

A musical development framework for schools



Welcome to Oxfordshire Music Hub



Oxfordshire Music Hub (OMH) is a group of organisations working together to create joined-up music education provision, respond to local need and deliver the government's National Plan for Music Education. Music Education Hubs have a responsibility to support schools to ensure that a high-quality musical education is available for every pupil.

Introduction to Pitch Up

Pitch Up is a self-evaluative framework devised by Oxfordshire Music Hub to empower all schools to develop a rich music provision as part of a broad and balanced curriculum.

The framework is split into five sections, each with a different focus: curriculum, instrumental, singing, performance and leadership. Engaging with this process will support schools and music

subject leaders to celebrate their strengths and identify next steps for development, providing a useful starting point for writing a School Music Development Plan (as recommended in the National Plan for Music Education). Pitch Up is designed for use across all phases of education including special schools.

The benefits of engaging with Pitch Up

- Support writing the School Music Development Plan.
- Gather evidence on the intent, implementation and impact of the school's music curriculum.
- Become a member of Music Mark in recognition for the school's commitment to quality music education.



For more information on the benefits of Music Mark membership, visit the [Music Mark website](#).



The Pitch Up cycle

Year 1

Use Pitch Up as a working document to identify strengths and areas for development in your school's music provision.

Complete the online version of the Pitch Up framework.
You can do this at any point in the school year.

Arrange a free consultation meeting with OMH to identify up to three development priorities for the next year.

After the consultation meeting, your school will be nominated for Music Mark membership for the rest of the school year.

Year 3

Your school's Music Mark nomination will be automatically renewed in September for another school year.

You will be invited to revisit the Pitch Up framework during this school year, starting the cycle again at Year 1.

Year 2

Your school's Music Mark nomination will be automatically renewed in September for another school year.

OMH will send a copy of your Pitch Up framework with a summary of your development priorities.

Keep a note of the progress towards your development priorities along with any requests for how OMH could support your school.

Share this with OMH (either by email or by requesting a meeting).
You can do this at any point in the school year.

The online version of the Pitch Up framework can be found here:

<https://forms.office.com/r/dfV5xPGTpr>

The Music Education Hub is always available to provide advice and support for schools via our lead organisation, Oxfordshire County Music Service.

Contact details for the Area Managers are provided on the back page of this framework document – please do not hesitate to get in touch.

Entry Level

Your school is engaging with Pitch Up and has identified next steps for development



Musical Beginnings School

Your school understands the importance of high-quality music education and provides some musical experiences for pupils



Musical Opportunities School

Your school provides a broad range of musical opportunities for all pupils, including some regular high-quality music provision



Musical Pathways School

Your school provides opportunities for all pupils to experience making music and for some to progress to more advanced levels



Musical Culture School

High-quality musical experiences are placed at the heart of the overall culture and ethos of your school



Musical Champion School






Your school provides an exceptional music education, and enhances music in other schools by offering advocacy and expertise








Curriculum

| C1. Access and expectations | |
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| <p>★ ★ ★ ★ ★</p> <p>Beginnings</p> | <p>In primary schools, music is taught in EYFS, KS1 and KS2. In secondary schools, music is taught throughout KS3. Some feedback opportunities are provided for pupils.</p> |
| <p>★ ★ ★ ★ ★</p> <p>Opportunities</p> | <p>Music is regularly taught from EYFS to KS3, with qualifications offered in KS4 (as applicable). All staff involved in teaching music endeavour to provide some opportunities for feedback. All pupils are able to take part in music lessons.</p> |
| <p>★ ★ ★ ★ ★</p> <p>Pathways</p> | <p>Music is taught weekly from EYFS to KS3, with qualifications offered in KS4 (as applicable). All staff involved in teaching music set high expectations and routinely provide clear feedback. All pupils are able to take full part in music lessons.</p> |
| <p>★ ★ ★ ★ ★</p> <p>Culture</p> | <p>Music is taught weekly throughout the year, with qualifications offered in KS4 and KS5 (as applicable). Musical learning is fully inclusive and not regularly interrupted by interventions. Ongoing assessment is used to support learning.</p> |
| <p>★ ★ ★ ★ ★</p> <p>Champion</p> | <p>Music is taught weekly throughout the year, with qualifications offered in KS4 and KS5 (as applicable). Musical learning is fully inclusive and rarely interrupted by interventions. Teacher, self and peer assessment effectively support learning.</p> |
| <p>NOTES:</p> | |

