

Music development plan summary: Stowmarket High School 2024-25

A summary of the plan for the academic year 2024-25.

This plan sets out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- Students in KS3 follow a timetabled music curriculum in combination with a carousel of Art, Drama, Music and IT
- Pupils in KS4 follow the BTEC Music Practice Tech Award course in KS4 over 2 Years
- Pupils have access to lessons across a range of instruments including piano/keyboard, guitar/ukulele, drums and voice
- The school promotes bands or groups who have full access to practice rooms and equipment
- Pupils have space for rehearsals and individual practice both at break times, lunchtime and afterschool
- Two school performances annually
- External Workshop opportunities/participation in Music Song writing (involvement sessions)
- Pupils have opportunities to enjoy live performances at least once a year through the school play and/or performance to the local primary school pupils
- The school provides additional peripatetic music teachers to support lessons in guitar, piano, drums, vocals and band practice
- Two extracurricular clubs; *Choir* and *Funk Band* with the aim of starting keyboard club in the near future along with ukulele club. There might be the opportunity to start a film music club for years KS3.
- Students use the elements of music as a framework for all their lessons. They learn how to apply the elements to their own compositions and expand their thinking to develop cognitive load.
- The structure of lessons is consistent to support all learners; retrieval practice, in the form of DO NOW tasks, followed by I do, We do, You do tasks with the addition of teaching by modelling, for instance if and when students are unsure or unconfident of their learning process, during practical sessions, lessons are stopped and re-taught, the timed practice session then restarts.
- Rosenshine's (10) Principles and Lemov's 'Teach Like a Champion' textbook techniques are highly considered to help plan the teaching sessions at SHS.

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Fran Reid
Name of school leadership team member with responsibility for music (if different)	Steven Smith
Name of local music hub	Suffolk Music Hub - https://www.suffolkmusic hub.co.uk/
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

At SHS, students perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. After the DO NOW at the start of lessons, students have the opportunities to recall the elements of music in detail before the next task to ensure they really have embedded the learning before moving on to avoid cognitive overload. This is paramount for KS3 to fully develop their key skills in writing music, applying their music theory to their practical skills, e.g., in compositional tasks using manuscript paper, using the correct key signature, correct number of bars and time signature, etc. Students will have the opportunity to write their own music notation during the *Form and Structure* module, where they will cover *strophic form, binary, ternary or rondo* and compose in one of these forms of their choice.

In year 7, students begin to learn how to sing using the correct techniques, diaphragm and breath control. They will use their voices, to create and compose music on their own and with others, have the opportunity to learn at musical instruments, use technology appropriately and can progress to the next level of musical excellence. There are Music Technology modules in place for year 7 this year.

Students will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. The acrostic DR P SMITH (Dynamics, Rhythm, Pitch/or pulse, Structure (or Sonority), Melody,

Instrumentation, Texture (also Timbre/or Tone), and Harmony is effective and will continue to be implemented in the future.

Overview of KS3 plan:

- Students explore the key content of the Elements of Music, starting in year 7 and using acrostics, such as DR P SMITH to help them remember these key areas.
- Starting in year 7, they will explore the Elements of Music in detail with practical examples and continue to develop their learning in this area via DO NOW activities on mini whiteboards as a retrieval practice and sheetwork recorded in their individual class folders.
- As part of their development process, students will play and perform confidently in a range of solo and ensemble contexts using their voice (especially in year 7 – during the singing module), during choir club (extracurricular) and through playing instruments musically and creatively, fluently and with accuracy and expression. This will be demonstrated throughout their classwork practice time and formative assessment performances, including the extracurricular Funk Band).
- Students will demonstrate skills in improvisation throughout *the Blues* module (adapted worksheets levels 1 – 9) and opportunities to compose; throughout the *Form and Structure* modules.
- Students have the opportunity to extend and develop musical ideas by drawing on a range of musical structures, covered in year 8, styles, genres and traditions covered in year 7 during the Taiko Drumming component. Year 8 also study African Drumming.
- Staff notation is used in the majority of lessons covered in the *Music Notation* module in year 7 and accurately in a range of musical styles, genres and traditions; for example, the Calypso module, Taiko Drumming and Minimalism compositions.
- The inter-related dimensions of music will be identified and used expressively, with increasing sophistication, including use of tonalities, especially through *Film Music* modules. The variety of types of scales, modes, raga and other musical techniques will be covered during the *Indian Music* module.
- Students regularly listen with increasing discrimination to a wide range of music from great composers and musicians during lesson time or for set homework tasks. Students listen to music whilst entering the classroom to help them with retrieval practice.
- Students will develop a deepening understanding of the music that they perform and to which they listen, and its history; for example, *the History of Blues* module, where students apply the theory to the Practical Assessment prior to half term.
- Year 7 and 8 students are generally engaged in their music lessons through enthusiastic lessons that aim to stretch and challenge. If students are ahead at any time, adapted worksheets are available to encourage the more able students.

