

# Leeds Music Education Partnership: Music Connect

## Music Curriculum Guidance for Primary Schools

This document is intended for Headteachers, Senior Leadership Teams and Music Leaders. It contains information and guidance for schools about:

- Deep Dives as part of the Ofsted Inspection Framework – Sep 2019;
- Evidencing Music provision in school (Subject leader's checklist);
- Using the Self Evaluation Tool for Music in Schools.

Music Education Hubs in England are a resource to help support all schools in their local area. Leeds Music Education Partnership (LMEP) aims to have an active and positive relationship with every school and academy in Leeds.

We are tasked with ensuring that all schools have a School Music Education Plan (SMEP). A SMEP 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, hear live music and work with professional musicians.

It is recommended that all schools use this guidance to feed into their own school development plan. This can be discussed with LMEP colleagues and could be used to determine future priorities.

For further support and advice about developing music provision in your school, please contact:  
[Paula.Brookes@leeds.gov.uk](mailto:Paula.Brookes@leeds.gov.uk)

### Curriculum Deep Dive: Questions for subject leaders to consider

#### Timetable

Who delivers music within your school?

Is there regular, weekly, provision for music in your school?

#### Resources

What resources do you have to support learning?

### Curriculum planning

What is the school's long term plan for music?  
 What is your scheme of work?  
 How do you know that SoW meets the basics of the curriculum?  
 Are content choices and activities appropriate for the subject?  
 Do your Schemes of Work appropriately reflect learning needs of your pupils?  
 What opportunities are there in your scheme for deep learning and revisiting prior learning?

### Progression of skills

What would you expect pupils to know by the end of the autumn 1, autumn 2,... at the end of the key stages?  
 How is your curriculum coverage sequenced to allow progressive development of learning, skills and knowledge throughout the school?

### Assessment

Does assessment check that the necessary components are learned?  
 How do you respond to what assessment is telling you?  
 How do you assess children's progress?

### Monitoring

How do you know music is being delivered effectively and appropriately?  
 How do you monitor children's understanding?  
 How do staff differentiate in your subject?  
 What do you do to address any gaps in learning?  
 How do you cater for SEND, can you provide evidence?  
 What musical skills do children start to develop in EYFS?

### Cross-curricular links

What links are there between your subject and the rest of the curriculum?

### Extra-curricular opportunities within school

Explain about your peripatetic lessons and equal opportunities  
 What opportunities do children have to broaden their skills and knowledge beyond the curriculum?  
 What evidence do you have to support what you are saying?

### Wider cultural opportunities

What links do you make with your music hub and how does this impact on the music provision in school?  
 Do pupils have access to a range of internal / external live performances to broaden their exposure to a range of opportunities?  
 Is there a weekly singing opportunity for all pupils (e.g. through collective worship)?  
 How is your school proactively using music to promote fundamental British values, and to engage all learners?  
 Are pupils actively encouraged to engage with music as part of healthy balanced approach to learning?  
 How do you use the community, trips, visitors in your subject?

### CPD

What CPD have you received? When? How long have you been in this role?  
 What CPD have other staff received? When?  
 How do you support new staff?

### Views

What do staff think of your subject?  
What do children think of your subject?  
How do you instil a love for music in all students?

### Development

What are the strengths / areas for development in your subject?  
What is on your action plan this year?

### Work scrutiny

Learning objectives should refer to learning in the lesson  
Explain how the tasks taught link to your subject overview and what would come next

### Lesson visits (in discussion afterwards with subject leader)

How does the lesson fit in with the overview for your subject?  
Is the correct vocabulary being used?  
Are the children learning new knowledge and skills?  
Does the teacher's questioning encourage learning and enquiry?  
Did anything surprise you about the learning (gaps, skills they already knew)  
How does prior content prepare pupils for this learning?

### Discussion with teachers following lesson visits

What is this content part of?  
How do you expect this specific bit of FS content to create readiness for Y1?  
When pupils struggle – do you know why?  
How do you get the best from pupils?  
How do you ensure pupils remember the curriculum long term?  
Does CPD support you in teaching the curriculum confidently?  
Tell me about assessment and how you use it to ensure pupils know more and remember more?  
How do leaders support you to ensure a manageable workload?  
Why are you teaching what you are teaching now?  
What was the previous music lesson?  
What's going to come next?  
What is the end point for this unit?  
How do you support pupils with SEND?

### Discussion with pupils

How does your teacher help you remember important things that you have learned?  
Sometimes you, or other pupils, might need help to understand what you are learning, or to catch up.  
What help do you or others get and is it useful?  
What did you learn in today's lesson?  
What did you learn in last week's lesson?  
Thinking back to last term, I know you learned about a, b and c. Could you tell me something you can remember about one of them. Have you used this knowledge since then?  
To Y6 – what did you learn in Y2?  
To Y5 – what did you learn in Y1?  
How would you describe your musical journey during your time in this school?

## Evidence of Music Provision for a Primary school should include:

- 1) Timetables – curriculum time, provision for singing, instrumental (visiting) teachers, extra-curricular activities
- 2) Resources – instruments available to support curricular and extra-curricular learning
- 3) Music National Curriculum document
- 4) Planning – long and medium term music planning, cross-curricular links across school
- 5) Skills development overview
- 6) Key vocab list for each year group
- 7) Evidence of Assessment in planning
- 8) Evidence of how inclusive your music provision is and how you cater for all children's needs
- 9) Evidence of how musical skills are developed within EYFS
- 10) Audio / photos / video annotated to show the learning that is taking place
- 11) Evidence of monitoring – music observations, staff support
- 12) Audio examples of choir, orchestra and music groups
- 13) Info for parents about instrumental learning
- 14) Opportunities (with evidence) for children to access live music both in and out of school
- 15) List of additional opportunities school engaged with, including Hub events with film clips / audio / photos
- 16) Record of CPD attended – Music Leader and wider staff team
- 17) Staff audit
- 18) Examples of feedback from staff, pupils, parents
- 19) SWOT analysis or audit
- 20) Development plan

## LMEP Self-evaluation Tool for Music provision

This Audit of Provision document outlines a range of activities that we expect would 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](http://www.artsmark.org.uk)).

### Red level of provision (standard expectation for all schools)

There is an assigned Music / Arts Leader 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 across the school (recommended weekly time EYFS 30mins, KS1 30mins, KS2 45mins weekly).
Regular high quality Whole Class Instrumental or Vocal teaching 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 or Sounds of Intent for SEND) with opportunities for children to master musical skills.

There is at least one whole school, key stage or phase, weekly singing opportunity which all children can access and engage with.

Some additional external projects may take place which support the National Curriculum (eg, Steel Pan workshop).

### Amber level of provision (builds on red)

In addition to red:

The assigned Music / Arts Leader actively engages with the local Music Education Hub (LMEP).

Provision is in place to enable all children who wish to continue beyond their experience of Whole Class Instrumental or Vocal lessons.

There is a regular choir and / or ensemble(s); or other accessible extra-curricular music opportunities.

The School engages with CPD opportunities (both Hub-led Music Connect and others such as YAMSEN).

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:

Music is fully embedded in the life and ethos of the whole school and has equal status with other curriculum areas. Musical activities are fully accessible to all children (through means such as signed singing) 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 such as LSMA).

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 PP children or Music Therapy for SEND pupils).

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