



Music Masters

Curriculum and Assessment Framework

for Music Masters Teachers

The Music Masters Curriculum and Assessment Framework supports the teaching of the Schools Programme by providing a foundation for progression in musical learning. It provides learning objectives and suggested activities, together with statements to assess students' learning of musical skills as well as non-musical outcomes.

This document gives guidance on the Curriculum Framework. Guidance on assessment can be found in the separate Assessment Framework: Guidance for Music Masters Teachers document.

The Curriculum Framework

Curriculum frameworks for both instrumental and musicianship teaching contain learning objectives for each year group, presented under six headings:

Singing

Playing

Musical terminology and understanding

Rhythm and pulse

Improvising and composing

Listening and reflecting

This ensures that skills are developed across a range of areas of musical learning, and that all Music Masters teaching covers the full breadth of the National Curriculum for music. There is also a section outlining the expected social, moral, spiritual and cultural development.

Each learning objective is linked to a page that contains:

- Suggested activities and repertoire
Activities and repertoire that could be used to achieve the relevant learning
- Parents/carers can... (*instrumental only*)
Suggestions for how parents or carers can be involved in learning either during the lesson or at home
- Class Teachers/TAs can... (*musicianship only*)
Suggestions for how Class Teachers or Teaching Assistants can be involved in learning
- Extra support
Suggestions for differentiated approaches that could help those students who are finding it difficult to access the activity
- Extra challenge
Suggestions for differentiated approaches that could provide additional challenge to those students who are ready for it
- Links to our wider curriculum
Ways in which this learning builds on prior learning, prepares students for future learning, or links to the instrumental/musicianship curriculum.

Throughout the framework, all musicianship learning objectives are marked with the symbol  and all instrumental learning objectives are marked with the symbol . Due to the structure of the Flagship Schools Programme, the EYFS learning objectives are all marked as musicianship and the KS1 are all marked as instrumental. However, since students may be having both musicianship and instrumental lessons at KS2, the learning objectives here are marked as either  musicianship,  instrumental, or   both. The presence of both symbols means that the learning objective appears in both frameworks and is marked as such to help teachers understand the links that can be made between the musicianship and instrumental teaching.

How can Music Masters teachers use the Curriculum Framework?

The Curriculum Framework is more about standardising skills development than standardising approach. Music Masters teachers bring a wealth of individual expertise and creativity to their role, and this resource celebrates that by giving teachers the freedom to choose their own approaches to teaching the skills.

The Curriculum Framework lays out learning objectives for each year group for both instrumental and musicianship teaching and suggests activities and repertoire that could be used to support this learning. Lesson-by-lesson planning will still be done by teachers, tailoring their approaches to meet the needs of individual students and cohorts in each Flagship School.

The important thing is that the development of skills is at the heart of all teaching, with the desired learning objectives identified and used as the starting point for planning the content of lessons. Care should be taken if specific repertoire, topics or genres are used as a starting point for lesson planning (for example, if using topics in musicianship teaching), as teachers will need to ensure that all activities relate to the desired skills development.

Although this framework sets out skills by year group, Music Masters teachers will continue to use their own professional judgement about at what stage students are ready for new skills to be introduced. This includes determining the best approach and timescale for starting instrumental learning in KS1. Where a particular cohort needs more flexibility, the teacher can dip into material from the previous or subsequent year group.

It will be particularly important to retain flexibility as the framework is first rolled out, given that until the curriculum is fully embedded students will not necessarily have covered all of the expected learning in earlier year groups.

How are Flagship Schools supported through this framework?

We want schools to be well-informed about our curriculum and confident to play their part in supporting its delivery. The Curriculum Framework: Guidance for Flagship Schools document has been created to provide schools with:

- The Curriculum Framework for musicianship and instrumental learning from YR to Y6, including how these relate to the EYFS statutory framework and the National Curriculum for Music in KS1 and 2;
- Resources to help class teachers get involved in the Schools Programme

School involvement: Musicianship teaching

Guidance is provided on how class teachers and teaching assistants can engage in the learning during musicianship lessons, for those instances where school staff are present. This involves many ‘non-musical’ ways of supporting, such as being involved in discussions, supporting behaviour management, and sharing information about individual needs, that support those staff who do not feel confident with music to make a valuable contribution to the lesson. It also emphasises the importance of just joining in, as seeing these adults engage in musical activities sends a strong message to students that music is important.

To support schools in ensuring that all students receive one hour per week of music (for which both the Model Music Curriculum and the National Plan for Music Education advocate), templates have been created for musicianship teachers to provide additional planning for class teachers to work from outside of the Music Masters lessons. Models for musicianship teaching vary from school to school, and as such two different templates have been created:

- A template for an entire lesson (starter, main activities, plenary)
- A template for short activities that class teachers can dip into when they have gaps in the day, e.g. if assembly finishes early, or if they are waiting for the hall to be free

Musicianship teachers should work with their schools to find out how their class teachers might be able to support musical learning outside of the Music Masters lessons.

Some class teachers do not feel confident teaching music, because they are not music specialists. The Guidance for Flagship Schools makes it clear that we do not expect them to replicate what the Music Masters teacher does, and this is an important message. Class teachers do not need to be music experts, because they are teaching experts, and with the right tools they can lead really effective musical learning. Having the development of skills at the heart of the lesson plan, so that class teachers can clearly understand the purpose of each activity and the learning they are trying to achieve, will support those teachers who do not feel confident in leading music.

School involvement: Instrumental teaching

Although class teachers and teaching assistants are not present in KS1 instrumental lessons, they can still support their students' musical learning outside of the lesson by discussing their achievements and celebrating their successes. The Guidance for Flagship Schools provides prompts as starting points for conversations between class teachers and their students, emphasising that class teachers showing students that they have an interest in their musical learning is extremely powerful.