Overview of KS4 plan:

- At KS4, students at SHS are taking the BTEC Music Practice Tech Award course.
- **Learning outcomes A:** Demonstrate an understanding of styles of music
- **Learning Outcomes B:** Apply understanding of the use of techniques to create music. This learning outcome is designed to be taught through a combination of practical and taught sessions that will allow learners to investigate and experiment with how music from a variety of styles is performed, created and finalized in order to produce their own products.
- The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice is for learners who want to acquire sector-specific applied knowledge and technical skills through vocational contexts by studying and developing their musical skills and techniques, and by responding to a music industry brief as part of their Key Stage 4 learning. The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production; using realistic vocational contexts, and their personal skills, such as self-development; responding to a brief; planning and time management through a practical and skills-based approach to learning and assessment. The qualification will broaden students' experience and understanding of the varied progression options available to them. This has been the preferred choice of course for this cohort, due to the abilities of most learners in the class, and the fact that it is a vocational course aimed at helping students to develop independent learning ready for the Music industry.
- Highly structured PowerPoints are provided for each lesson to ensure a clear framework for learners.
- Students learn to compose, perform and produce music using Music technology and throughout the production process they will remix songs and be assessed on their Music tech skills in addition to their creative and expressive thinking during composition and develop initial improvisation styles prior to their compositional techniques.
- For all regulated qualifications, Pearson specifies a total number of hours that it is estimated students will require to complete and show achievement for the qualification. Teachers provide guided learning activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance. Guided learning also includes the time required for students to complete external assessment under examination or supervised conditions. In addition to guided learning, other required learning directed by teachers or assessors will include

private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research. The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice has 140 hours of total qualification time. Guided Learning Hours are 120 hours. Students are required to complete all three components in the qualification to achieve success.

- The three Components for the BTEC level 1 and 2 course are:
 1. Exploring Music Products and Styles
 2. Music Skills Development
 3. Responding to a Music Brief
- Component 1: Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. This is worth 60 marks.
- Component 2: Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. This is worth 60 marks. As part of their assessment at SHS, students will also plan and produce the Christmas concert in preparation for their component 2 BTEC module. They can choose two outcomes out of three: performance, composition and/or music production.
- Component 3: This task is set and marked by Pearson completed under supervised conditions. Students will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. The set task will be completed in 3 hours within the period timetabled by Pearson. This is worth 60 marks.

The components are interrelated, part of an integrated whole. Students take this qualification over a two-year period or longer. They are given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level. Students are assessed through the three components in the qualification, which gives them the opportunity to develop broad knowledge and understanding of the music sector, and specialist skills such as applying musical knowledge to music performance, music creation and music production at Levels 1 and 2.

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate

application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- The development of core knowledge and understanding of musical techniques used in a range of music styles, and how to respond to a music brief
- The development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes
- Reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product. Non-exam internal assessment is delivered through Pearson - set Assignments (PSA). These assignments are set by Pearson, marked by the centre and moderated by Pearson. For each component new assignments are released twice a year through the secure area of their website. Each Pearson-set Assignment is marked with the assessment series and academic year of release. These assignments are used for summative assessments and completed under supervised conditions. Completed assignments are marked using the descriptors in the marking grid given for the component, which is provided by Pearson via their website. Prior to submitting marks for moderation, where a student has not achieved their expected level of performance for an assignment, it is possible to authorise one opportunity over 15 working days for students to improve evidence and resubmit for internal assessment.

Part A: Curriculum music.

For SEND students and Pupil Premium students, music lessons have been adapted accordingly, using scaffolding and adaptive teaching worksheets, and relevant adaptations such as coloured sheets for Irlens syndrome, DO NOW starter or at the exit ticket plenary to consolidate learning and ensure learning has been embedded. Cold calling is limited to students with anxiety conditions or other special needs/requirements. Higher ability students are challenged and encouraged to partake in the next level worksheet theory/and practical level.

