



The LSMS Music Quality Mark

The LSMS Music Quality Mark has been developed as part of the Leicester-Shire School Music Education Plan. It is an audit tool aimed to support schools in developing and celebrating the quality of music provision, teaching and learning in Leicester-Shire schools. Schools are encouraged to achieve bronze, silver or gold awards. The framework has been revised to link more closely to the current Ofsted 'Handbook for inspecting schools in England under section 5 of the Education Act' (August 2015)

The Aims of the LSMS Music Quality Mark

1. To raise the profile of music in schools
2. To celebrate success and share good practice in music
3. To encourage schools to develop the quality and range of music provision for all children and young people
4. To provide a set of criteria by which schools can start to judge the quality of provision
5. To provide a framework for improvement planning in music

The LSMS Music Quality Mark Process

Schools achieve LSMS Music Quality Mark award through a process of initial audit (see below) followed by action and reflection.

Supported by training and mentoring (if required) schools will

- complete an initial audit against the bronze, silver, gold criteria (see below)
- decide which award to aim for
- submit key pieces of evidence to illustrate the impact that their actions have had in meeting the **LSMS Music Quality Mark** award criteria
- design an action plan which they put into place over a period of 2- 3 terms

The **LSMS Music Quality Mark** criteria are based on Ofsted good practice guidance. This guidance has been produced by specialist music HMI . Two documents in particular have been used as the basis for the criteria

- 1) **Music in schools: promoting good practice.** Guidance from HMI for teachers, head teachers, and music hub leaders when observing musical teaching and learning (2012)
- 2) **Music Survey Visits:** Supplementary subject specific guidance for inspectors on making judgements during visits to schools published April 2014

For more information about the LSMS Music Quality Mark process, the Leicester-Shire School Music Education Plan and support available from LSMS please contact Graeme.rudland@leics.gov.uk or Sarah.share@leics.gov.uk

LSMS Music Quality Mark

Outcomes for pupils in music			
	Bronze	Silver	Gold
O1	All groups of pupils (including boys and girls, disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support) usually enjoy completing tasks set by their teachers in class, but often without depth of aural response and understanding, or the confidence to think for themselves and take creative risks.	Attainment in music is good for all pupils (including for groups of boys and girls, disabled pupils, those with special educational needs, and those for whom the Pupil Premium provides support). Progress from different starting points (particularly with regard to their previous musical interests and experiences) is good.	Standards in music are outstanding for all groups of pupils and compare favourably with other subjects. Pupils' are able to articulate their understanding of music in an age appropriate way. Pupils from all starting points make substantial and sustained progress in their musical learning. They develop excellent knowledge, musical understanding and skills. In secondary schools at least 8% of the cohort opt to take GCSE music and results are high for all groups of pupils including by gender/ethnicity/prior attainment/pupil premium/CLA, SEND etc.
O2	Pupils' progress is mostly made through repetition, particularly in singing or instrumental work, rather than through exploring, controlling and improving musical concepts or specific technical skills.	Pupils enjoy their musical experiences and make good progress in their musical understanding, including of musical theory, as a result of high expectations for good-quality music-making.	All pupils/groups of pupils (e.g. gender, pupil premium, ever 6s, CLA, SEND etc) make outstanding progress in music.

