

What a good one looks like!

Guidance to Headteachers, Senior Leaders and Music Leaders

School leaders are confident in the value of music and why it is important for all pupils, the school and the community. This is reflected in the music policy, in resourcing and in opportunities offered.

Music is a valued part of a broad and balanced curriculum at Key Stage 3 illustrated by

- Timetabling arrangements that enable pupils to engage in musical learning on a **regular** and **sustained** basis
- Class sizes in Key Stage 3 that are commensurate with the size of classes in other practical subjects
- Additional provision for **all** to deepen musical engagement especially in Year 9 if operating a 2 year Key Stage 3
- Opportunity for study at Key Stage 4 in **groups of appropriate size** for the practical nature of the subject, not normally exceeding 20.
- Affordable access to instrumental lessons outside of class lessons
- A **wide range** of extra-curricular opportunities which feed from classroom and instrumental opportunities.

Where appropriate, opportunities for **further study** at Key Stage 5 are available in school or in partnership with other schools.

The nature and purpose of music education is understood and

- Leaders are **confident** in their ability to evaluate the quality of music in their school
- Whole school policies are applied in a way that supports **genuine musical development** and does not inhibit the practical nature of the subject particularly at Key Stage 3
- Teachers are deployed who have **specialist skills** in the subject and provide inspirational role models as musicians
- Ambitions expectations of progress are based on **musical starting points**
- The music facility is designed to safely enable whole class, group and individual activity
- The music curriculum is **inclusive** and withdrawal from music sessions for interventions occurs no more frequently than in any other subject.
- Teachers are forward looking with regular access to CPD to enable them to keep up to date, expand their pedagogical and subject specific knowledge and enable them to accommodate the changing interests of students and employers in a fast developing technological world.

“Participation in the act of music making is one of the most inspiring of human activities, and mastering the technical art of music is a challenge that brings huge rewards”

Sir Nicholas Kenyon (2019)
Chair, The Music Commission

What a good one looks like!

Supplementary Guidance to Music Leaders

There are regular opportunities for **performance** by groups and individuals through

- Lunchtime events
- Assemblies
- School events, concerts and presentations
- Visits to feeder primary schools

A range of opportunities, appropriate to pupils' musical interests, aptitudes and cultural backgrounds are available beyond classroom lessons.

Participation in music outside of classroom lessons is carefully **monitored** and as a result, strategies are in place to engage SEND LAC PP and equal numbers of boys and girls in musical activity.

There are opportunities for committed pupils to learn how to become **music leaders**.

Transition from Key Stage 2 is carefully managed and involves

- Teachers sharing musical progress of pupils across phases through **visits and discussions**
- **Transition ensembles** and/or events bringing together pupils from the Primary and Secondary phases
- Pupils **visiting** Primary Schools to celebrate their progress as musicians
- Year 7 pupils being engaged immediately in **musical activity** which provides baseline evidence on which to build realistic targets based on their own musical achievement (rather than achievement in other subjects)
- The Year 7 curriculum being designed to accommodate the different musical experience that pupils will have previously had so that all can make **progress from their starting points**.

The **music facility** is arranged in a way that has flexibility to enable whole class activity, and practical work in groups and individually.

Risk assessments and their consistent application ensures the safety of pupils including the management of their auditory health.

The department is **resourced** with both acoustic and electronic instruments and has music technology to facilitate students creating and manipulating sounds as part of the composing and performing processes.

ICT is used effectively to record and store pupils' work and to support and enhance the learning experience.

Curriculum Music Intent

The sequencing of the curriculum taught is underpinned by a carefully planned **progression in musical skills knowledge and understanding** and the requirements of the National Curriculum are met at Key Stage 3.

Planning for progression sets out **ambitious goals**.

Courses offered at Key Stage 4 (and Key Stage 5 where appropriate) build systematically on previous learning and are selected based on the **musical needs** of all pupils, enabling opportunity to pursue both academic and vocational study routes.

There are planned opportunities for pupils to develop the knowledge and skills to succeed in life which include

- Developing social behaviours appropriate to a range of musical situations
- Gaining knowledge and understanding of the music of great composers and artists and understanding why they are great
- Opportunities to visit and experience music in local and national venues
- Appropriate guidance for students who wish to follow pathways that lead to careers in the music industry.

What a good one looks like!

Curriculum Music Implementation

Music lessons are largely **practical**, and activities provide for creative responses resulting in genuinely musical experiences.

The **more advanced attainment** of those learning in informal and non-formal settings is taken into account through activities that enable them to build on their existing skills. Tailored advice and guidance is given to individuals who are self-taught.

Reading and writing take place where they are appropriate to support **musical learning** and not as ends in themselves.

Extension tasks are set to enable pupils to further their **musical engagement** at home.

Activities regularly involve both **singing and playing** instruments by ear and from notation.

Assessment is focused on the **outcomes of tasks set** and helps pupils to embed their progress in knowledge and skills as well as planning the next steps.

Assessment systems recognise that progress in music is not based on a linear path.

The **quality** of musical outcomes is more important than the difficulty of tasks.

Curriculum Music – Impact

Recordings of pupils' work forms the basis of evidence to enable

- pupils to critically evaluate their own work
- planning of the next steps for individuals and groups of pupils
- tangible musical evidence of progress towards ambitious musical goals
- work to be celebrated and shared more widely

National Assessments are used as indicators of pupils' outcomes and analysed rigorously against their individual musical starting points.

Pupils **value** and **enjoy** music both in classroom lessons and in extra-curricular activity. Pupils' views are regularly sought and acted upon.

External support

The relationship with the Music Hub extends beyond the provision of visiting teachers: the school engages in, and contributes to, a **range of opportunities** offered.

Music teachers engage in opportunities to **share ideas and strategies** with others through regular networking and social media groups.

The effectiveness of external provision is closely **monitored**.

Enrichment opportunities **build on** learning taking place in classrooms, and/or provide continuity from extra-curricular provision.

What a good one looks like!

Source materials

The national curriculum in England Framework Document Dec 2014

Returning our Ambition for Music Learning The Music Commission 2019

The State of Play – A review of Music Education in England 2019

Music Education: Current Thinking Alex Aitken Oct 2019

Music Education: A guide for Governors ACE/NGA/Music Mark (Undated)

ISM – The National Curriculum for Music. A revised framework for curriculum, pedagogy and assessment in key stage 3 music 2019

OfSTED School Inspection Handbook September 2019