

Primary Audit of Provision: Stages of Music development in Schools

Background to the document

This document supports the Primary Toolkit created by Leeds Music Education Partnership (the Music Education Hub for Leeds) which is the response to the Ofsted report 'Music in schools: what hubs must do' (Nov 2013). Music Education Hubs in England have been tasked with ensuring that all schools have a School Music Education Plan (SMEP). A school music education plan should indicate that schools are delivering the National Curriculum for Music and ensure that pupils have the opportunity to learn to play an instrument, sing regularly, perform and hear live music and work with professional musicians. The Leeds Music Education Partnership Toolkit offers a range of questions that enable schools to thoroughly examine their current provision and enable them to determine priorities for development. This document outlines a range of activities that could be offered as part of a progressive musical programme. We have suggested three possible stages of development – red, amber and green – and these have much in common with the silver, gold and platinum levels of the Artsmark Self-Assessment tool (www.artsmark.org.uk).

Red level of provision (standard expectation for all schools)

	In place?	Notes for development
There is an assigned Music Leader / Co-ordinator with responsibility for music in the school.		
There is a shared vision for music in the school which is demonstrated in the School Music Policy.		
The National Curriculum for music is taught regularly every week across the school (KS1 min 30mins, KS2 min 45mins).		
Regular high quality Whole Class Instrumental teaching (WCET / First Access) is in at least one year group.		
Music lessons throughout the school are of a high quality in terms of preparation, delivery, resources and assessment.		
There is a Scheme of work demonstrating clear progression throughout the school, (possibly linked to ArtForms Progression document) with opportunities for children to master musical skills.		
There is at least one whole school, key stage or phase, weekly singing assembly (or elements of singing within an assembly) which all children can access and engage with.		
Some additional external projects may take place which support the National Curriculum (eg 10 Pieces, Steel Pan workshop).		

Amber level of provision (builds on red)

In addition to red:	In place?	Notes for development
The assigned Music Leader / Co-ordinator actively engages with the local Music Education Hub (LMEP).		
Whole class or small group instrumental provision is in place to enable all children who wish to continue beyond their experience of first access / whole class instrumental lessons.		

There is a regular choir and / or ensemble(s); or an accessible extra-curricular music opportunity.		
The School engages with CPD opportunities (both Hub-led Music Connect and internal).		
There are performance opportunities for children both in and out of school.		
The school is involved in external projects (perhaps within the cluster) which will support music and the arts.		
High quality professional musicians are invited to perform in school.		

Green level of provision (builds on amber)

In addition to Red and Amber:	In place?	Notes for development
Music is fully embedded in the life and ethos of the whole school and has equal status with other curriculum areas. Musical activities provide support and enhancement to other areas (eg Literacy, SMSC) and the school is likely to hold Artsmark status.		
Music making across the school is of a high quality with monitoring systems in place to support good practice.		
The school is actively engaged with LMEP and regularly welcomes opportunities to engage with music making at all levels (eg attends Schools Prom, takes part in large scale events).		
The school plays an active role in driving new initiatives and supports other schools peer to peer.		
All additional external projects make clear links with schemes of work.		
All musical activities have clear outcomes with evidence of their impact. Routes for progression to external agencies are clearly in place (eg signposting to Music Centres, CLYM and other ensembles).		
Links are made with local secondary schools to enable more effective transition for pupils.		
Musical intervention activities are in place which target and develop the needs of specific groups of children (eg instrumental lessons to develop the listening ability for a group of Pupil Premium children).		

For further support or information, please contact:

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