


Music Curriculum Guidance for Schools

Self-Evaluation Tool for Music

Whilst some schools/settings have significant provision others may need more support in developing their work. The TBMH has suggested three possible stages of development. These stages are similar to the [Artsmark](#) and are categorised as Silver, Gold and Platinum and also incorporate the non-statutory guidance from the [National Plan for Music Education 2022 *The Power of Music to Change Lives*](#).

NOTE: Within SEND settings that support young people across key stages and with specific and additional needs we acknowledge that these guidelines may not be appropriate in their entirety but should be used to support provision. We have used the terminology of *appropriate and meaningful* and understand that this is central to good inclusive practice. This document is designed to support, signpost and prompt professional dialogue.

EYFS Settings		
Silver (standard expectation for all settings)		
<ol style="list-style-type: none"> 1. There is an assigned person (Music Champion) who leads the music provision & can access CPD opportunities 2. Music Champion shares information with colleagues regarding the importance of music in the EY 3. There is a music policy that is inclusive of all children 4. Staff in the setting understand how music weaves through and supports all areas of the EYFS; particularly with language development, self-confidence, communication and positive relationships 5. Practitioners find out about the musical lives/interests of the children through consulting with parents/carers. 6. Children are encouraged and supported to sing on a daily basis 7. Children have access to instruments and music making resources 8. Children have opportunities to listen to recorded music 9. Children’s music making is observed 10. Every child is engaged in meaningful and appropriate musical activities 11. Reasonable adjustments are made to ensure that music making activities are accessible, enjoyable, appropriate and meaningful for all children 12. Some additional external projects may happen in the setting 13. Music provision and activity is assessed using an appropriate framework 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">All music provision should be progressive and sustainable with a clear focus on the development of skills; knowledge; and understanding</p> 	
Gold (builds upon Silver)		
<p>In addition:</p> <ol style="list-style-type: none"> 1. A range of musical environments are created; instruments are displayed and presented on a range of levels both inside and outdoors 2. Music is on the planning; both adult led activities and musical environments/activities are listed to support child-initiated music making 3. Adults recognise and value children’s spontaneous vocal play/spontaneous singing 4. New songs and musical games are introduced on a regular basis and children are encouraged to create their own songs/music 5. Music making opportunities are not solely limited to involve the Music Champion; there are music making opportunities across the setting 6. Children’s musical play is recognised and valued with adults sensitively interacting where appropriate 7. Background music is kept to a minimum and active music listening experiences are supported by practitioners 8. Recorded music available includes a wide range of genres 9. Children’s music making is documented 10. Musical interests of the children are explored and built upon within the setting 11. Practitioners have an awareness of musical development 		
Platinum (builds upon Silver and Gold)		
<p>In addition:</p> <ol style="list-style-type: none"> 1. Children’s music making is understood, documented using a range of mediums; audio recording, film, annotated photographs and shared with parents and families 2. A range of quality musical instruments and resources are available 3. Practitioners have an awareness of the audio environment and how to use recorded music effectively 4. There are daily opportunities for children to move freely & expressively to music 5. The Music Champion shares new songs, games and ideas to further develop the music provision 6. Active listening experiences are developed to include a range of listening experiences, e.g. moving to music, mark making with music 7. The setting engages in and/or leads CPD opportunities in/out of the setting and supports other settings 8. It is evident that music plays an important role in the life and ethos of the setting 		

Primary Phase Settings

Silver (standard expectation for all settings)

1. There is an assigned lead person who is responsible for music
2. There is a school music policy that is inclusive of all children
3. Appropriate measures are taken to ensure that all music activities are appropriate, meaningful, and accessible to all children
4. The **National Curriculum** (or other suitable curriculum) for music is taught every week* at KS1 and KS2 for a minimum of one hour per week using appropriate Schemes of Work e.g. an adapted Model Music Curriculum **or evidence of sustained musical experiences each week.*
5. Music activities are assessed in a meaningful way that does not hinder creativity
6. 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
7. Some additional external projects may take place
8. There are progression routes for students from low income families. The curriculum is nuanced and developed for the specific needs of groups and cohorts.