Outcomes for pupils in music... Continued

	Bronze	Silver	Gold
O3	Occasionally, pupils' work shows originality but more often it is based on a limited repertoire and understanding of music traditions, theory and styles. Their knowledge of the historical, social and cultural background of music is shallow.	Pupils demonstrate readiness to engage positively with different and diverse musical traditions and styles from a range of historic, social and cultural contexts, including classical music. They listen well and consequently make good musical responses. Singing is confident and controlled, instrumental techniques are accurate and secure, and pupils are able to create their own musical ideas that show a good understanding of how pitch, duration, dynamics, timbre, texture and structure work together.	Pupils of all abilities and interests make informed and deeply musical choices by using a rapidly widening repertoire to create original, imaginative, fluent and distinctive composing and performance work. Pupils' musical understanding is underpinned by high levels of aural perception, internalisation and knowledge of music, including musical theory and high or rapidly developing levels of technical expertise.
O4	Overall, a reasonable proportion of pupils participate in additional tuition, in extra-curricular activities and in optional examination courses such as GCSE and A level, given their prior musical experiences and the contexts of the school. However, while all groups are represented, not all may be represented equally and vulnerable groups, such as disabled pupils, those with special educational needs and those for whom the Pupil Premium provides support, may be much more likely to drop out of musical activities than their peers.	Music is a popular subject and pupils from all groups participate actively and enthusiastically in curriculum lessons and extra-curricular activities. Retention rates are good in all forms of musical activity, in and out of the curriculum.	A significantly high proportion of pupils from all groups across the school (including boys and girls, disabled pupils, those with special educational needs and those for whom the Pupil Premium provides support) benefit musically, personally and socially from regular and active involvement, as shown by their high levels of commitment to a diverse range of additional activities. Retention rates in additional tuition and in extra-curricular activities are high for all groups of pupils, including after first access instrumental programmes in primary schools. Pupils are well prepared in music for the next stage of their music education, training or employment and have attained relevant qualifications.

Effectiveness of leadership and management of music			
	Bronze	Silver	Gold
LM1	There is a subject co-ordinator who oversees music who may be a music specialist.	Leaders and governors set high expectations for music education. There is a music subject leader who has received subject specific training in the last 3 years. They have shared this with colleagues in school and can demonstrate the impact that subject CPD has had.	Leaders and governors have created a culture that enables pupils and staff to excel in the delivery of high quality music education for all pupils. The subject leader for music has a high level of musical expertise and understanding of the key issues in music education including the National Plan for Music Education (NPME). The subject leader has shared their training and expertise with colleagues in local and regional networks/contexts.
LM2	There is a school music policy that has been shared with governors. The curriculum is broad and balanced and well informed by current initiatives in the subject. It meets the requirements of the national curriculum and National Plan for Music Education.	A team of staff have been involved in developing a vision for music and set of principles for improving teaching and learning in music for all pupils. The curriculum provides a clear sense of musical progression.	Senior managers and subject leaders demonstrate a strong vision for the importance of music for all. The curriculum includes imaginative and stimulating activities that are well resourced to promote pupils' outstanding musical development across key stages.
LM3	The subject co-ordinator and senior leaders monitor music provision regularly through lesson observations, learning walks, data analysis and planning scrutiny.	The subject leader and senior leaders show a good understanding of the key features of good teaching and learning in music, including through lesson observations and subject reviews.	Subject reviews and lesson observations by the subject leader and senior leaders demonstrate an excellent understanding of the unique features of effective teaching and learning in music. Consequently, targeted planning and professional development opportunities lead to outstanding or rapidly improving teaching and learning.

Effectiveness of leadership and management of music... Continued

	Bronze	Silver	Gold
LM4	All pupils have equal access to the music curriculum and extra- curricular activity.	Music and school leaders have effective strategies for the equal involvement of all groups of pupils in all aspects of music education, including through strategic use of financial resources such as the Pupil Premium funding.	Subject leadership inspires confidence and commitment from pupils and colleagues. The success of music is not solely dependent on the subject knowledge and expertise of the subject leader; the skills and experience of other teachers, adults and more advanced pupils are utilised very well to enhance provision.
LM5	Additional support from outside agencies and other partnerships is organised to provide additional opportunities for pupils.	The music provision includes all pupils in a good range of musical activities. Regular partnerships are well established, benefiting all pupils. Instrumental/vocal programmes and lessons are an integral part of music provision.	High-quality music is at the heart of school life, both in the curriculum and in extra-curricular activities; furthermore, the school plays a significant role in helping to develop and exemplify good and innovative practice on a local and national level. The school is a valued partner in the local music hub. Music teachers are actively involved with national subject associations and online communities.
LM6	Staff have benefited from some involvement in local CPD for music including networks. There is some awareness of the priorities of the National Plan for Music Education.	Resources are used well, including any extended services, to improve outcomes and secure good value for money. There is regular challenging dialogue with partner organisations, including within the music hub, and this work is regularly evaluated to ensure good value for money. There is good awareness of national music initiatives, including the National Plan for Music Education.	Subject leaders and senior managers build sustained, high-quality partnerships with outside organisations and individuals that bring long-term benefits to all groups of pupils. The views of all stakeholders, including parents and governors, are considered. Searching questions are asked of partnerships through regular dialogue, to ensure outstanding value for money and outstanding musical outcomes.

