shorter program). The materials need not be accessible at the same time.

5.1. To give credit for "many," there must be enough musical instruments for at least half of the children to use at once *plus* some music to listen to, such as a tape player with tapes or a computer program that has extensive musical content (e.g., complete songs, and/or passages of music). Do not give credit for very short musical sound patterns on the computer, as found in many computer games. Dance props must be accompanied by something that makes music such as recorded music, child-created music, or adult created music. For a tape player to be considered accessible in a group of older children (majority of children are 4 years and older), children should be able to use the tapes independently, but in younger groups help may be needed from the teacher.

5.1. (cont.) To give credit, the "many" music materials must be *accessible* for at least 1 hour daily in programs operating 8 hours or more a day. Less time is required for programs operating less than 8 hours a day, with the amount of time calculated proportionally, based on the ratio of 1 hour for programs of 8 hours or more (see "Explanation of Terms Used Throughout the Scale" on p. 7 for time required for shorter programs).

5.2. "Various types of music" means at least three different types. (See *All About the ECERS-R*, p. 216 for a list of types of music.)

7.2. For this indicator, "occasionally" means at least 3–4 times per year.

Questions

How do you handle music with the children?

3.2. How often do you do music activities with the children?

3.3. Do children ever do movement or dance activities? About how often is this done?

5.2. What kinds of music do you use with the children?

7.2. Do you ever do special music activities?

7.3. Are there any opportunities for children to do music activities in their own way?

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
21. Music/movement						
1.1 No music/movement experiences for children.		3.1 Some music materials accessible for children's use (Ex. simple instruments; music toys; tape player with tapes). *		5.1 Many music materials accessible for children's use (Ex. music center with instruments, tape player, dance props; adaptations made for children with disabilities). *		7.1 Music available as both a free choice and group activity daily.
1.2 Loud background music is on much of the day and interferes with ongoing activities (Ex. constant background music makes conversation in normal tones difficult; music raises noise level).		3.2 Staff initiate at least one music activity daily (Ex. sing songs with children; soft music put on at naptime, play music for dancing).		5.2 Various types of music are used with the children (Ex. classical and popular music; music characteristic of different cultures; some songs sung in different languages). *		7.2 Music activities that extend children's understanding of music are offered occasionally (Ex. guest invited to play instrument; children make musical instruments; staff set up activity to help children hear different tones). *
		3.3 Some movement/dance activity done at least weekly (Ex. marching or moving to music; acting out movements to songs or rhymes; children given scarves and encouraged to dance to music).				7.3 Creativity is encouraged with music activities (Ex. children asked to make up new words to songs; individual dance encouraged).

(See Notes for Clarification and Questions on next page)