Gold (builds upon Silver)

In addition:

1. The assigned music lead person actively engages with the local Music Education Hub and/or Lead Music School
2. Every child is sustained in meaningful and appropriate musical activities
3. There is a regular weekly choir and/or ensemble(s); or an accessible extra-curricular music opportunity
4. There are regular weekly instrumental lessons open to all pupils either as a whole class or in small groups
5. The School engages with the Music Hub's CPD opportunities
6. There are performance opportunities in/out of school
7. There are external projects which will help support curriculum music and the arts
8. There is an assigned Governor with responsibility for Music (Arts)

Platinum (builds upon Silver and Gold)

In addition:

1. Music is embedded in the whole school with all staff positively reflecting this through their actions/modelling (e.g. music can be offered in the morning, not just the afternoon)
2. The School is actively involved with the local Music Education Hub and helps drive change
3. The school engages and/or leads CPD opportunities in/out of school and supports other schools
4. There are regular performance opportunities in/out of school
5. All additional external projects are linked to the curriculum and a sequenced provision map
6. All musical activities have clear outcomes with tangible evidence of their impact
7. Music making across the school is of a high quality with formal monitoring systems in place to support good practice
8. Children can communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music
9. It is evident that music plays an important role in the life and ethos of the school

All music provision should be progressive and sustainable with a clear focus on the development of skills; knowledge; and understanding

Secondary and Post-16 Phase Settings

Silver (standard expectation for all settings)

1. There is an assigned lead person who is responsible for music
2. There is a school music policy that is inclusive of all children
3. Appropriate measures are taken to ensure that all music activities are accessible, appropriate and meaningful to all children
4. The KS3 **National Curriculum** (or other suitable curriculum) is taught every week for at least an hour and builds on KS2 experience and attainment using appropriate Schemes of Work which may include an adapted Model Music Curriculum. NB: Carousel curriculums are not endorsed or recommended.
5. Lessons are progressive, challenging and developmental across a range of genres
6. Music activities are assessed (the school has accessible Assessment and Accreditation opportunities for SEND) in a meaningful way that does not hinder creativity
7. There is at least one weekly school choir or ensemble which is run by a member of music department staff
8. Some additional external projects may take place
9. There is a post-KS3 offer for music (e.g. GCSE/BTEC) where appropriate

Gold (builds upon Silver)

In addition:

1. The assigned lead member of staff actively engages with the local Music Education Hub and/or their Lead Music School.
2. Every child is sustained in meaningful musical activities
3. There is a sustainable take up of GCSE/BTEC, (and A Level, if appropriate) courses
4. There are regular weekly instrumental lessons open to all pupils in small groups, pairs or individually
5. There is a range of regular weekly school-based choirs/ensembles; or an accessible extra-curricular music opportunity
6. The School engages with the Music Hub's CPD opportunities
7. There are performance opportunities in/out of school
8. External projects help support National Curriculum music and the arts
9. There is an assigned Governor with responsibility for Music (arts)

Platinum (builds upon Silver and Gold)

In addition:

1. Music is embedded in the whole school with all staff positively reflecting this through their actions/modelling (e.g. students are released from other curriculum lessons to attend instrumental/vocal lessons)
2. The school is actively involved with the local Music Education Hub and helps drive change
3. The school engages and/or leads CPD opportunities in/out of school and supports other schools
4. There are regular performance opportunities in/out of school
5. All additional external projects are linked to the curriculum and a sequenced provision map
6. All musical activities have clear outcomes with tangible evidence of their impact
7. Music making across the school is of a high quality with formal monitoring systems in place to support good practice.
8. Pupils can communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music
9. It is evident that music plays an important role in the life and ethos of the school

All music provision should be progressive and sustainable with a clear focus on the development of skills, knowledge, and understanding