Effectiveness of leadership and management of music... Continued

	Bronze	Silver	Gold
LM7	The schools arrangements for safeguarding pupils involved in music activity meets statutory requirements including following the DFE guidance on 'Keeping Children Safe in Education' July 2015	Safeguarding is effective. Leaders and staff take appropriate action to minimise risk through musical activity in and out of school.	Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted in all music activity. Pupils are listened to and feel safe.
LM8	Leaders and governors promote equality of opportunity in music activities. They take action to prevent discriminatory behaviour and prejudiced views.	Leaders promote equality and diversity resulting in a positive culture. Staff and pupils work together in music to prevent any form of direct or indirect discriminatory behaviour.	Leader promote equality of opportunity and diversity exceptionally well through music education. There is an ethos and culture in the music department that prevents any form of direct and indirect discriminatory behaviour.
LM9	Music activity is planned to prepare pupils for life in modern Britain.	Music leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development through the music curriculum.	Pupils' spiritual, moral, social and cultural development and the promotion of British values through music education are at the heart of the schools and music departments work.

Quality of teaching, learning and assessment in music

	Bronze	Silver	Gold
TLA1	Teachers expect and encourage all pupils to work with positive attitudes in music lessons. Lessons are planned to engage pupils in musical activity. Teachers use questioning effectively to challenge pupils.	Teachers use their subject knowledge and understanding of creativity to plan progression in musical learning that sustains pupils' interests, challenges their thinking and develops their musical independence and understanding. Teachers use questions effectively to probe pupils' musical understanding.	Teachers demonstrate deep knowledge and understanding of how to plan for progression and teach pupils musically. They use skilful questioning to probe and deepen pupils' musical understanding.
TLA2	Pupils maintain an interest in music lessons. There is a strong emphasis on practical activity and the integration of performing, composing and listening that develops musical understanding.	Pupils make good progress because teaching places strong emphasis on aural development and practical music making.	Pupils of all abilities and interests make outstanding progress because teaching focuses in a co-ordinated way on their aural development, improving the musical quality and depth of their responses and ensuring their high quality and rapidly improving instrumental and vocal technique.
TLA3	Pupils are given regular opportunities to perform and compose in music lessons.	Performing and composing are at the heart of music lessons. Pupils are taught to develop musical skills in performance and composition and to experience regular making music with others through ensemble and group work.	Music is the target language used constantly to model and explain. Musical theory and notations are used appropriately to support effective musical learning rather than to drive it.
TLA4	Assessment is accurate and gives pupils a clear understanding of what they need to do next to improve their playing, singing, composing and listening skills.	Assessment gives good consideration to the development of pupils' skills and understanding across a range of musical activity over a period of time. Teachers listen accurately to pupils' musical responses and correct any errors or misconceptions through good modelling and feedback.	Assessment is outstanding because it focuses on the teacher(s) watching, and listening to pupils' musical responses and accurately analysing the quality of these musical responses. This leads to high quality feedback and questioning that teaches pupils to understand how to improve their work.

