

Music development plan summary: Mount Carmel RC High School

Academic year that this summary covers	2024-2025
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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.

Overview

Music at Mount Carmel is a practical, academic and holistic subject which aims to provide pupils with an immersive experience whilst focusing on developing imagination and creativity, building up pupils' knowledge, skills and understanding.

Pupils at Mount Carmel will develop their musicality through a sequential programme of musical experiences, which are practical, experiential and personal. These experiences will contribute to their aural memory, practical/discriminatory skills, personal and collective identity whilst offering alternative methods of communication and resources with which they can explore their individual expression. Music is a holistic subject which aligns with our school values and is accessible to all.

The Music Curriculum at Mount Carmel is sequenced to allow pupils to build on skills and knowledge that they have previously learnt so that they can broaden their horizons of musicality. Music is taught via a Spiral Curriculum – cycling through 3 units a year. Pupils will be given opportunities to listen, compose and perform music at a level appropriate to their developmental stage. The Music curriculum is split into these three strands which develop different areas of our pupil's musical skills:

Composing - which involves the process of making or creating a piece of music by combining the parts or elements of music. When our children compose their own music, they're doing several complex activities at once.

Listening – listening activities can be used to develop and enhance a young learners listening abilities. Listening is an important communicative skill which is a prerequisite for the development of other skills which are crucial for healthy cognitive development.

Performing - the benefits of playing music can be physical, mental and spiritual. Music has shown that learning how to play a musical instrument benefits both adults and children - it is often linked to improved mental health and wellbeing.

This structure ensures knowledge and skills are revisited and extended each year, allowing pupils to further their skills within a broad curriculum which has been developed to access a wide range of resources, including musical instruments and live music.

Our overarching goals within the curriculum are to:

- 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
- learn to use our voices, to create new music, to play a musical instrument, use and have opportunities to progress to the next level of musical excellence
- understand and explore the mediums through which music is created, produced and communicated, including inter-related dimensions: pitch, rhythm, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Part A: Curriculum music

KS3 curriculum

At Mount Carmel, pupils receive one hour of Music per fortnight in Key Stage 3. In addition to lessons, we offer a variety of peripatetic lessons including guitar, drums, piano, voice and brass. This allows students to express themselves, as well as increase self-confidence and motivation.

At Mount Carmel, pupils will cover a wide range of topics which will include individual/paired and group performances.

Topics taught:

YEAR	TERM	TOPIC	SKILL	TASK
7	Autumn	Elements of Music	Composing	Students will compose music for a 'Haunted House' in groups.
7	Spring	Musical Notation/ Base Line	Listening/ Appraising	Students will learn about the notes on a music stave and the different types of notes.
7	Summer	Four chord pop songs	Performing	Students will work in pairs and learn how to play 'Stay with Me' by Sam Smith on the keyboard.

YEAR	TERM	TOPIC	SKILL	TASK
8	Autumn	Reggae Music	Listening/ Appraising	Students will learn about Reggae music and be able to identify the key characteristics through listening tasks.
8	Spring	Songwriting	Composing	Students will learn about the structure of a pop song and write their own lyrics based on a personal experience.
8	Summer	Learning to play the Ukulele	Performing	Students will learn how to play the Ukulele and perform 'I'm Yours' by Jason Mraz.

YEAR	TERM	TOPIC	SKILL	TASK
9	Autumn	Film Music	Performing	Students will learn about the key characteristics of film music and perform a James Bond theme.
9	Spring	Hip-hop Music	Composing	Students will learn about the key characteristics in rap music and write lyrics based on a personal experience.
9	Summer	Performing Arts Industry	Listening/ Appraising	Students will learn about the different designer roles within performing arts such as the lighting and sound designer.

How will the subject be assessed?

At Key Stage 3, assessment takes place formatively through classroom performances and listening tests to recap key vocabulary, and summatively in the form of end of topic assessments. This data allows Mount Carmel to generate an estimated grade for the student and inform future planning. The students constantly re-visit music theory, such as notation, but through a variety of different topics. This ensures that skills and knowledge are embedded throughout KS3 so that they are able to achieve well at KS4 and beyond and also develop the confidence and resilience to become willing contributors to the outside world. All four skill areas (composing, performing, listening and evaluating) are tested throughout KS3. Summative assessment is used formatively to inform planning as this allows me to identify any gaps in the student's knowledge and address these areas again.

