

### Consultation Process

- Face to face group consultation meetings were held with secondary music teachers and heads of music in Lewisham, Newham and Greenwich, with a total of 17 teachers taking part
- 65 survey respondents are practicing KS3 classroom music teachers and 56 are school employed music teachers of heads of music. Others school leaders, music hub staff, student teachers and freelance musicians
- We received survey responses from teachers working in 28 out of London's 33 boroughs

### How teachers like to learn:

- Networking that shares skills and ideas between teachers
- Sharing online resources, attending conferences and seminars and practical music making
- **Teachers categorically do not want to be talked at.** Especially by anyone who is not a current or recent KS3 teacher themselves.
- Teachers want a programme that can be personalized and flexible
- Clear examples and practical, usable approaches and resources are wanted, that can be adapted to fit the needs of individual schools
- Training after the school day and in central London was most popular with KS3 teachers, but 61% of Heads of Music prefer training all day, during the school day. Earlier in the year is better and exam period (March-July) and December is to be avoided.

### What teachers want to learn:

- **Composing and Arranging: 46%**
- **Improvisation, practical music making in less familiar genres, singing and music technology: 40-50%**
- Some teachers would like to **develop instrumental skills on less familiar instruments.**
- **Better preparing pupils for KS4 music, and identifying and assessing: 50%**
- **Engaging less motivated learners and planning a progressive curriculum**
- For school leaders, music hub staff and freelance musicians **increasing practical music making in the classroom** was the highest priority

### Communication and motivation

- 70% of teachers who responded heard about the survey through their music hub
- Teaching cover, free tickets/offers for their school, practical music making, and opportunities to work with arts organisations would help and motivate teachers to engage in CPD

### How can we best support teachers to improve pupil attainment in music at KS3?

- Providing opportunities **for music teachers to meet and talk to each other**
- Helping to **'make the case' for music**, arming teachers with evidence of why music is valuable in schools
- **Establishing lasting relationships** between schools, within boroughs and between schools and music hubs, that support **continued networking and sharing of resources** between teachers
- Supporting teachers to **develop effective and credible assessment systems**

Teachers told us their ideas:



Visiting artists, trips to see orchestras/bands performing live. This **inspires the students**

Ways to **improve recruitment of instrumental studies in y7** to enable students to have higher success at KS4

New engaging ways to present subjects **so students are consistently keen to practise pieces between lessons**

New ways to **improve theory knowledge for beginners in the classroom**

Give me a toolkit of practical strategies to use **to ensure my teaching is current and I am moving with the times**, particularly with regards to the use of developing technology in the classroom

A set of sessions that can be scaffolded across a term, **which shows progression in teaching practice**. Example:  
First session - ideas / techniques are shared / presented  
Teachers then go away and do these  
Follow up session 6 weeks later with feedback, questions, with each participant having planned something to share with the rest of the group for example.  
Several follow up sessions addressing teachers' needs and also supporting them in carrying out techniques discussed

Getting less enthusiastic pupils participating in music, and getting pupils **to work together in groups**

- Challenges**
- **Lack of resources and lack of support/priority** for music in school
  - **Disengagement and negative attitudes towards musical learning** amongst pupils
  - Getting pupils to play instruments and make music is not a challenge, **but building on this to reflect, talk about music or develop theoretical understanding is far more difficult**
  - Teachers feel they **need help to overcome challenges** more than needing to develop new skills or pedagogies
  - **Teachers want opportunities for pupils to learn outside the classroom**. They often don't know where to find cultural opportunities in London.

Many thanks to all who contributed to our consultation.