



WE MAKE MUSIC SCHOOLS AWARD --- FRAMEWORK



Theme 1: Planning and Organising

Outcomes	Bronze	Silver	Gold
Music-making activity	Some children across the school will have opportunities to engage with most of the outcomes across all themes.	Many children across the school will have opportunities to engage with most of the outcomes across all themes.	Most children across the school will have opportunities to engage with outcomes across all Strands themes.
Curriculum planning	Whole school audit of existing music-making activity across all stages to identify existing opportunity and identify priorities for action plan.	Music-making activity is becoming embedded across all stages. Many children have good opportunities for progression in learning.	Music-making activity is embedded in the life of the school. Most children have opportunities to develop and extend their musical skill.

Theme 2: Singing, Playing Instruments and Performance

Outcomes	Bronze	Silver	Gold
Singing	Most children sing as part of a weekly school assembly.	Many children sing as part of the class group regularly through the week, and at assembly.	Most children sing as part of the class group regularly throughout the week, and at assembly. Some children sing in the school choir / vocal group.
Playing instruments	Many children tap a steady beat or short rhythm pattern in time, either along with a piece of music or as part of a performance.	Many children play classroom musical instruments. For example, Samba, Glockenspiel, Ukulele etc	Most children play classroom musical instruments and develop their technique and skill. For example, Samba, Glockenspiel, Ukulele etc.
Performing in school	Many children take part in the school nativity performance / school concert / show.	Many children take part in performances to their peers within school.	Most children take part in performances in school, for example, in school concerts, end of term events and school shows.
Performing in the community	Some children take part in performances for members of the community out with school.	Many children take part in performances for members of the community out with school.	Most children have opportunities to take part in performances for members of the community out with school. For example, in local care homes, supermarkets, music festivals.

Theme 3: Exploring Sound and Creative Music-Making

Outcomes	Bronze	Silver	Gold
Exploring sound	Some children explore sound using sound makers and body percussion.	Many children explore sound using classroom instruments.	Most children explore sound using classroom instruments.
Creating music	Some children create music to represent a sound effect / character / action / mood.	Many children create music to represent scene / thought / feeling / effect appropriate to their setting.	Most children create music which has a musical structure. For example, 2 sections, A and B.
Music technology	Some children use music Apps to explore sound.	Many children use music Apps to explore and organise / create sound.	Most children use music Apps to explore and create sound.

Theme 2: Singing, Playing Instruments and Performance

Outcomes	Bronze	Silver	Gold
Listening to music – audio / video	<p>Many children have opportunities to watch or listen to music performances.</p> <p>Children talk about what they have seen / heard following this experience</p>	<p>Many children have ongoing opportunities to watch or listen to music performances and discuss what they have seen / heard.</p>	<p>Most children have ongoing opportunities to watch or listen to music performances and discuss what they have seen / heard.</p>
Listening to music – live performance	<p>Some children attend live performances within school.</p> <p>Children can talk about what they have seen and heard following this experience.</p>	<p>Many children attend live performances either within school or out with school.</p> <p>Children can engage in opportunities to talk about what they have seen and heard following this experience, expressing opinion about what they liked / did not like and why.</p>	<p>Most children attend live performances either within school or out with school.</p> <p>This should include, for example, local community groups and/ or national companies.</p> <p>Children can engage in opportunities to talk about what they have seen and heard with increasing confidence and use of appropriate music terminology.</p>