C2. Music curriculum planning

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|  Beginnings | <p>Music sessions are planned effectively to cover most of the requirements of the National Curriculum. Some subject-specific vocabulary is modelled in music lessons.</p> |
|  Opportunities | <p>Music sessions are planned effectively to develop skills and build upon prior musical learning. All staff involved in teaching music endeavour to model some subject-specific vocabulary.</p> |
|  Pathways | <p>Long-term planning shows some progression of musical skills, including some use of music technology. Clear goals are set for each age group. All staff involved in teaching music model and understand some musical vocabulary.</p> |
|  Culture | <p>The school music curriculum is well-sequenced and incremental, including use of music technology. All staff involved in teaching music (including visiting staff) routinely model musical vocabulary and concepts.</p> |
|  Champion | <p>The school music curriculum is well-sequenced, incremental, creative, and relevant and engaging to all pupils. Music technology is used effectively. All music lessons are rich in subject-specific vocabulary.</p> |
| <p>NOTES:</p> | |

C3. Musical creativity






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|  Beginnings | <p>The main focus of music lessons is to create and explore musical sounds.</p> |
|  Opportunities | <p>Music lessons provide some opportunities for pupils to be creative through activities such as composition and improvisation. Pupils experience music from a variety of genres and traditions.</p> |
|  Pathways | <p>Music lessons routinely provide opportunities for pupils to develop their creativity through activities such as composition and improvisation. Pupils learn to appreciate music from a broad range of genres and traditions.</p> |
|  Culture | <p>Opportunities for pupils to develop their creativity in music lessons are embedded and progressive. Pupils are confident to express themselves through a variety of activities, drawing from a broad range of genres and traditions.</p> |
|  Champion | <p>Music teaching enables pupils to become confident and skilled at expressing their musical creativity and developing their own style, drawing from a thorough understanding of a broad range of genres and traditions.</p> |
| <p>NOTES:</p> | |








Instrumental

| i1. Opportunity and progression | |
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| <p>★☆☆☆☆</p> <p>Beginnings</p> | Pupils have some opportunities to play musical instruments during music lessons. |
| <p>★★☆☆☆</p> <p>Opportunities</p> | Children experience whole-class ensemble teaching programmes for ideally a year (but for a minimum of a term). [Taken from the National Plan for Music Education, DfE, 2011] |
| <p>★★★☆☆</p> <p>Pathways</p> | Pupils have the opportunity to continue to progress on their instrument after an initial whole-class teaching programme. |
| <p>★★★★☆</p> <p>Culture</p> | Music subject leaders and senior leaders actively promote the value of continuing to learn a musical instrument after an initial whole-class teaching programme. |
| <p>★★★★★</p> <p>Champion</p> | The school accesses internal and external sources of funding to make instrumental lessons accessible and affordable for all pupils, including the most disadvantaged and children with SEND. |
| <p>NOTES:</p> | |

i2. Instrumental lessons

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|  Beginnings | Instrumental lessons are offered to some pupils. |
|  Opportunities | Instrumental lessons are offered to some pupils on a range of instruments. Lessons take place in a suitable teaching space. |
|  Pathways | Instrumental lessons are offered to all pupils on a wide range of instruments, including a mixture of orchestral and contemporary instruments. Lessons take place in a suitable teaching space. |
|  Culture | There is a strong uptake for instrumental lessons on a wide range of instruments. Lessons take place in a suitable, well-resourced teaching space. Regular performances and demos are arranged to encourage new beginners. |
|  Champion | An extensive instrumental tuition programme is planned in collaboration between secondary schools and feeder primary schools to ensure a coherent musical journey for the pupils. |
| NOTES: | |

