

Music development plan summary: [Madeley School]

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set 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](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	1 st Sept 2024
Date this summary will be reviewed	31 st July 2025
Name of the school music lead	Antoni Pilato
Name of school leadership team member with responsibility for music (if different)	Antoni Pilato
Name of local music hub	Entrust Music Staffordshire
Name of other music education organisation(s) (if partnership in place)	Entrust Music Staffs, AQA, RockSchool, Trinity, PICL.

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.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

	Year 7	
<p>Pop Singing Vocal Skills</p> <p><i>Put your fantastic Vocal skills into action in this fun Singing project to start Year 7.</i></p> <p>Notation</p> <p><i>Every musician needs to read music, so we also learn this vital skill. You will be introduced to Logic Pro music software.</i></p>	<p>African Drumming</p> <p><i>Bringing together the sounds of Africa using African percussion to create your own version of the most popular African song called “Che Che Kule”.</i></p> <p>Keyboard Skills</p> <p><i>Impress your friends with your amazing keyboard skills!</i></p>	<p>Samba</p> <p><i>Bring the sights and sounds of sunny Brazil to Ramsbottom by learning to perform Samba music.</i></p> <p>Ensemble Skills</p> <p><i>Put your fantastic instrumental skills into action in this fun band project to finish Year 7.</i></p>
	Year 8	
<p>The Blues</p> <p><i>Learn about the long and complex history of Blues music and create your own Blues piece.</i></p> <p>Film Trailers</p>	<p>Rock n Roll Band</p> <p><i>Rock out with us this term! You will form your own ensemble rehearse a 1950’s/1960’s rock n roll song and perform it for the class.</i></p>	<p>Radio Podcast Jingles!</p> <p><i>Write a simple jingle that can accompany your favourite podcast or radio show. Then present this to the class, and upload to an online platform.</i></p>

<p><i>Follow in the footsteps of John Williams who composed music for many of your favourite films. You will use technology to help compose your own film music</i></p>	<p>Keyboard Skills <i>This term, you'll build on your knowledge of correct keyboard technique and become an even more confident composer</i></p>	<p>Chord Melodies <i>Become a brilliant composer by learning how to compose chords and melodies.</i></p>
<p>Year 9</p>		
<p>Pastiche! <i>Performing a song in the style of another artist or genre. This project allows students the freedom to experiment with musical elements and to develop a sense of interpretation for their Pastiche piece.</i></p> <p>Remixing a Hit Song! <i>Learn the basics and fundamentals of 'remixing', using sequences and pre-determined loops in Logic Pro to help create a new sound for an existing hit song.</i></p>	<p>Electronic Dance Music <i>Learn the ropes of electronic music software and compose your own dance tracks from disco to drill, no tune is left un-played.</i></p> <p>Hooks and Riffs in Rock Music <i>Explore and perform your favourite rock riffs, which can be vocal, guitar or piano, then perform these hook-lines to an audience.</i></p>	<p>Composing to a Moving Image <i>Learn how to compose music using orchestration techniques and orchestral instrumentation in Logic Pro software.</i></p> <p>Performing your own Song! <i>Write a song and perform it in your own genre, or take inspiration from an existing piece and using your own lyrics, compose your short composition and then perform this to an audience.</i></p>

Year 7

Students develop the ability to perceive, understand and appreciate how sounds are organised and how music is produced, influenced and performed within selected musical genres, styles, mediums and traditions.

Students are encouraged to perform using their voices, keyboards, percussion and world instruments as well as utilising their own instruments.

Year 8

Students are encouraged to develop compositional skills individually, through paired and group activities, traditional compositional techniques as well as using the latest music technology. Carefully selected music will help students to develop an awareness of different instruments, styles, forms and techniques, and will include some knowledge of musical history and elements.

Year 9

Pupils are encouraged and expected to perform in front of their peers, at both class level and concert level. These performances are based on rehearsals and preparation within each practical topic. In this year, there are topics and elements that are closely linked to the GCSE syllabus. The topic on EDM will introduce students to this exciting and modern genre while also developing their music technology skills, composing their own EDM pieces on the Logic Pro software.

These challenging topics are designed to keep students focused throughout the year 9 provision and enable them to select GCSE music as an option for year 10.

The final compositions and subsequent performances bring together everything students have learned at Key Stage 3, successfully combining chords, melodies and rhythmic elements and allows them to showcase their ability to perform their composition successfully as an ensemble.

Nine GCSE focussed band descriptions decide the types and range of performance and composition that students should characteristically demonstrate. Pupils will also take part in a mini mock GCSE style exam at the end of year 9, which incorporates all the knowledge and learning from KS3.

Year 10 and Year 11

In Years 10 and 11, students undertake the AQA GCSE Music course, a well-respected and robust qualification with components on Performing, Composing and Understanding Music. During the course students develop their individual and ensemble performance skills, their composition skills and their understanding of music covering a wide range of styles, genres and time periods in musical history.

