

The following suggestions for consideration by schools were developed from work undertaken with Brighton and Hove Music and Arts, Connected Schools Partnership.

Primary, Secondary and Instrumental

- ‘Practitioner mobilisation’ – where practitioners are encouraged to meet face to face to reflect upon and develop their own practice by observing and working alongside colleagues in other settings and across phases - tends to be one of the most powerful agents of change in transition and observing each other teacher music in linked schools enables both primary and secondary teachers to learn from each other.
- Talk together about your curriculum, identifying any common topic/genre areas and think about how you could change your own practice / delivery / curriculum to better suit the needs of all.
- Consider how your curriculum can be made more relevant e.g. building upon skills learnt through a particular genre of music across years 6 and 7.
- Discuss lessons together and think about how you could change your practice / delivery / curriculum to better suit the needs of all.
- Develop transition ensembles (e.g. orchestra and choir) (e.g. year 4 to year 8).
- Invite secondary and primary music teachers to Wider Opportunities lessons, primary school concerts, performances etc.
- Provide opportunities for pupils to get involved in extra-curricular activities without auditioning.

Secondary

- Secondary - ask primary schools what they would like from you (remember, transition is an equal, two-way process). What’s in it for them?
- Find out what primary schools can offer secondary schools.
- Work with your feeder primary schools; observe music lessons and talk to pupils and teachers.
- Invite primary music and year 6 teachers to observe lessons in your school.
- Start with practical, whole class work in year 7 which is inclusive, enjoyable and sends messages to ALL pupils that they are capable musicians.
- Find out about pupils’ musical life before they transfer to secondary school – if possible through working with them in their primary schools.
- Take past pupils back to their primary schools to perform or lead workshops.
- Make music part of transition ‘taster’ days.
- What can you learn from your primary colleagues?

Secondary Curriculum

- Consider how your curriculum can be made more relevant / progressive, e.g. building upon skills learnt through a particular genre of music across years 6 and 7.
- Start year 7 with practical based work as a whole class which is inclusive, enjoyable and sends messages to ALL pupils that they are capable musicians (e.g. through whole class music workshops).

Improving KS2 to 3 Transition in Music

- Have you considered the impact of 'Wider opportunities' and other initiatives both local and national, on the learners joining year 7? Is your curriculum flexible enough to cope with this change of learners?
- Make your systems of assessment more integral to the process over time rather than on the final product. Develop assessment criteria with pupils so that they feel that it is fair and accessible to all.
- Encourage pupils to bring in instruments they play outside of the classroom and use these in class music lessons instead of an over-reliance on keyboards.
- Encourage primary schools to keep sound /audio evidence of musical learning throughout the years and develop this in secondary school and through instrumental lessons. How can these link to the ways in which you store sound-based evidence (e.g. find out if these could be integrated into your school VLE)?
- Improve the differentiation in lessons; many children with instrumental experience 'coast' as they feel they are not appropriately challenged.
- Use notation appropriately and rely on other methods of learning first.

Primary

- Primary - ask secondary schools what they would like from you (remember this is an equal and two-way process) and tell/show them what your pupils can do musically already.
- Is there any expertise that you would value that you think the secondary school might be able to offer to you or your school?
- Encourage pupils to bring in instruments they play outside school/the classroom and differentiate for these instrumentalists in class music lessons.

Instrumental learning

- Try to ensure continuity in instrumental learning – ensuring continuity in instrumental learning (both teachers and instruments) reduces drop-out. Talk to your local Music Hub about the loan of instruments – where are these lent out in primary schools? Can instruments used in primary schools be accessed in secondary?
- Offer a buddying (or music mentor) system to pair new year 7 pupils with older pupils who learn instruments
- Produce a simple guide of musical activities and timetables, lessons, storage, and what pupils should say to teachers to leave curriculum lessons in order to attend their peripatetic lessons

Extra curricular learning

- Provide opportunities for pupils to get involved in extra curricular activities without auditioning.
- Find out what pupils want and try to involve all, not just those who play instruments.
- Signpost relevant musical opportunities that take place outside of your school, for example those run by the other hub partners.