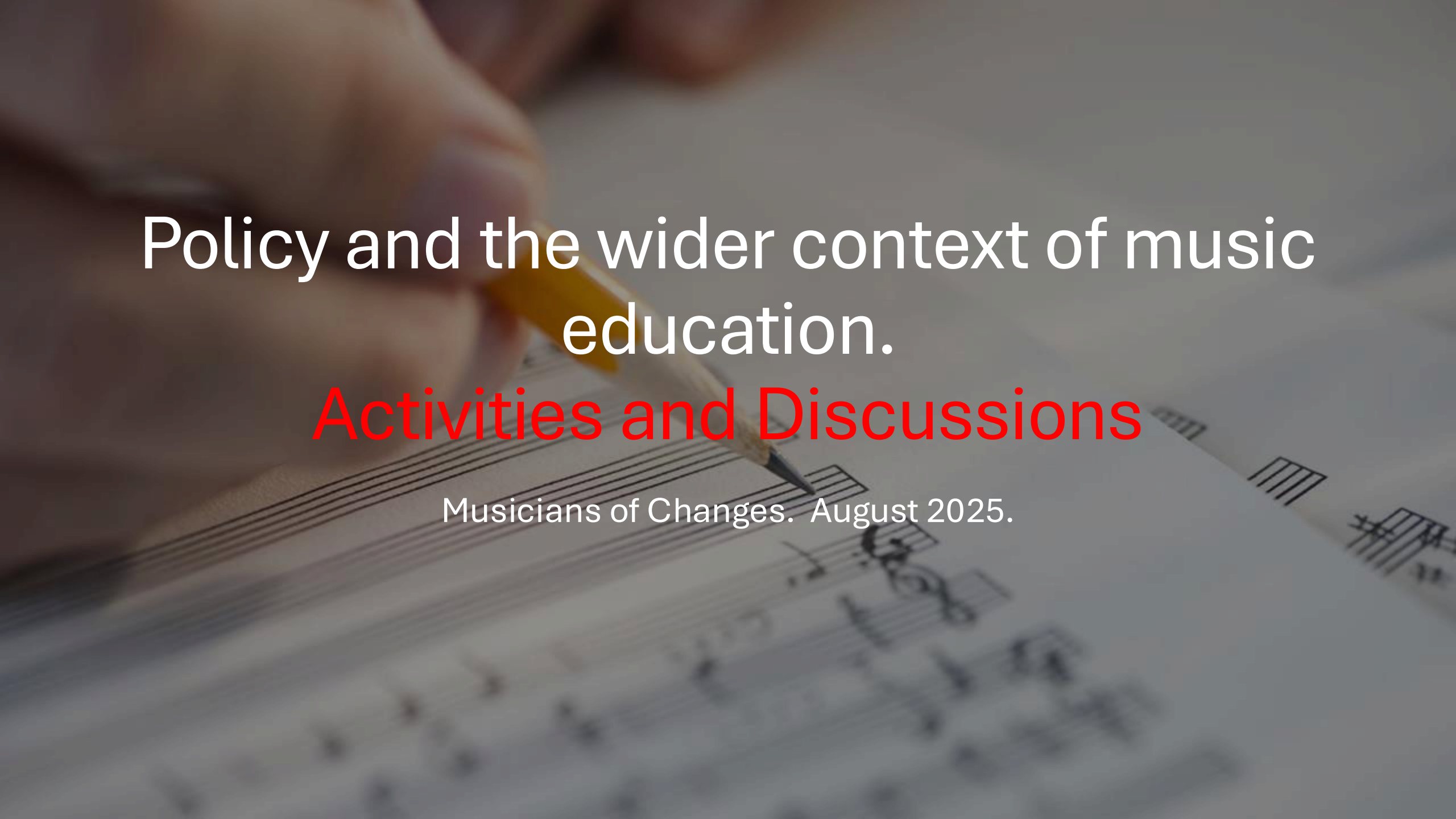


A hand holding a yellow pencil is writing on a sheet of musical notation. The background is a blurred image of the musical score, with the text overlaid in the center.

Policy and the wider context of music
education.

Activities and Discussions

Musicians of Changes. August 2025.

Activity 1

Below are what pupils are expected to be taught in key stage 2. Identify some of the activities you might do which would help pupils achieve these aims:

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **Group 1**
- improvise and compose music for a range of purposes using the interrelated dimensions of music **Group 2**
- listen with attention to detail and recall sounds with increasing aural memory **Group 3**
- use and understand staff and other musical notations **Group 4**
- **appreciate** and **understand** a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **Group 5**
- develop an understanding of **the** history of music **Group 6**

Discussion Point.

What worked well in your own music education? Did music education work equally well for your friends/peers?

If you presently work as a music teacher, what works well and what are the barriers to children and young people's music education?

What is it in your power to change?

Discussion Point

Drawing on your experience and learning in this session, what one change to music education policy would you make and why?

Justify your choice in terms of the impact that it will have on:

- Young people's music education.
- Your work in schools.
- The wider context of music education.

Discussion Point

