
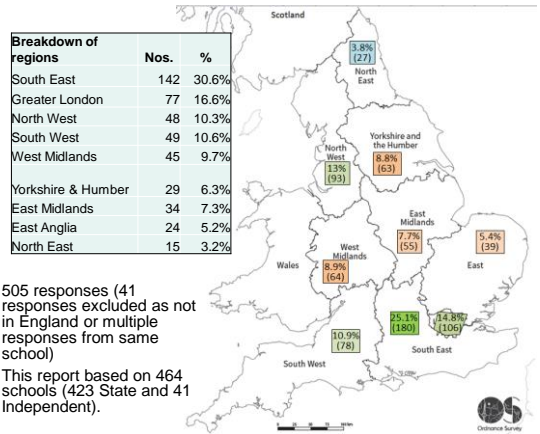


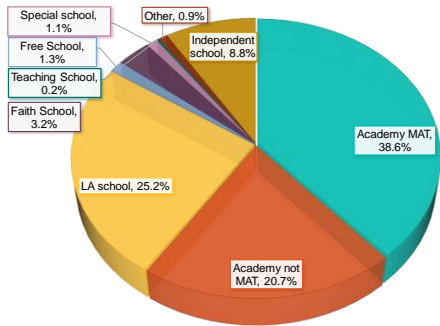
The changing place of Music in the Curriculum

23 November 2018

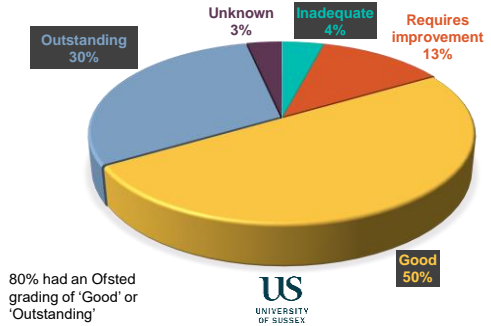
Dr Ally Daubney & Duncan Mackrill
Centre for Teaching and Learning Research (CTLR)

Schools breakdown



Ofsted grading breakdown of sample schools in England



Key Stage 3

“Creative subjects are compulsory in our school system from five to 14, and it’s an entitlement after the age of 14 – if you want to take those subjects you are entitled to take them.”

Nick Gibb – Minister for Schools September 2018

- But...72% of Secondary schools are Academies and do not have to follow National Curriculum.
- Even those that are still supposed to follow that National Curriculum have not always kept music as a subject throughout Years 7-9.



Carousel models

	Winter term	Spring term	Summer term
Year 7	Art	Music	Drama
Year 8	Drama	Art	Music

(choose options)

Music isn’t a ‘nice-to-have’, it’s an essential part of every child’s education. From the ages of 5 to 14, all children are entitled to play instruments, compose and listen to music in school, every week. The fact that the National Curriculum guarantees children ten years of unbroken musical learning in our schools is something to be enormously proud of.”

Boris Johnson (2014:5) Mayor’s Music Pledge



Year 9 Provision

- For the first time this year, more schools reported year 9 music being optional than compulsory, despite the promises of the National Curriculum:
- In 2012/13 it was compulsory in 84% of the schools we surveyed
- In 2018/19 that has fallen to 47.5%
- Increasingly, it is either optional (48.4%) or not taught at all as a curriculum subject.



Key Stage 3 Provision

Hundreds of comments from respondents about the reasons.

Most common relate to the EBacc and other performance measures told through the words of Music teachers at schools in England:

there are now less pupils taking music due to the impact of the EBACC which we introduced only at the start of 2016. I think it took a couple of years for the impact to finally hit but now with the parental view that ebacc subjects are so important we have more students now opting to take extra ebacc subjects as part of their GCSE options which is impacting us further.



Year 9 Provision

One student wanted to do Music and was told by his SLT adviser that it would only be a good path if he were "a numpty". There is strong encouragement to do EBacc subjects. KS4 pupils get the message that English, Maths and Science are more important than anything else...they start to drop out of lunchtime music groups to go to extra lessons. This message filters into lower years as they watch their older friends turn their attention to the "important" subjects. Intake in Year 7 is dramatically changing for the worse in terms of musical experience, instrumental expertise, and overall literacy and numeracy. Primary schools are squeezing music provision. The national picture is bleak.



Year 9 Provision

The school's options form is arranged so that students pick an EBacc subject option and then 3 from the free bucket, and they have to put a reserve EBacc option down too. The free bucket contains statistics, triple science and all the languages and humanities (as well as the EBacc box) so many students fill their 4 options with those subjects.