i3. Culture of music-making






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|  Beginnings | Musical instruments and teaching spaces are respected by staff and pupils. |
|  Opportunities | The school uses a wide range of good-quality and well-maintained instruments to engage pupils in making music during lessons. |
|  Pathways | Opportunities exist for pupils to access regular instrumental ensembles within the school. Pupils are signposted to opportunities to join local and county instrumental ensembles. |
|  Culture | Pupils use their own instruments to enhance their work in curriculum music lessons. Pupils are actively encouraged to join instrumental ensembles in school as well as local, county and national opportunities where appropriate. |
|  Champion | Pupils are actively encouraged to join instrumental ensembles in school as well as local, county and national opportunities where appropriate. The school makes effective use of visiting instrumentalists to inspire the pupils. |
| NOTES: | |








Singing

| S1. Access and expectations | |
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| ★★☆☆☆ Beginnings | The music subject leader understands the important role that singing can play in pupils’ musical, emotional and social development and wellbeing. |
| ★★★☆☆ Opportunities | The music subject leader understands the importance of singing for wellbeing, is able to recognise high quality singing, and keeps up to date with the latest singing resources and opportunities. |
| ★★★★☆☆ Pathways | The music subject leader understands the importance of singing for wellbeing, is able to recognise high quality singing, and keeps up to date with the latest singing resources. Pupils are signposted to local and county vocal ensembles. |
| ★★★★★☆ Culture | The music subject leader champions the use of singing to enrich other curriculum areas and explores a wide range of repertoire. Pupils are actively encouraged to join local, county and national vocal ensembles. |
| ★★★★★★ Champion | The whole school community takes pride in the range of singing opportunities, the quality of pupils’ singing and the rich diversity of repertoire. Pupils are actively encouraged to join local, county and national vocal ensembles. |
| NOTES: | |

S2. Singing together

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|  Beginnings | Opportunities for whole-class singing are provided in some music lessons. |
|  Opportunities | Whole-class singing is routinely included in music lessons. |
|  Pathways | Singing is routinely included in music lessons, with a focus on developing all pupils' vocal technique. The school takes part in massed singing events where pupils have the opportunity to meet and sing with pupils from other schools. |
|  Culture | High-quality singing is embedded into the life of the school, with pupils and staff regularly singing together in class and, in primary schools, during weekly singing assemblies. Pupils have opportunities to sing with pupils from other schools. |
|  Champion | The school takes a leading role in connecting with the wider community (including other schools) through singing and champions high-quality singing. The school makes effective use of visiting artists to inspire a love of singing. |
| NOTES: | |

S3. Progression in singing






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|  Beginnings | The music subject leader actively encourages pupils to express themselves through song. |
|  Opportunities | Pupils have the opportunity to join a school choir and attend weekly rehearsals throughout the year. |
|  Pathways | The school has a well-attended choir with opportunities for more advanced pupils to be challenged through simple harmonies. Pupils have the opportunity to progress further through specialist vocal tuition. |
|  Culture | The school has a well-attended choir that challenges more advanced pupils with increasingly complex harmonies and some solo singing. Pupils are enabled to contribute to repertoire choice and lead singing in small groups. |
|  Champion | The school has a well-attended choir that challenges more advanced pupils. Pupils choose repertoire and lead singing both in the classroom and in extra-curricular ensembles. Pupils use singing to arrange and compose music. |
| NOTES: | |








Performance

| P1. Performance opportunities | |
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| <p>★☆☆☆☆</p> <p>Beginnings</p> | <p>Music lessons provide some opportunities for pupils to share their work.</p> |
| <p>★★☆☆☆</p> <p>Opportunities</p> | <p>Music lessons routinely provide opportunities for pupils of all ages to share their work.</p> |
| <p>★★★☆☆</p> <p>Pathways</p> | <p>The school provides regular opportunities for pupils of all ages to take part in performances to the wider school.</p> |
| <p>★★★★☆</p> <p>Culture</p> | <p>The school actively promotes and provides opportunities for pupils of all ages to take part in performances, including some local and regional opportunities.</p> |
| <p>★★★★★</p> <p>Champion</p> | <p>The school actively promotes and facilitates all pupils (including the most disadvantaged and children with SEND) to take part in local, regional and national performances. The school takes a leading role in organising shared performances.</p> |
| <p>NOTES:</p> | |

