

New OFSTED Education Inspection Framework Meeting
21/11/19

Participant Comments/Discussion

Below is a summary of the key points identified by participants during group discussions.

The 'Gold Standard' Music Curriculum:

EYFS

- Children should have access to a range of instruments in the learning environment
- Lots of singing! Nursery rhymes of increasing complexity – internalised and able to learn new material
- Establishing a strong sense of musical pulse, ability to internalise rhythms and perform simple rhythms with accuracy
- Extra-curricular opportunities (*DR comment: I would be interested to hear of examples of this?*)
- Introduction of the musical elements in practical activities (e.g. singing with a range of dynamics)
- Discrete instrumental tuition (e.g. Bamboo Tamboo) – holding/playing instruments correctly, where age appropriate
- Singing assembly
- Input from outside agencies (e.g. MMF / Rocksteady etc.)
- Introduction to basic musical symbols/notation

KS1

- Access to a range of instruments – tuned and untuned
- A range of performance opportunities (beyond just the xmas show...)
- Introduction of composition activities – composing rhythms, simple melodies, structuring and organising sound
- Introduction to and use of key musical vocab
- Singing assembly
- Input from outside agencies (e.g. MMF / Rocksteady etc.)
- Familiar with basic musical notation (crotchet, quaver, minim)

KS2

- A range of performance opportunities
- Pupils develop active/musical listening skills and the knowledge and vocabulary required to comment on and analyse musical extracts
- Composition and improvisation – composing more complex rhythms, melodic phrases, structuring and organising sound, UKS2 using triadic chords/simple chord sequences
- Music appreciation / exposure to a range of musical styles
- Range of extra-curricular clubs (e.g. choir, samba drumming, guitar, ukulele, recorder etc)
- Understanding and practical application of the musical elements in context
- Range of musical vocabulary

- Cross-curricular links
- Singing with confidence/joy – good intonation, sound production, articulation etc. able to sing in parts and rounds
- Pupils able to self/peer appraise work/performances commenting on musical
- Understanding of the notes of the treble clef / able to read crotchet, quaver and minim rhythms
- Opportunity to learn a musical instrument – Wider Opportunities / Whole-Class Ensemble Tuition (WCET) e.g. In2Music program
- Access to peripatetic instrumental lessons / visiting specialist tutors
- Fully inclusive and accessible to pupils with SEND/EAL – these pupils should be given an equal amount of timetabled music lessons, not removed from sessions for interventions
- Opportunities for pupils to lead ensembles/groups & use of ‘critical friends’ – more able pupils stretched by supporting their peers
- Use of ‘scaffolding’ in teaching and learning – teacher led, group work, paired work, individual work / performances

KS3

- Pupils leave KS3 ‘GCSE ready’ (e.g. by using adapting exam syllabus in curriculum planning)
- % SEND and Pupil Premium / disadvantaged pupils accessing music should match or exceed these figures for the school as a whole
- Love of music / passion -high levels of participation in ensembles etc.
- Understanding of musical history and wider societal impact
- Able to sing with control + expression
- Understanding of musical notation – treble and bass clef
- Able to perform in solo and ensemble contexts
- Listen critically and comment using musical vocabulary
- Able to apply musical concepts to composition and critique own/others’ work
- Knowledge of great/historical musicians including British musicians and minority/female musicians/composers
- Ability to play an instrument and/or vocal skills
- Music made into a social event – e.g. ensembles

Local Barriers to Provision

- Lack of instruments / resources (especially class-sets of instruments)
- Lack of opportunities for trips/visits/concerts/performances at KS1
- SEND groups of children removed from music lessons for interventions – making the curriculum non-inclusive
- TIMETABLING! – Not enough time dedicated to music, music lessons cancelled at short notice due to staffing shortages, SATs taking priority,
- Barriers to access at KS4 (e.g. ‘pupils must be grade 3 to take music GCSE’)
- Lack of leadership/planning time to develop the music curriculum
- Lack of subject specialism / non-specialist teachers and/or leaders