Personal development, behaviour and welfare in music

	Bronze	Silver	Gold
PDBW1	Pupils engage with musical learning and are willing to take part in ensemble activities. They enjoy playing music.	Pupils are confident in music lessons. They take part in solo and ensemble performances and are willing to share their compositions.	Pupils are confident, independent musical learners. Their excellent attitudes and enthusiasm for learning music have a positive impact on their progress in music. They take pride in performing. They are confident to perform with and in front of their peers and other audiences.
PDBW2	Pupils are willing to take part in a range of musical activities. They enjoy performing and are willing to contribute ideas about how to improve their own work.	Pupils enjoy musical learning. Their attitudes to learning are good. They work together well. They listen sensibly to other performers and offer advice and solutions. They respond to suggestions from others.	Pupils are highly engaged musical learners. They are willing to experiment and take risks. They respond sensitively to one another's performances. They are keen to improve their performances and compositions and to try to find ways to solve problems.

Quality of the curriculum in music

	Bronze	Silver	Gold
C1	Pupils are given appropriate opportunities to participate in music as creators and performers of, and active listeners to, music in a range of styles, traditions and cultures.	Pupils are given opportunities to develop a good understanding of music through planned musical opportunities that build on their knowledge skills and understanding of music of a wide range of styles and traditions.	Pupils are given outstanding opportunities to engage with high quality musical experiences across a comprehensive range of musical styles, traditions and cultures. Music makes an outstanding contribution to the SMSC of all pupils.
C2	Pupils have first access whole class ensemble tuition for at least a year and opportunities to continue into a second year.	Pupils have first access whole class ensemble tuition for at least a year and opportunities to continue into a second year. The WCET project is planned to support the national curriculum music curriculum and not to replace it.	Pupils have access to a one year WCET project and at least 50% continue to learn for a second year. The WCET opportunity is part of a well planned music curriculum.
C3	Partnerships help to build opportunities in music for pupils which the school could not provide alone. There is a range of opportunity for additional instrumental and vocal tuition.	Partnerships are developed with outside organisations and individuals in a range of musical styles and traditions to support and extend the curriculum.	The school embraces the National Plan for Music Education (NPME) offering the four core roles for all pupils and bringing long term benefits to all groups of pupils. The school builds sustained and high quality partnerships with outside organisations and individuals (including the music education hub).
C4	Sufficient time and planning is given to the music curriculum to ensure that pupils have access to a broad and balanced music curriculum including singing and ICT.	The music curriculum is broad and balanced and well informed by current initiatives in music education. The curriculum provides a clear sense of progression. Teachers and pupils are clear about what is expected of them and how to improve their work.	The music curriculum is planned exceptionally well. WCET programmes for instrumental tuition build effectively on classroom music. Retention rates are excellent. Listening, performing and composing are integrated effectively to ensure that all pupils make good progress in developing their musical understanding.
C5	Singing is promoted and developed effectively within the music curriculum.	Vocal work is regular and used effectively in all forms of musical activity.	High quality vocal work is planned and used extensively throughout every aspect of musical activity in every key stage.

Quality of the curriculum in music.... Continued

	Bronze	Silver	Gold
C6	<p>ICT is used as a tool to develop musical understanding.</p> <p><i>listen to and appraise a range of live and recorded music.</i> <i>Children get to explore the inter-related dimensions of music using interactive hardware (sound buttons)</i> <i>internet based music programs (Music Shake)</i> <i>comparing music (YouTube).</i></p>	<p>Pupils are given regular opportunities to use ICT to create, refine and manipulate sounds.</p> <p><i>A Music Technology club is facilitated in school which allows children to experience and use a range of sound and music based ICT. This can be carried out using free browser based music applications.</i></p>	<p>ICT is used skilfully and imaginatively to support pupils' musical development.</p> <p><i>school records, and showcases musical performances, pieces and performers using technology (release form depending: School Facebook page, school website, skype performing to academy trust schools etc).</i></p>
C7	<p>There is a range of regular extra -curricular activity in music.</p>	<p>Popular and successful extra curricular activity extends pupils' musical experiences across a good range of styles that meet the needs and interests of the pupils. Music plays an important role in school life.</p>	<p>There is a wide and diverse range of high-quality extra curricular activity that meets the needs and interests of all groups of pupils. Participation rates are high. Music permeates many aspects of school life. There are regular high quality opportunities for pupils to perform in and out of school.</p>