Each lesson is 75 minutes long. KS3 have twenty-four lessons over a two-week timetable. KS4 have four lessons over a fortnightly period. $24/40$ for KS3 = 60% over a two-week timetable, $4/40 = 10\%$ for KS4 over a two-week timetable.

- SHS curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music for Key Stage 3.
- During lesson time, whole-class ensemble teaching is taught through the application I do, We do, You do – for instance in Taiko Drumming in year 7, where modelling is demonstrated through visualisers, pre-recorded video and

live demonstrations. The 'We do' section is where students practice as a class, counted in for four beats, and 'You do' is where they formulate groups and there is a 'leader' to bring them in, a scribe (for planning purposes) and the remaining group members. The point of this is to develop structure, texture, and understanding of the different tones of the drum. African Drumming in year 8, is another example where the Djembe can be demonstrated in various ways to provide a variety of dynamics and develop creativity skills during group work, 'We do' activities. The practical Blues improvisation techniques developed over practice time is another example.

- Students sing during the Vocalisation module as a class, this is usually in year 7, however there are opportunities throughout the year in extracurricular clubs such as Choir and Funk Band for students to develop their singing further.
- <https://www.suffolkmusicclub.co.uk/> is useful and additional resources online have been instrumental for music lesson planning. IEMusic and other companies have contacted SHS with the opportunities of workshops and Industry days for KS3. This will also positively impact KS4 through music compositional skills and develop and encourage independent thinking.

Currently at SHS, students study the BTEC Tech award at KS4, levels 1 and 2. Students can study ABRSM grades 1 – 8 piano and singing, Trinity guitar and Rock School exams for drum and guitar lessons supported by the peripatetic staff tuition on a weekly basis, during private lessons within the school calendar. Any additional music exams are achieved at home via private instrumental lessons and staff are informed throughout tutor time announcements.

Part B: Co-curricular music

Currently, SHS provides singing lessons, piano, drums and guitar lessons.

There is the opportunity for students to attend Funk Band on Mondays after school and Choir on Tuesdays after school. There are mini ensembles/groups throughout the day where students can develop their teamwork skills either under the direction of the teacher, or the peripatetic staff. The opportunities for students either in KS3 or KS4 to rehearse in bands, ensembles, groups or individual practice are endless, due to the provision of breaktime, lunchtime and afterschool access to the Music Department until 5pm. There are three practice rooms available in addition to the main Music classroom.

Instrumental loans are something the school can investigate in future as well as holiday provision, Saturday music centres, and any qualifications or awards pupils can achieve from these sessions. Students do receive praise for achievement through class awards and school-made certificates and postcards of praise sent home, for instance.

Concerts take place twice a year; Christmas and summer. This is usually run by the year 11 - BTEC class as part of their assessment.

- Currently, the instrumental lessons on offer are; guitar, singing and drums.
- Instruments that are available on loan need to be investigated. There are violins and electric guitars.
- There is a whole class of ukuleles and acoustic guitars provided for whole-class lessons.
- Peripatetic lessons are charged at £12 per 20-minute lesson. There is pupil premium eligibility.
- Pupils use the sign-up sheets provided and can turn up free of charge for after school/extracurricular sessions, such as Choir and Funk Band. Keyboard and ukulele club will also be free. These two latter sessions are likely to start after Christmas during lunchtimes in the main music classroom.

Part C: Musical experiences

The opportunity of accompanying in a live band or in the pit is possible for school plays (depending on the student's availability). Although the music is pre-recorded, students can participate to develop their confidence and teamwork/team building skills. This is excellent practice for their BTEC assessed performance modules in year 11.

- School concert tickets are £5 per person unless pupil premium eligibility.
- There are opportunities throughout the year for students to participate in school assemblies, summer carnivals and two annual concerts.

School trips, such as Musicals and concerts are available throughout the year in addition to Suffolk Schools Music opportunities to perform at Snape Maltings Concert Hall along with other schools.

In the future

Moving forward, the department is hoping to inspire and encourage the current KS3 to form more Band opportunities in addition to more concert opportunities and a Film Music Composition club, to inspire the less confident performers to choose Music at KS4. Further opportunities for instrument loans are also required for musical development in the future and to aid students' curiosity.

There will be a Ukulele and Keyboard club.