

Music Curriculum Guidance for Schools

Creating your own School/Setting Music Policy

By using the prompts below schools/settings will achieve an overview of their delivery of music education & have an effective School Music Policy.

A Music Policy for an EYFS setting should include:

- a) Who is responsible for leading the music provision in your setting?
- b) What is the rationale for delivery of music across the setting? (music is important for the holistic development of CYP)
- c) How is music included in the planning; and how do you link to Musical Development Matters ([HERE](#))?
- d) How are musically rich environments created in your setting, (are instruments/music making resources readily available)?
- e) What the provision is for singing, music listening, moving and dancing, how often is this offered/catered for?
- f) A clear policy regarding inappropriate/appropriate use of recorded music with consideration of lyrical content
- g) Details of external music organisations/people that regularly work in the setting
- h) How often there are performances in the setting? Are children are taken to performances?
- i) How is children's music making valued, documented and shared?
- j) How *inclusive is your music provision; and how you cater for all children's needs? How is the curriculum nuanced and developed for the specific needs of groups and cohorts?

A Music Policy for a Primary Phase school (5-11) should include:

- a) How does KS1/2 provision build upon EYFS/KS1 prior attainment and account for transition between Key Stages?
- b) Who teaches the weekly Curriculum Music lessons?
- c) Is there a three-year music development plan which references development in the key features of high-quality school music provision;
 - Timetabled curriculum music of at least one hour each week of the school year for key stages 1-2.
 - Access to lessons across a range of instruments, and voice.
 - A school choir and/or vocal ensemble.
 - A school ensemble/band/group.
 - Space for rehearsals and individual practice.
 - A termly school performance.
 - Opportunity to enjoy live performance at least once a year.
- d) How is music delivered across KS2; how is music timetabled weekly; how do you link to the [Model Music Curriculum](#)?
- e) How is musical progression assessed?
- f) What is the provision for singing [is there a regular weekly whole school (or phase) singing opportunity?; (choir) Is there a regular accessible music opportunity (in relation to SEND)?]
- g) What (instrumental opportunities and/or)extra-curricular learning is available? What are these opportunities and when do they happen?
- h) Which external music organisations regularly work in school (who are the organisations/what is their remit?)
- i) Who is the assigned music co-ordinator?
- j) How does the school link with the Music Education Hub and/or the Lead Music Schools? (How often there are performances in the school?)
- k) How is music used in cross-curricular work?
- k) How *inclusive is your music provision; and how you cater for all children's needs? Are there progression routes for students from low income families? How is the curriculum nuanced and developed for the specific needs of groups and cohorts?
- l) How is technology used to aid musical learning?

A Music Policy for a Secondary Phase and Post-16 Phase school (11-18) should include:

- a) How does KS3 provision build upon KS2 prior attainment and account for transition between Key Stages?
- b) How is music delivered across KS3; (weekly)how do you link to the [Model Music Curriculum](#)?
- c) Is there a three-year music development plan which references development in the key features of high-quality school music provision;
 - Timetabled curriculum music of at least one hour each week of the school year for key stage 3.
 - Access to lessons across a range of instruments, and voice.
 - A school choir and/or vocal ensemble.
 - A school ensemble/band/group.
 - Space for rehearsals and individual practice.
 - A termly school performance.
 - Opportunity to enjoy live performance at least once a year.
- d) Who is the assigned lead for music in the school?
- e) What is the provision on offer post KS3 (e.g. GCSE/BTEC or other)? If so, which course and which Exam board? How many students are taking the exams in each year?
- f) How is musical progression assessed?
- g) What is your staffing for class music; and what are the roles of staff?
- h) How is a regular weekly school choir/choirs delivered?
- i) How are regular and/or extra-curricular weekly ensembles delivered?
- j) What instrumental learning opportunities are available; what are these; and how do they link to progressive, developmental, and sustainable work?
- k) Which external music organisations regularly work in school (who are the organisations & what is their remit)?
- l) How does the school link with the Music Education Hub?
(How often are there performances in school?)
- m) How is music used in cross-curricular work?
- l) How *inclusive is your music provision; and how do you cater for all children's needs? Are there progression routes for students from low income families? How is the curriculum nuanced and developed for the specific needs of groups and cohorts?
- n) How is technology used to aid musical learning?

***SEND settings:**

- We know that engagement is central to inclusive practice, therefore how do you support & facilitate this in your setting?
- Do you use any specific techniques, or pedagogical approaches? If so, what are these? And how do they support children accessing a meaningful and appropriate curriculum? For instance, do you make provision for music therapy? Does your provision consider the sensory/experiential role of music in a SEND setting? Music & SEND specific CPD?
- Does your setting working collaboratively with other Schools/SEND schools/Lead Music Schools to support provision?
- Research and the sharing of best practice helps to support young people's experience and access to high quality music education. Do you belong to any networks or carry out any research in your setting?

NOTES