



ENFIELD MUSIC SERVICE

MODEL MUSIC CURRICULUM GUIDANCE

SUMMER 2021



What is the Model Music Curriculum (MMC)?

- Non-statutory guidance for schools on ways to deliver the curriculum from KS1 – KS3.
- Core concepts for pupils to progress through their music education.
- Designed to help ensure universal provision of music and aid transition from Primary to Secondary.

What's included in the MMC?

- A practical framework to deliver the requirements of the National Curriculum.
- Banks of listening resources from a range of genres and musical cultures.
- Examples of resources appropriate for each year group.
- Case studies on how to combine knowledge, skills and understanding.
- Models of what blended curricular and extra-curricular provision could look like.

Key recommendations from the MMC:

- At KS1 and KS2 pupils should receive a minimum of 1 hour teaching a week (which may be delivered as shorter sessions spread out through the week).
- There should be access to both un-tuned and pitched instruments at both KS1 and KS2.
- In KS2, each class should have a whole class instrumental programme for at least a term, suggested for Y3 or Y4.
- Music should have a minimum of one weekly period throughout KS3; Carousels are not an appropriate model.

Where can I find the MMC?

- You can download the MMC [here](#).
- It is a live document and has already been updated several times so we recommend always working from the online version when planning.



We buy in a scheme of work from Charanga/Music Express/Kapow, do we need to change it?

- The short answer is no, as the MMC is non-statutory.
- Many providers are looking at their existing schemes of work and mapping the MMC onto them, but the actual National Curriculum for music has not changed so if they were supporting effective delivery before there's no need to change anything if you don't want to.

Do we have to use the MMC?

- Again, the short answer is no.
- It's a non-statutory document and Ofsted have confirmed that they will not be assessing schools directly against the MMC.

How should we use the MMC?

- This will depend on how your school is currently delivering curriculum music lessons.
- At its simplest, the MMC provides some great tools for supplementing activities you may already be doing.
- The resource banks are flagged according to which year group they are suggested/suitable for so it's easy to pick something new and know it will work for your classes.
- There is a really helpful glossary of musical terms for non-specialists, which may also help support existing external schemes of work which don't always go into detail on terminology.



Other ways to work with/embed the ideas and recommendations from the MMC in your provision:

- Map your existing planning to the suggested sequences of learning across the key stages. Our primary [curriculum guidance document](#) can also help with this.
- Compare the suggested structure of music sessions from the MMC (Singing – Listening – Composing – Performing) to your current planning templates – are all these areas addressed within current lessons?
- Consider how the history of music is covered within your curriculum, ensuring the context is given for resources used, and
- Consider whether you could swap out repertoire from current schemes of work with more varied repertoire from the suggested resources.
- Compare how music is currently delivered in school with the recommendations for the time spent on music and instruments to be used for music lessons.
- Consider how music technology is/could be utilised
- Assess how extra-curricular provision is recognised within curricular lessons. Some starter questions around this area:
 - If children are learning an instrument as a whole class in one year group, is this recognised in curriculum music lessons and referenced in lessons in the following years?
 - If children are learning instruments independently, do they have a chance to use these in curriculum lessons?
 - Do children have an opportunity to bring their general musical experiences outside school into curriculum lessons?
 - If children have access to workshops and performances, are these linked to what they're learning about in their lessons?
- Consider opportunities for music to be part of transition arrangements or visits for children moving from primary to secondary school.



Embedding music-making and learning in the primary school day

The MMC recommends an hour a week of music for primary pupils, but this doesn't need to be delivered in one long session. Short musical sessions and activities used regularly are an effective tool for embedding music making and learning throughout school life.

Find opportunities to add singing during the school day using songs to:

- Welcome and say goodbye
- Gain pupils' attention
- Give new instructions
- Begin or end a session
- Invigorate or calm a class
- Remind about good manners
- Wake up class at start of the day
- Enable calm and focused transitions
- Tidy up, dress for PE, collect snacks etc.



Use a song, chant, listening extract, paired improvising etc. to:

- Focus and energize
- Take a break/regroup/recharge
- Start or end your school day
- Focus your daily routines and transitions
- Encourage creativity and imagination
- Give sense of ownership/encourage leadership
- Develop team work and class/group dynamics
- Develop confidence
- Calm and settle
- Embed and develop musical learning and skills
- Be a starting point to more extended musical learning
- Have fun!

Your Musical Toolkit

There are a range of resources and experience that will contribute to your curriculum planning:

- Your existing school scheme/curriculum resource
- Your own resources, experiences and initiative
- The [National Curriculum for Music](#)
- EMS [Primary Music Curriculum guidance](#)
- The [Model Music Curriculum](#) – resources/ideas/glossary
- Music delivery from other sources – WCET sessions, workshops, performances and visits
- Pupils' own musical experiences
- Leadership support - from school SLT and/or the Music Service

