



What does good music provision in a primary school look like?

NB: Schools may choose to use the following information as a self evaluation tool or to highlight areas that may be developing in school as part of a school improvement plan.

Features of good music provision.	Examples of good provision.
Music and singing are fun and musical and have a high profile in school.	Children are positive about music and singing. Music is visible on newsletters / website / blogs / recordings / displays.
Music provision is reviewed and evaluated annually.	Co-ordinators / SLT review and evaluate music in school – this could include peripatetic staff / senior music teachers if required.
Curriculum music demonstrates progression throughout the school.	Staff are aware of the key musical skills and how they are developed. Staff use appropriate musical vocabulary.
High quality curriculum music lessons are delivered on a weekly or fortnightly basis. (There will also be evidence of music taking place in continuous provision in EYFS)	Lessons are practical, well paced and can be taught in a short slot. Listening, performing, composing and appraising are integrated into the curriculum. There are music areas in EYFS inside and outside.
Schools have an agreed assessment process for music which is not necessarily linear.	Staff use the process consistently and also make use of tangible evidence such as audio/video recordings.
Music is incorporated into cross curricular planning.	Evidence of music in creative curriculum that still reflects a progression route that is understood by staff.
Evidence of a singing strategy where all children sing regularly e.g. part of daily routine and assemblies	There are regular planned singing assemblies for different key stages and songs are also used at other times. Pupils of all ages participate with enthusiasm.
Musical resources are well maintained and stored accessibly. Appropriately sized instruments are used.	Labelled trolley / trays of instruments are used which children can organise. Planned upkeep / repair of instruments / consumables
Schools consider previous musical experiences and interests and build on this.	Pupils who play music out of school are encouraged to contribute within school.
All pupils are able to actively participate in music making.	Any pupil wishing to take part in additional music making is able to do so – inclusive music making opportunities are available.

Good music provision in Key Stage 2	
Children have a free opportunity to learn an instrument for at least 2 full terms (First Access)	Examples of this may be – recorder / tin whistle delivered to a whole class or trumpet / steel pan / drumming / ukulele / strings taught with large groups (10-15) pupils. Suitable teaching spaces are available for teaching.
Children can choose if they want to carry on playing an instrument – may be the same instrument as First Access or additional choices.	This should be pupil led, not by teacher selection. Continuation group teaching is most effective with smaller groups depending on the instrument to allow for maximum progression. Lessons are free/affordable – subsidies are available.
Instrumental lessons are part of a well planned, coherent music provision.	Schools should have a vision of what musical outcomes are desired and can be achieved. After the first access year schools could have a performing group(s) to represent school at events. E.g. first access trumpets could lead to brass/woodwind continuation lessons and a school windband.
Children experience singing with others e.g. cluster school sing-arounds. This helps to reflect different styles of singing.	Schools may run in-house singing squares which may sometimes include cluster schools. Many schools also attend citywide sing-arounds at prestigious venues in the city.
Children have the opportunity to see live musical performances – assemblies, workshops, projects, external concerts, visiting music teachers.	Evidenced in annual educational visit planning. School staff who play(ed) an instrument and visiting music teachers share skills and play informally for pupils, in a lesson or assembly.
(Y5/6) Music technology is part of the music curriculum / integrated into cross curricular planning.	Pupils can use music technology applications to record or sequence sounds, and use this knowledge to create tracks / add music to film / photo sequences / visual art / poems / stories.
There are ensembles and choirs in school who are confident to perform to others.	Extra curricular music provision is available which children can choose to attend.
Children have regularly opportunities to share their musical skills both in school and out-of-school performance opportunities	Pupils regularly perform and visiting music staff should assist schools e.g. by suggesting schools for exchange or giving dates for termly opportunities.
Peripatetic music teachers contribute to the musical life in a school	Music teachers offer regular assemblies and/or other performance opportunities in addition to weekly teaching. Schools facilitate some time at the beginning/end of the year for visiting music teachers to plan with school staff / report on progress.
Schools help to enable practice sessions for pupils especially when instruments remain at school e.g steel pans	Schools providing a practice session achieve higher quality outcomes – this may be pupil led or with school staff. Visiting music teachers can support this strategy .
Schools include music in transition data to high schools.	Schools ensure that relevant transition information is passed on to colleagues in key stage 3. This could include extra curricular achievements in addition to pupils learning instruments and enjoying singing.