

**Purpose of study** <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

**Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Subject content**

**Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

**Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

**Key stage 3**

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history

## **What might a “Deep Dive” in Music look like for Primary schools?**

(with thanks to [Portsmouth Music Hub](#))

### **Interview with the Music Subject Leader:**

- It would be strongly advised that the Music Subject Leader is released to ‘visit’ lessons with the inspector. If the Music Subject Leader is also the music teacher, then this is a moot point.
- It is likely that it will be the Music Subject Leader (and/or the music teacher) that will be asked the questions, and therefore this person must have the subject knowledge needed to articulate responses to the inspector.



*Matthew Purves, Deputy Director, Education gave this presentation on the education inspection framework and deep dives at Herts Assessment's conference, September 2019*

### ***Before watching lessons and talking with children:***

1. Do you follow the music National Curriculum... do you add to it?
2. Talk to me about the school's long-term plan for music and the cross curricular links
3. In terms of sequencing, what was your thinking?
4. What would you expect pupils to know by the end of the autumn 1, autumn 2... at the end of the key stages?
5. Explain about your peripatetic lessons and equal opportunities
6. How do you instil a love for music in all students?
7. How can you demonstrate that music happens across the school?

### ***Questions the children might be asked:***

- What did you learn in today's lesson?
- What did you learn in last week's lesson?
- What did you learn in music last term?
- To the Year 6 children: What did you learn in Year 2?
- To the Year 5 children: What did you learn in Year 1?
- How would you describe your musical journey during your time in this school?

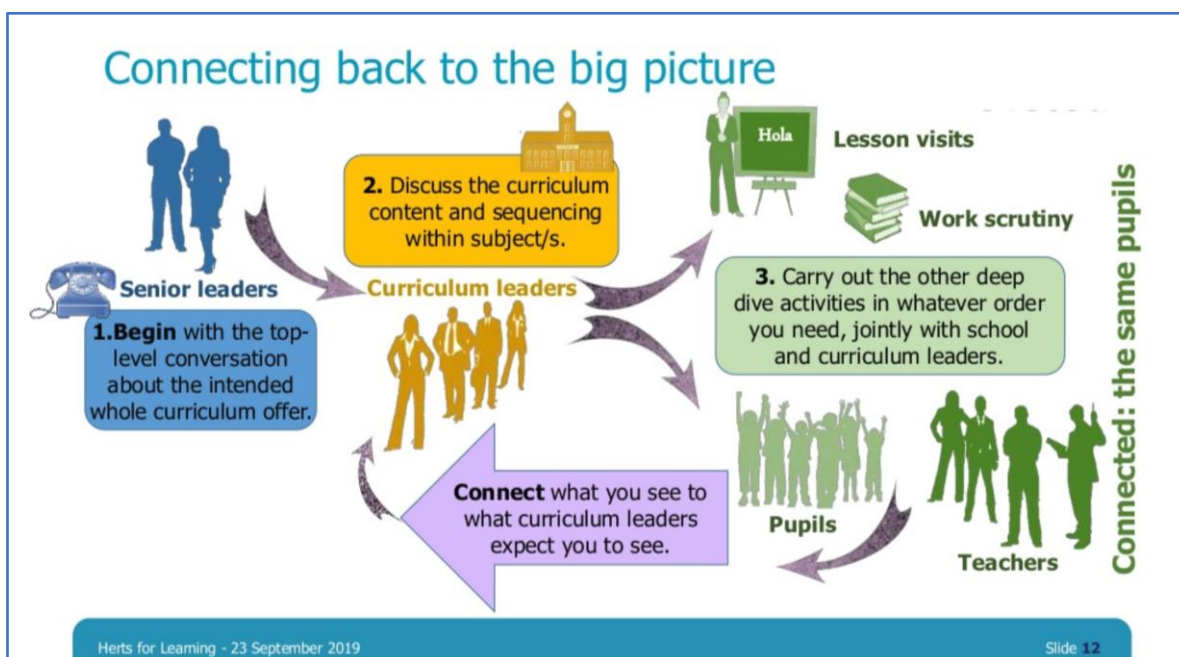
### ***After the lessons and following discussions with children:***

1. Did anything surprise you about the learning (gaps, skills they already knew)?
2. Why are you teaching what you are teaching now?
3. What's going to come next?
4. What is the end point for this unit?
5. How do you support pupils with SEND?
6. If pupils miss your subject for interventions (or other reasons), how do you ensure that they are given the opportunity to make up the learning?