	Bronze	Silver	Gold
MT1 Curriculum access	<p>All year groups have an opportunity to use and incorporate some form of music technology into their learning. This could be in a stand-alone music unit or incorporated into cross curricular learning. For example: download sounds from https://freesound.org/ and use them in PowerPoints to support a presentation.</p>	<p>All year groups will have opportunities to generate and record their own sound effects and recordings. These will either be for appraisal, performance or purposeful use in PowerPoint with a linked topic.</p>	<p>All year groups will have the opportunity to purposefully manipulate and change sounds that they have recorded. These sounds will then be used to compliment drama / musical performances, PowerPoint presentations or cross curricular learning.</p>

<p>MT2 Pupil ownership / community</p>	<p>Groups of children to be responsible to lead audio / visual responsibilities during assemblies, class and school performances, singing assemblies.</p>	<p>Teachers to identify confident and able children who can be titled as Music Technology Leaders / Ambassadors. Ambassadors will help to demonstrate some music technology, including browser based software, and teach younger / inexperienced learners during lessons / clubs.</p>	<p>Music Technology Leaders / Ambassadors to setup and run whole school / key stage music tech competitions. These can be primarily based around using free browser based software to create short pieces for purpose.. (EG music for a character in a book / computer game, music to accompany artwork, music as backing for poetry, music for celebrations / changes in seasons etc).</p>
<p>MT3 Extra curricular access</p>	<p>For approximately at least 6 sessions, a Music Technology club is facilitated in school which allows children to experience and use a range of sound and music based ICT. This can be carried out using free browser based music applications.</p>	<p>The music technology club is facilitated by staff and supported by Music Technology Leaders / Ambassadors who support peers and demonstrate skills to the group.</p>	<p>The music club gives children the opportunity to record and manipulate their own recordings / sounds. Club members will have the opportunity to record peers playing on instruments and edit the recordings to improve their quality. (Cut and fade the beginning / end, make the recording louder if it is too quiet etc).</p>

LSMS Music Quality Mark Guidance and Advice

Below are examples and ideas to help support achieving the criteria above

	Bronze	Silver	Gold
<p>MT1 Curriculum</p>	<p>A good example of this could be: If a child writes and reads a poetry performance for the class, this could be</p>	<p>A good example of this could be: Children using recording devices to record a range of sounds from everyday / environmental objects</p>	<p>A good example of this could be: Children get the opportunity to change and manipulate their own recordings and other</p>