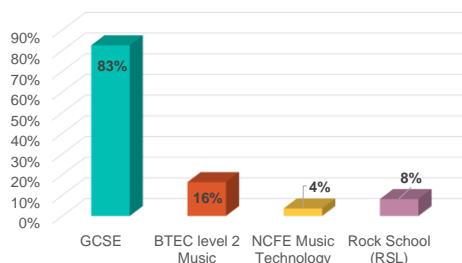
Music at Key Stage 4

Curriculum time for GCSE and BTEC broadly the same.

8% (7.9%) of schools offering GCSE music deliver it outside of core curriculum time (for example, after school).



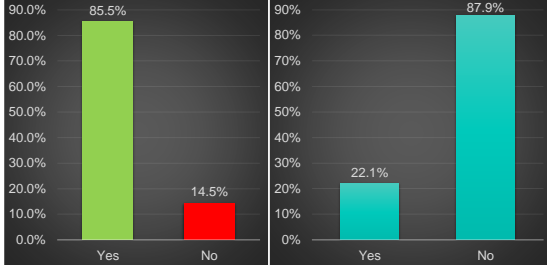
Qualifications available at Key Stage 4 2018-19



Key Stage 4

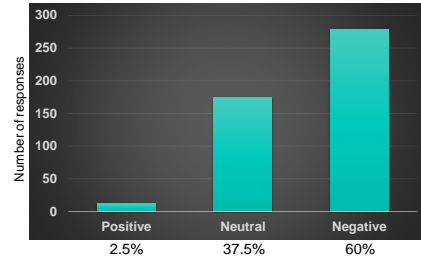
Can every pupil opt for Music as an examination subject at Key Stage 4 should they wish to do so?

Any specific 'entry criteria' to studying music in KS4 or open to anyone?



Changes in uptake of Music as a result of the EBacc

Are any changes to the provision / uptake of music in your school (within and beyond the curriculum) as a result of the introduction of the English Baccalaureate (EBacc) performance measure, positive, neutral, or negative?



Extra-curricular

Examples of the erosion of extra-curricular music:

New head teacher has cancelled lunch time rehearsals thus losing several ensembles.

Rehearsals being destroyed by compulsory additional lessons at lunch and after school in core subjects

In 2016 the department shrank from 2 full time to 1 (with cover supervisor). Clubs have suffered as I cannot run everything if I want to eat, and the addition of fully charging for instrumental lessons has seen a massive dip in uptake - leading to no orchestral groups. We became an Academy in 2012 (I think) and since then, Music has not been supported yet is still expected to be one of the 'faces' at important events. Also getting rid of the role 'Head of Music' has had a negative impact.

We have recently had our summer concerts cancelled by school leadership and are no longer allowed to run our 'Arts Awards Evening'... Extracurricular is slowly being eroded which is having an impact on students enthusiasm for music in the school and does not encourage students to start and maintain instrumental lessons.

A Level Music

	No of 'active' responses	Average number of students
2016-17	155	3.86
2018-19	131	4.38
% Change	15.4% drop in number of centres	13.6% increase
% Change in total number of students over the period 2016-2018/19:		4% decrease



A Level Music Technology

	No of 'active' responses	Average number of students
2016-17	41	4.59
2018-19	28	6.00
% Change	31.7% drop in number of centres	30.9% increase
% Change in total number of students over the period 2016-2018/19:		10.6% decrease



BTEC Level 3 Music

	No of 'active' responses	Average number of students
2016-17	41	7.66
2018-19	17	5.88
% Change	58.5% drop in number of centres	68.2% decrease
% Change in total number of students over the period 2016-2018/19:		23.2% decrease



Staffing levels 2016-2018/19

- 35% of schools reported a fall in staffing levels between 2016 and 2018/19.
- 70% of teachers reported teaching outside of their subject area at some point since 2016
everything from Maths, English and computing to vehicle maintenance, philosophy and hair and beauty.
- Professional isolation is increasingly a problem
- More frequently colleagues are not being replaced when they leave or retire.



Our current staffing crisis compromises this vision...

The driving motive behind the reforms the government has embarked upon since 2010... the desire for every child in this country to receive a world-class education that equips them with the knowledge they need, taught to them by expert teachers...

Nick Gibb, 2017



Summary

- Some students have no access to Music throughout Key Stage 3
- Others have a reduced and sometimes unsustainable curriculum experience.
- Falling number of students taking and able to take Key Stage 4 Music qualifications
- In our 2016 research we found a relationship between schools with high Pupil Premium numbers and decreasing Key Stage 4 curriculum time for Music. We are investigating this further.
- Some schools are offering Key Stage 4 Music courses outside of curriculum time
- A diminishing number of Music teachers – both existing and those training
- Significant evidence that, in many places, the EBacc and other factors are having a negative impact on music within and beyond the curriculum