### **Documentation that might be shared with inspector:**

- Long-term plan for music
- Planning to show cross-curricular links across school
- Medium-term plans that show progression of knowledge and understanding of musical skills
- Skills development overview showing music skills to be taught in Years R-6

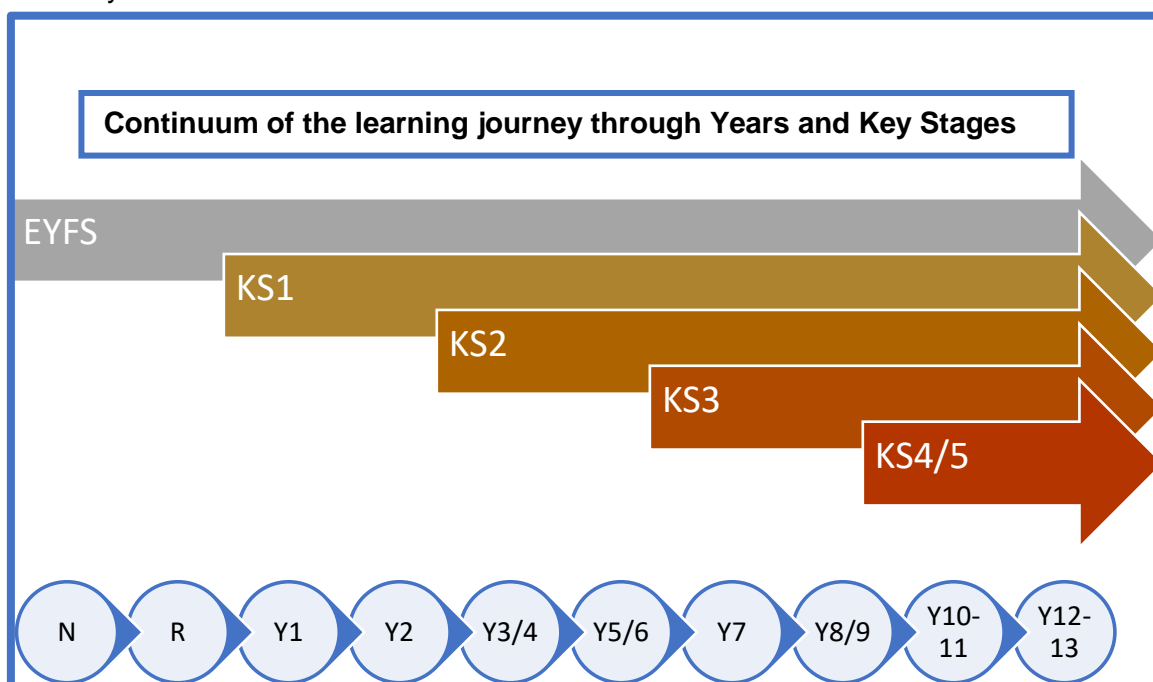
- Information for parents about instrumental learning including remissions, and sign-posting to external opportunities (e.g. Music Hub ensembles, choirs, community groups etc)
- Peripatetic timetable
- List of additional opportunities school engaged with including Music Hub events, and other partnership opportunities
- Audio/video examples of pupils' achievements throughout the year (in class and outside of class), including YouTube clips of participation in school/Hub/other events



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### Curriculum

Schools may be asked to offer clarity regarding the awareness of prior learning from previous Key Stages (i.e. KS2 to KS3). Therefore, are you able to articulate the learning journey across Year Groups and Key Stages? This will be crucial in demonstrating what school leaders want their pupils **to know and be able to do** by the time they leave their school.



Three key questions:

1. What are you trying to achieve through your curriculum? (INTENT) How is it structured? Linked to the National Curriculum?
2. How is your curriculum being delivered? (IMPLEMENTATION)
3. What difference is your curriculum making? (IMPACT)