



WE MAKE MUSIC SCHOOLS AWARD GUIDANCE



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Introduction

Music plays an important role in our lives. Music brings people together helping combat loneliness and social isolation. Music reduces stress and anxiety and improves our mood. Music-making activities help build confidence and resilience and playing instruments together develops strong teamwork. Music education changes the structures and pathways in the brain which improves overall cognitive capacity, making us more effective learners, increasing attainment. Music is a creative outlet, a way to express ourselves regardless of social or cultural background. In music, you can truly be who you are, or become who you would like to be. Music is part of our culture and history it is a good way to discover the past and express our understanding of the present.

Rationale

Music-making in schools gives learners rich opportunities to be creative and to experience inspiration and enjoyment. As part of Curriculum for Excellence (CfE), Expressive Arts, Music¹, schools provide good opportunities for all children to

- Experience the inspiration and power of the arts,
- Have creative and aesthetic talents recognised and nurtured,
- Develop musical skills and techniques,
- Deepen an understanding of culture in Scotland and the wider world, and
- Engage in learning enriched through partnerships with professional companies, creative adults, and cultural organisations.

Aim

The aim of the We Make Music School (WMM) Award scheme is to recognise and celebrate the rich variety of music-making activity taking place in primary and ASN schools across Scotland.

¹<https://education.gov.scot/media/ogyjyehk/expressive-arts-eo.pdf>, pp 1, 2, 9, 10

AWARD JOURNEY

Although the WMM award journey is progressive, schools should submit their first application at the level most appropriate to them i.e., if a school is meeting the outcomes for a Silver Award, this should be the level applied for.

EVERY 3 YEARS
Use the framework to support you as you work towards reaccreditation. Contact WMM to arrange Accreditation visit.

7

1-3 YEARS
GOLD AWARD

Use the framework to work towards Gold Accreditation. Contact WMM to arrange Accreditation visit.

6

1-3 YEARS

Take part in an online workshop introducing GOLD LEVEL

5

6-12 MONTHS

SILVER AWARD

Use the framework to work towards Silver Accreditation. Contact WMM to arrange Accreditation visit.

3

6-12 MONTHS

Take part in an online workshop introducing SILVER LEVEL

2

0-6 MONTHS

BRONZE AWARD

Use the framework to work towards Bronze Accreditation. Contact WMM and submit evidence.

1

PREPARE

Sign up on our website to take part in an online workshop introducing the award

Bronze Award
valid for 2 years

Silver Award
valid for 3 years

Gold Award
valid for 3 years

Information about upcoming workshops to support your award journey is available on our website: <https://wemakemuicotland.org>

Preparing for your award

Webinar support towards accreditation is available from the WMM team, details of forthcoming sessions are available through the website: www.wemakemusicscotland.org

Use the WMM Award framework relevant to the level you are hoping to achieve to audit your current provision and plan your steps towards accreditation.

Award framework

There are four themes within the framework of the WMM award. These themes and learning outcomes are inspired by CfE Expressive Arts Music and are applicable across all levels of the award, Bronze, Silver, and Gold. More information about these is available in our framework document: [framework-download.pdf](#)

Theme	Outcomes
Planning and Organising	1. Music Making Activity 2. Curriculum Planning
Singing, Playing Instruments and Performance	3. Singing 4. Playing Instruments 5. Performing in School 6. Performing in the community
Exploring Sound and Creative Music-Making	7. Exploring Sound 8. Creating Music 9. Music Technology
Listening, Responding and Reflecting	10. Listening to music – audio/video 11. Listening to music – live performance

Although the WMM award system is progressive, schools should submit their first application at the level most appropriate to them i.e., if a school is meeting the outcomes for a Silver Award, this should be the level applied for.

Award advice

Progression through the different award levels is largely categorised by “some”, “many” and “most children”. In applying, schools are encouraged to think about music-making activity holistically across the school.

At bronze level a minimum of 15 hours of activity for **each class**, across several outcomes is expected.

At silver level, it is expected that activity for **each class** increases, this should be both in time spent and in coverage of more outcomes.

At gold level, it is expected that **most classes** will cover most **outcomes**.

Applying for your award

Completed application documents can be shared with WMM team via WMM schools website: www.wemakemusicscotland.org. Awards are accredited by We Make Music who will assess applications. Schools should submit the relevant documents for the Award:

	Application Pack	Class Overview	Plan Towards Silver	Plan Towards Gold	Evidence Folio
Bronze Award	√	√	√		√
Silver Award	√	√		√	√
Gold Award	√	√			√

Following submission, the school will receive an email confirmation of their application. The Assessment team will meet quarterly, and schools will be informed of their results. The team will arrange to visit schools applying for a **Gold Award**. Bronze awards are valid for 2 years, silver and gold awards are valid for 3 years. To maintain the award, schools should apply for reaccreditation.