Qualifications/Awards

At KS4, Music is delivered as an optional subject. It is allocated 3 hours per week. Students who opt to study music at KS4 study BTEC Technical Award in Performing Arts. The course is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes

used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli
- processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance
- attitudes that are considered most important in the performing arts, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.

This Tech Award complements the learning in GCSE programmes such as GCSE Drama and GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences.

Additional qualifications/awards can be gained in music through the following routes:

Arts Award

Arts Award takes children and young people on a creative journey, exploring the arts world, discovering their potential as artists, developing leadership skills – and gaining a recognised qualification along the way. Open to anyone aged 25 or under, this unique set of arts qualifications builds skills essential for success in the 21st century: Creativity and communication, along with problem-solving, reflective-thinking and confidence.

Young people can achieve Arts Award in any art form, from music to mime, poetry to pottery, dance to drumming. Through the five levels - Discover, Explore, Bronze, Silver and Gold.

Who can do it?

The levels represent a system of progression, but there's no requirement to have passed a particular level to progress to the next. The list below gives an overview of ages and stages:

- Bronze Arts Award is designed for ages 11–14 but is open to anyone aged 11 to 25. This qualification involves working at the same standard as GCSE grades D–G/3–1)
- Silver Arts Award is designed for ages 14–16 but is open to anyone aged 11 to 25. This qualification involves working at the same standard as GCSE grades A*–C/9–4.
- Gold Arts Award is designed for ages 16+ but is open to anyone aged 11 to 25. This qualification involves working at the same standard as an A Level.

Bronze Arts Award in Theatre/Drama is a nationally recognised award, moderated by Trinity College, London. Bronze is equivalent to a 4 at GCSE, Silver is equivalent to a pass at GCSE and Gold, which starts next September, is equivalent to an A Level and carries UCAS points, so if you have creative careers in mind, it's worth considering.

Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF). To achieve the award the learners had to develop a basic understanding of arts practice and some knowledge of arts provision in the community.

Learners committed to taking part in creative activities and demonstrated a basic understanding of effective communication and an ability to convey information. The award develops young people's artistic abilities alongside their research and communication skills.

What happens?

Each level of Arts Award involves a mix of guided learning hours (GLH), led by an adviser, and independent learning hours (ILH). Together these add up to the suggested 'Total qualification time' (TQT). The actual amount of time needed to complete a qualification will depend on the skills and experience of each individual or group. This would take place on a Monday after school with Gayle Knight.

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.

In addition to core timetabled music lessons, Mount Carmel offers a range of instrumental and vocal tuition opportunities. These include:

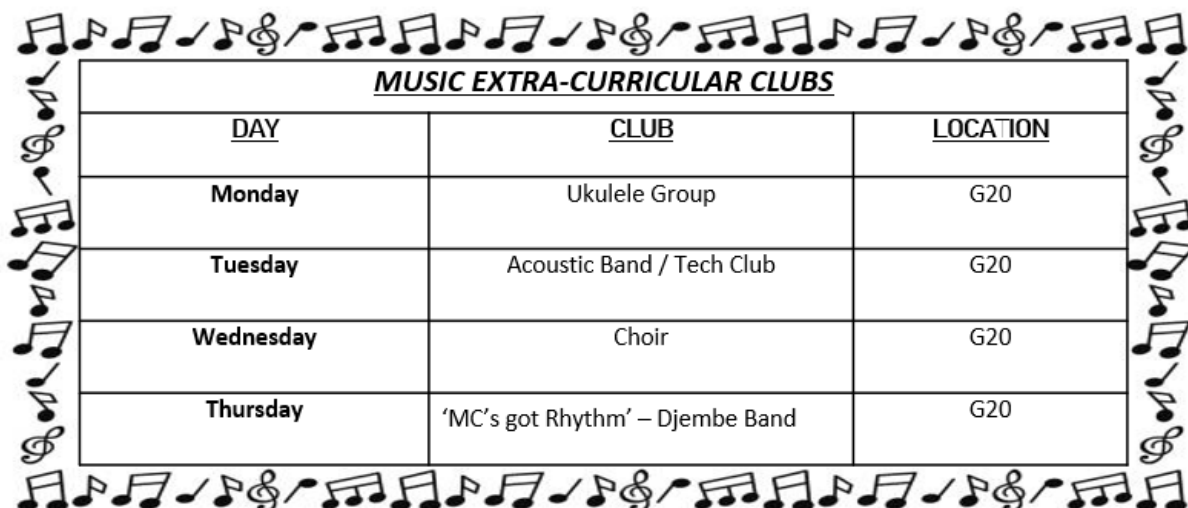
- vocal / singing one-to-one and small group tuition
- piano / keyboard lessons
- guitar (acoustic and electric) and bass guitar lessons
- drum lessons
- brass (cornet, trumpet, euphonium, trombone, baritone, tuba) lessons

