

# How **Drums for Schools** Schemes of Work meet Ofsted Features of High Quality Music Education\*



Include  
Empower  
Transform\*

Recommendations**	African Drumming	Brazilian Samba	Caribbean Steel Pans	Indonesian Gamelan	World Percussion
Pupils, particularly at KS3, have enough curriculum time to develop their musical knowledge and skills incrementally	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
The curriculum identifies precise end points in performance, composition and listening work, and then sets out the knowledge and skills pupils need, step-by-step, to reach these end points	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The curriculum builds, incrementally, pupils' knowledge of the technical and constructive aspects of music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teachers provide ongoing feedback to pupils that improves the quality of pupils' music making both in terms of technique and expressive quality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teachers routinely demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Schools should actively seek the support of local music hubs or other sources of expertise when developing and improving the curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Schools should support subject leaders to develop a curriculum that deliberately and incrementally teaches all pupils to become more musical	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Schools should continually develop teachers' subject knowledge, including their musicianship skills and their understanding of what high-quality music making should sound like for pupils in the age group they teach; this approach should align with the choices set out in the school's curriculum	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Schools should make sure that all pupils can develop their musical talents and interests, by offering extra-curricular activities and instrumental and vocal lessons	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Meets Requirement

Partially Meets Requirement

\*Features of high-quality music education from the Music Subject Research Review