P2. Nurturing performers

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|  Beginnings | Music lessons are used to teach pupils about stagecraft and how to behave as members of an audience. |
|  Opportunities | Pupils are taught how to evaluate their own performances using appropriate vocabulary. |
|  Pathways | Pupils are able to evaluate their own performances and provide meaningful feedback to their peers using appropriate vocabulary. |
|  Culture | Pupil voice is incorporated in all aspects of planning, producing and evaluating school performances. |
|  Champion | Pupils are empowered to take a leading role in all creative and technical aspects of school performances, including evaluation where appropriate. |
| NOTES: | |

P3. Celebrating achievement










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|  Beginnings | Opportunities to celebrate pupils' achievements are provided in some music lessons. |
|  Opportunities | Opportunities to celebrate pupils' achievements are routinely included in music lessons. |
|  Pathways | Pupils' musical achievements are celebrated as part of the wider ethos of the school. |
|  Culture | Celebration of pupils' musical successes is embedded within the wider ethos of the school, with pupils' achievements routinely showcased at key school events. |
|  Champion | Pupils' musical successes are celebrated and shared through digital platforms and live events, supported by the whole school community (including senior leaders and governors). |
| NOTES: | |












Leadership

| L1. Subject leadership | |
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| ★★☆☆☆ Beginnings | The school has appointed a Music Subject Leader (Co-ordinator / Head of Department), who has access to specialist support to develop their musical and subject leadership skills. |
| ★★★☆☆ Opportunities | The Music Subject Leader has strong curriculum knowledge and accesses internal and external CPD opportunities to support their development of the school’s music provision. |
| ★★★★☆ Pathways | All staff involved in teaching music have strong curriculum knowledge and engage with subject-specific CPD. The subject action plan identifies strengths and areas for development to ensure consistent and relevant delivery. |
| ★★★★★ Culture | All staff involved in teaching music have strong curriculum knowledge and engage with subject-specific CPD. Strategies are in place to monitor the breadth and quality of music provision, including activities run by visiting staff. |
| ★★★★★ Champion | The Music Subject Leader is recognised as a leader in their field, providing internal and external support and training for others. All music provision is comprehensively quality assured. |
| NOTES: | |

L2. School leadership

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|   Beginnings | Senior leaders recognise the important role that music plays in the academic, personal and social development and wellbeing of pupils. |
|   Opportunities | Senior leaders and governors are committed to developing music in the school, ensuring it is given parity with other foundation subjects. |
|   Pathways | Music is supported by a named member of the Senior Leadership Team, ensuring it is given parity with other foundation subjects. The school's governing body has a named member with responsibility for music or the arts. |
|   Culture | Senior leaders promote the importance of high-quality music education within the school and support performances and events within the school. Music is given parity with other foundation subjects. |
|  Champion | Senior leaders champion the importance of high-quality music education, acting as advocates beyond the school community. The school holds, or is working towards, an Artsmark Award. |
| NOTES: | |

L3. Partnerships

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|   Beginnings | Music subject leaders maintain a regular and constructive dialogue with the Music Education Hub to support the delivery of the curriculum. [Taken from the National Plan for Music Education, DfE, 2011] |
|   Opportunities | Music subject leaders are familiar with some of the organisations in the Oxfordshire Music Education Partnership (OMEP) and are aware of opportunities for external providers to support the delivery of the curriculum. |
|   Pathways | Music subject leaders are familiar with some of the organisations in the Oxfordshire Music Education Partnership (OMEP) and makes effective use of high-quality external providers to develop the curriculum. |
|   Culture | Music subject leaders make effective use of partnerships with OMEP and other high-quality external providers to enrich the curriculum for the benefit of all pupils. |
|  Champion | External providers are used effectively to enrich the curriculum. Strong partnerships between schools are used to share resources and good practice and support the transition between Key Stage 2 and Key Stage 3. |
| NOTES: | |

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