We work in partnership with Lancashire Music Service and independent tutors to provide a range of musical opportunities. Pupil Premium students get a 50% discount off all music lessons. Brass lessons are offered by the music teacher Miss Javaid, since this is her specialism, so she is given dedicated time to deliver these at no cost to the students. Students that do not have their own instrument are provided/loaned an instrument by Mount Carmel or our partner music providers. Mount Carmel is fully aligned with Lancashire Music Hub's Music Centre offer and support students to attend Music Centre ensembles, allowing students to further develop their skills outside of school hours.

Within the academic school year, Mount Carmel Music Department provides the following extracurricular activities that are open to a variety of age groups. For some of these e.g. School Production, students are required to audition for a place, but most ensembles do not require auditions and are open to all who wish to participate:

- Theatre Trips/ Backstage tour of theatre – All year groups
- Instrumental peripatetic lessons – guitar, drums, voice, piano, brass
- Choir
- Brass Ensemble

- 'MC's got Rhythm' – Djembe Band
- 'Ukulele Group'
- School Production



<i>MUSIC EXTRA-CURRICULAR CLUBS</i>		
<u>DAY</u>	<u>CLUB</u>	<u>LOCATION</u>
Monday	Ukulele Group	G20
Tuesday	Acoustic Band / Tech Club	G20
Wednesday	Choir	G20
Thursday	'MC's got Rhythm' – Djembe Band	G20

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.

We currently have the following performances:

Autumn Term

- First Friday Mass
- Remembrance Service
- Advent Liturgy
- Christmas Liturgy
- KS4 Awards Evening
- Hyndburn Catholic Partnership Carol Concert
- Community Christmas Party

Spring Term

- First Friday Mass
- CHARM Talent Show
- Ash Wednesday
- Holy Week Liturgy

Summer Term

- First Friday Mass
- KS3 Awards Evening
- School Production

We also have a number of other smaller events and collaborations in which we perform for example, this year our school choir have been asked to perform at the Oswaldtwistle Christmas Light switch on as well as the Christmas tree festival at St. James' Church Accrington. Each year we have an overnight Performing Arts trip to London to see a live theatre performance as well as a backstage tour and a workshop. We also take students to see a musical in Manchester. We subsidise these trips with a 50% discount for Pupil Premium students. Performing Arts Faculty comes together to stage a whole school musical every year. It is open to all year groups and the cast is selected by audition. We also provide opportunities for our GCSE students to operate the lighting and sound in all of our performances.

In the future

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

We are looking forward to implementing a more comprehensive KS3 curriculum that is fit for purpose and better prepares all students to take BTEC Performing Arts if they wish. The curriculum will focus on a balance between composition, music theory and appreciation and performance. The focus remains on engaging all students and fostering a love of music while ensuring the rudiments of theory are embedded in each Scheme of Work.

We will also aim to increase extra-curricular clubs within school as well as the uptake for instrumental lessons. It is a proven fact that learning an instrument increases your cognitive ability, enhances your co-ordination and builds on your social skills such as confidence and team building.