AQA GCSE Music Component

1: Understanding Music

Area of Study 1: Western Classical Tradition 1650 -1910

The Coronation Anthems and Oratorios of Handel

The Orchestral music of Haydn, Beethoven and Mozart

The piano music of Chopin and Schumann

The Requiem of the late Romantic period

Set work study piece: Mozart Clarinet Concerto, movement 3

Area of Study 2: Popular Music

Music of Broadway 1950s -1990s

Rock music of 1960s and 1970s

Film and computer gaming music 1990s to the present

Pop music 1990s to the present

Set work study piece: Little Shop of Horrors (Prologue/Little Shop of Horrors, Mushnik and Son, Feed Me)

Area of Study 3: Traditional Music

Blues music from 1920-1950

Fusion music incorporating African and/or Caribbean music

Contemporary Latin music

Contemporary Folk music of the British Isles

Area of Study 4: Western Classical Tradition since 1910

The Orchestral music of Copland

British music of Arnold, Britten, Maxwell

Davies and Tavener

The Orchestral music of Zoltán Kodály and Béla Bartók

Minimalist music of John Adams, Steve Reich and Terry Riley

AQA GCSE Music Component 2: Performing Music

For this component students must be able to perform live music and will prepare two performances lasting a combined total of a minimum of four minutes. One performance must be a solo and one an ensemble performance.

AQA GCSE Music Component 3: Composing Music

For this component students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing. They will compose two pieces of music, including one in response to an externally set brief. The combined duration of the compositions must be a minimum of three minutes

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Instrumental lessons are available in school for strings, woodwind, brass, percussion, piano and guitar. Students are also encouraged to take part in extra-curricular music activities including Rock and Pop Choir, Orchestra, Song Writing and Recording Workshop, Rock and Pop Groups and other performance groups, which are a very important part of the musical life within the school.

Pupils are encouraged to take part in the Christmas and summer shows as well as outside events taking place throughout the academic year.

Songwriting & Recording Club

Pupils who attend the club are expected to learn to write lyrics, experiment with melody writing, and production using software such as Logic Pro. Pupils write and record their own songs, with the tutor's supervision, and then these songs are published online for the school community to hear. This club is open to Key Stage 3 students only.

Rock and Pop Choir

Musicians are practicing songs from these genres to explore new and interesting ways of structuring music and delivering music in a different format, such as a choir, accompanied by backing music or acoustic guitar.

GCSE Music Coursework Club

This club is open to students in Year 10 and Year 11 who are studying GCSE Music. This weekly activity gives them additional time to work on their Composition and Performance coursework and to get one to one feedback and support from their music teachers.

Instrumental Choices

- *Piano and keyboard: Students learn classical and contemporary repertoire, focusing on technique, reading notation and performance skills.*
- *Voice: Vocal lessons are tailored to individual student needs and songs are learnt in a variety of styles including classical, pop and musical theatre.*
- *Woodwind: Students are learning to play the Flute, Clarinet, Saxophone (Oboe and Bassoon are also available but no students are learning these at present).*
- *Brass: Students are learning to play the Trumpet, Cornet, Tenor Horn, French Horn, Trombone and Euphonium (Tuba is also available).*

- *Strings: Students are learning to play the Violin, Cello (Viola and Double Bass are also available).*
- *Guitar: Students are learning to play classical guitar and bass guitar, covering a wide range of musical styles and techniques.*

Alongside the peripatetic staff from Entrust Music Service we also engage the services of an independent Piano teacher who provides lessons for students with a specific interest in this area. Charging and remissions are dealt with directly by Entrust Music Service or independent teachers. Madeley School is not involved in these financial aspects of instrumental lessons, with the exception of providing funding for Pupil Premium students.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Each year, there are several opportunities to perform music. These include concerts, assemblies, presentation evenings, graduations, awards ceremonies, drama and music recitals etc.

- *Pupils are encouraged to perform their own material as well as cover songs, or theatrical or dance pieces that they have choreographed to a piece of music.*
- *All events such as concerts and drama events are charged a set price for both adults and concessions tickets.*

In the future

This is about what the school is planning for subsequent years.

The Madeley School music department is very proud of our current music provision, particularly in light of receiving Arts Mark status in the academic year 2023-24. In the future we endeavour to sustain this high level of musical experience for our students and improve on the areas that need further development. In terms of the features of high quality music provision as specified by the Department for Education (DfE)

Madeley School offers six out of seven features, regularly and robustly, often in excess of what is specified. The first six features are as follows:

- *Timetabled curriculum music for at least one hour each week of the school year for Key Stage 3*
- *Access to lessons across a range of instruments, and voice*
- *A school choir or vocal ensemble*

- *After school clubs for both KS3 & KS4*
- *Space for rehearsals and individual practice*
- *A termly school performance opportunity*

One area that we will aim to develop further is ensuring performance opportunities for all relevant ensembles, such as the Songwriting Club who do not currently perform for a live audience. However, the main area that we endeavour to develop is the seventh and final feature defined by the DfE; opportunity to enjoy live performance at least once a year. During the academic year 2024-25.

GCSE music students had this experience but there was not the same opportunity for students in key stage 3. This is an area we will focus on during the academic year 2024-25 with the aim of organising at least one live performance for key stage 3. We will also offer key stage 4 students the opportunity to participate in a residential trip to London in order to experience a live West End performance and take part in creative development activities.