<p>access</p> <p>Guidance and Advice</p>	<p>embellished by the child choosing and arranging a selection of sound effects to be triggered as part of the performance.</p> <p>And</p> <p>EYFS children could use sound buttons to record animal sounds and incorporate these into farmyard songs such as Old MacDonald.</p>	<p>(saucepan with some water in it – hit with wooden spoon and then moved, hitting a slinky to make a laser gun sound like in Star Wars - Watch this clip: https://tinyurl.com/ya999w82).</p> <p>Some examples of recording equipment include:</p> <p>iPads – an app called SoundoScope allows for simple recording and pitch manipulation.</p> <p>Microphone recording devices https://tinyurl.com/ycrfl3xy, https://tinyurl.com/y85h3a6u</p> <p>Sound Buttons https://tinyurl.com/ya4zfamw</p> <p>Stuffed toy recording devices https://tinyurl.com/ydcjbhmf</p> <p>Discussions about what makes a quality recording? What everyday objects can be used to create interesting sounds?</p> <p>Recorded sounds can then be used in PowerPoints and other performances to embellish.</p>	<p>sounds. Some of the equipment listed in the silver section allows for sound manipulation. Optionally, if files can be transferred to pc, software can be used to manipulate sounds. Audacity is a free program commonly used in schools.</p> <p>http://www.audacityteam.org/download/windows/</p> <p>These links demonstrate how to manipulate sound recordings and add effects in Audacity. Teachers are to watch these clips away from the class and then deliver the skills.</p> <p>https://tinyurl.com/ycasgep6 https://tinyurl.com/hx2z6vy</p>
<p>MT2</p> <p>Pupil ownership / community</p> <p>Guidance and Advice</p>	<p>A good example of this could be:</p> <p>Children are selected / placed on a rota to be responsible for audio and visual resources in assemblies. A member of staff could explain how to setup and troubleshoot some basic problems. A list of trouble shooting steps could be created. Good discussions could include:</p> <ul style="list-style-type: none"> • How to select the input correctly for the projector • Using the mixer / PA to control the 	<p>A good example of this could be:</p> <p>Music Technology leaders could be identified and created. These children can be given a suitable title. For instance: Music Technology Ambassadors. Ambassadors can play an active role in supporting the music tech club, likely be included in the assembly audio / visual support team, be given a badge / small display in the music room / ICT room. The display could include genres and artists they enjoy listening to, their favourite</p>	<p>A good example of this could be:</p> <p>Music tech pupil leaders could be responsible for setting new Music / Music Tech related challenges / competitions in the school. They can also be part of the judging panel, supported by an adult. A meeting can be held with the Music Tech Leaders and a member of staff to set half termly competitions and judge the winner of the previous competition. Tech leaders would be encouraged to formulate a</p>

	<p>volume of the sound (what is a suitable volume?)</p> <ul style="list-style-type: none"> Pressing the windows button and “p” to select the correct combination of visual input for the projector from the laptop. 	<p>musical instrument, their favourite piece of music making software etc.</p>	<p>few sentences about why they chose that particular winner, explaining some of the good qualities or ways in which it fulfilled the brief of the competition. This could be announced by the Music Tech Leaders in an assembly. Winning pieces of music and the competition criteria could be displayed on the school website or acknowledged in the school newsletter / music display.</p>
<p>MT3 Extra curricular access Guidance and Advice</p>	<p>A good example of this could be: A Music Technology Club can be created. Use a creative name as children often don’t understand what is meant by the term “music technology”. Examples include: Computer Music Club, Hi Tech Music Club and Software Sound Music Club. The club can allow children to explore a range of software (free browser based software). Some examples are listed below: https://tinyurl.com/ybzx8mg4 https://tinyurl.com/ne6aj7 http://tonematrix.audiotool.com/ http://eng.musicshake.com/create http://www.buttonbass.com/ http://www.beatlab.com/ Open up musical discussions which are relevant to each piece of software. Sheep Beats, for example, could open up discussions and learning opportunities relating to rhythm, pulse and drumming, graphic / standard notation etc.</p>	<p>A good example of this could be: As well as being led by the teacher, Music Technology Ambassadors help to support peers, lead and demonstrate activities during the club. They can:</p> <ul style="list-style-type: none"> Be partnered with new members to get them started (using headphone splitters so they can both interact on one computer). Lead and model how to use software / how to create rhythms / patterns to the class. Come up with activities for the club to do / plan some sessions with teacher support. Have discussions about starter, input, modelling, activity, plenary, resources etc. 	<p>A good example of this could be: Children will have opportunities to learn and become confident at fluently transitioning between music hardware and software for purpose. Hardware recording devices will regularly be used to create sounds to incorporate with software. Sound effects can be recorded and edited into for moving image (segments from Tom and Jerry, Popeye, Disney Films etc). Windows Movie Maker is a free program which can be used to incorporate images, video and sound. http://www.windows-movie-maker.org/ Children can be taught how to create their own pixel art animations using free software like Piskel: https://tinyurl.com/y8wnlw3o</p>

			<p>The animated sprites created can be arranged and animated in PowerPoint with composed music and recorded and edited sounds to create a full pixel animation video clip.</p>
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