Evidence folio

Schools are encouraged to compile a folio of evidence in a format of their choice. For example, through a **SWAY, PowerPoint, Video**, or link to files in a **OneDrive/Google Drive** folder.

Music-making activity differs from school to school so there is no one route to achieving a WMM award. The following suggestions act as a guide to the range of activity which might contribute to the folio of evidence across all themes and levels.

- Curriculum for Excellence, Expressive Arts Music, led by class teachers,
- Whole class music-making as part of the Youth Music Initiative² (YMI) programme,
- Lessons delivered to individuals / groups of children by the local authority Instrumental Music Service,
- Participation in local authority music groups, for example choirs, bands, orchestras, ensembles,
- Music-making activity led by external organisations – for example, Scottish Opera or other national companies / orchestras,
- Music-making activity led by an external providers, family, and wider community,
- After school music clubs and groups, for example choirs, bands, orchestras,
- Participation in community music groups, for example choirs, bands, orchestras, ensembles,
- Performances in school and the local community.

²<https://www.creativescotland.com/funding/funding-programmes/targeted-funding/youth-music-initiative>

Guidance

The notes below are intended to provide some advice about how schools might progress through the award.

Theme 1: Planning and Organising

This overarching theme asks schools to reflect on opportunities children have to engage with the other three themes of the award. Use the WMMA Framework document to help determine which award is appropriate for where your school is now and help plan the journey towards engaging with the criteria for further awards.

Theme 2: Singing, Playing Instruments and Performance

Singing is recognised as being important as a tool to support the development of language and communication and improve attainment in literacy and reading. As schools progress from Bronze towards Gold singing across the school will become more frequent. Complexity of songs will increase as children progress through CfE outcomes from early to second level.

Across the school, **playing instruments** will very much depend on resource available. At early level, children should use untuned percussion instruments to tap a steady beat. This will develop and extend into short rhythm patterns, and as skill, confidence and instrumentation allow short melody patterns. These are transferrable music skills, applicable to playing all musical instruments. As children move through the school, they should have opportunities to play different instruments. This might be through a YMI project, the local authority Instrumental Music Service or a community partner. There is no hierarchy of musical instrument, complexity comes from an increase in the length of pieces of music and the diversity of the rhythm and melody lines. Also, playing together as part of a group in two or more parts is more complex than everyone playing the same tune together in unison (playing the same notes and rhythms). Some good instruments to think about incorporating across the school are Bucket Drums, Samba or African Drums (rhythmic complexity), Glockenspiel, Steel Drums or Recorder (melodic complexity) or Ukulele. Playing instruments gives children very good opportunities to develop many of the Meta-skills³, for example, focusing, self-control, listening and collaboration.

Singing and playing instruments is good fun. **Performing** for others (either in school or within the community) is a good way to build confidence, resilience and develop a strong sense of individual and collective identity as well as a fostering a sense of belonging.

Theme 3: Exploring Sound and Creative Music-Making

Having opportunities to play different musical instruments gives children good opportunities to develop their understanding of different sounds, textures, and tone colours. In **creative music-making**, children can select different combinations of sound, using these to create an atmosphere, or sound effects for a story. As children's skills develop, they can create short pieces of music to set a scene or express emotions. **Music technology** is a good tool to support children as they explore and experiment with sound. There are numerous music Apps which can be utilised in the classroom giving children opportunities to work independently. Using Apps on devices (with headphones) enables children to be immersed in their learning and have freedom in their creative choices.

³<https://www.skillsdevelopmentscotland.co.uk/media/rbmj1kjm/meta-skills-progression-framework.pdf>

Theme 4: Listening, Responding and Reflecting

Listening to music and talking about what they see and hear is a good way for children to explore and discuss thoughts, feelings, and emotions. BBC Ten Pieces⁴ has 40 pieces of music suitable for 7–14-year-olds. Each piece is supported by an introductory video from engaging presenters, lesson plans and PowerPoint slides. Resources have been planned to support teaching and learning at 1st and 2nd level CfE and provide ideas of how class teachers can use the resource in their setting. In addition, there are some specific resources for ASN which include BSL, subtitles, and Boardmaker symbols.

Whilst listening to recorded music or watching video of music performance is a good opportunity, there is nothing quite like experiencing a live musical performance. Attending a live performance gives children an opportunity to be inspired by the experience of seeing and hearing instruments being played in a way that enhances and enriches their experience. These live performances can be given by local musicians or national companies. They can take place in school, or in a concert venue.

⁴<https://www.bbc.co.uk/teach/ten-pieces>