



## What does good music provision in high schools look like?

Features of good music provision.	Examples of how to achieve good provision.
Music and singing have a positive profile in school.	Pupils are positive about music and singing. Music is visible on newsletters/website/blogs/display. Pupil voice is used positively to promote music.
Music provision is reviewed and evaluated annually including quality assurance of visiting providers.	Music department / SLT review and evaluate music in school and monitor the outcomes from visiting providers.
Music departments enable planning / reporting sessions with visiting providers.	Schools facilitate some time at the beginning/end of the year for visiting music teachers to plan with school staff / report on progress.
A range of instrumental lessons are part of a well planned, coherent music provision including personalised development.	There is a strategy to enable pupils to attend instrumental lessons without missing the same core lessons every week. Lessons are affordable/free – strategy for subsidies.
Musical resources are well maintained and stored accessibly.	Planned upkeep / repair of instruments / consumables
Schools consider previous musical experiences and interests and build on this. Year 7 pupils have a baseline assessment and opportunity to attend taster lessons / workshops.	Pupils who play music out of school are encouraged to contribute within school.
Pupils have the opportunity to see appropriate live musical performances.	Assemblies, workshops, projects, attending external concerts despite funding challenges (may develop departmental fund raising)
There are choirs and ensembles in school offering a range of styles.	There may be smaller gifted and talented groups in addition to fully inclusive ensembles or age group specific groups such as a Year 7 choir.
Pupils have regular performance opportunities in school, the local community and possibly further afield.	This may include concerts, assemblies, end of term performances, musical shows / productions, charity events, music festivals, tours.
Schools / visiting music teachers 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 – may be pupil led or school staff. Offer practice rooms / rehearsal schedules.
Transition data from primary schools is actively followed up.	Taster sessions (second access?) are offered to Y7s – music is included in transition days.

<b>Good music provision in Key Stage 3</b>	
High quality music curriculum lessons are delivered on a regular basis.	Sessions would preferably be weekly to develop and build on new skills but this may depend on school scheduling.
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.
Pupils have an affordable opportunity to learn an instrument and effective systems are in place for managing funding and payment.	Visiting providers are made aware of school protocol and how they can best support the department. Schools are aware of progress made in instrumental lessons.
An opportunity is provided for pupils to build on and develop music technology skills.	This is built into the music curriculum.
Evidence of a singing strategy where all pupils are expected to sing regularly e.g	This is built into the music curriculum.
Different learning styles and interests are recognised and teaching will reflect this.	Some “musical futures” / band style projects may be incorporated into the curriculum.
<p>Curriculum music will teach pupils to:</p> <p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p> <p><i>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i></p> <p><i>identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</i></p> <p><i>listen with increasing discrimination to a wide range of music from great composers and musicians</i></p> <p><i>develop a deepening understanding of the music that they perform and to which they listen, and its history.</i></p>	
<b>Good Music Provision in Key Stage 4</b>	
There are several options to take relevant music courses / qualifications matched to the needs of pupils.	Exam options could include a range from the following: GCSE BTEC NCFE VCERT ABRSM Rockschool /Trinity
Clear progression routes are signposted to pupils.	Information about further and higher education, apprenticeships and careers is available to all pupils.
Pupils have planned work experience / mentoring opportunities to develop their personal / leadership skills.	Pupils are given the opportunity to perform / lead workshops in local primary schools