



Music Development Plan 2024

Tapton School Music Development Plan

Summary:

This plan is intended to outline how we deliver high-quality music provision at Tapton School taking into account the key features of the national plan for music education. 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:

Academic year that this summary covers	2024-2025
Date this summary was published	Sept 2024
Date this summary will be reviewed	July 2025
Name of the school Subject Leader for Music	Mrs Gemma Page
Name of local music hub	Sheffield Music Hub

Tapton School Music Intent: The music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical, Popular Music, Traditional Music). This well-established provision provides students with a thorough grounding in all areas of the subject, so that all students are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications, but aim to provide students with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us.

Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All pupils have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for pupils to perform in our extensive concert programme.

We teach, and provide opportunities for, students specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield.

At Tapton we aim to pass on our own passion for music to our students and nurture the musical development of every child.

Part A: Curriculum Music

The Tapton music curriculum is a spiral curriculum designed to develop and re-visit the three main skills of performing, composing and listening equally. Each topic at KS3 centres around one of these skills whilst exploring music from one of the three strands of: Western Classical Music; Popular Music and Traditional Music. This filters down from the areas of study covered in the AQA GCSE and A Level specifications. At KS4 and KS5 pupils are working on all three skills concurrently.

All pupils in Y7 and Y8 have 1 hour of music per week with specialist teachers and the KS3 national curriculum is covered by the end of Y8. Pupils who opt for music in Y9 have 2 hours per week. At KS4 our pupils have the option to take GCSE music and we offer A Level music at KS5.

Our curriculum is designed to be fully accessible and inclusive, whilst including challenge for all. We have a high number of pupils who engage in music outside of curriculum time and these pupils are encouraged to bring their instruments into lessons and build upon this existing knowledge and skills. Our curriculum enables pupils who have little to no prior experience in music to work confidently alongside pupils who have had a great deal more prior experience. It is designed in such a way that pupils with no prior experience of music and no external input, develop the skills and knowledge required to opt for GCSE Music if they wish. This is achieved through all lessons including a step-by-step breakdown to mastering the skills so that pupils can see and learn the process required, as well as clear scaffolded work and different challenge levels of resources. The idea is that you work through the steps/levels in an order, rather than being restricted to/pre-assigned to one. Pupils have the opportunity to learn a range of instruments as well as music technology skills in curriculum lessons, so that they can access GCSE music in a number of ways. Our curriculum is supported by a strong extra-curriculum programme and a large team of peripatetic teachers.

Assessment takes place as formative and summative tasks in Key Stage 3. In Y7 and Y8, pupils will be formally assessed for 3 of the 6 topics (one for each skill). Formative assessment is used in every topic and comes mid-way through a term's unit of work where students engage with teacher, self and peer feedback with the intention of improving work. In Y9 pupils will receive formative and summative assessment every half term. In KS4 pupils will receive summative feedback at least once per half term, with more regular formative assessment. At KS5, pupils receive summative feedback at least 3 times per half term, as well as regular formative assessment.

The music curriculum design takes into consideration the pupils we have at Tapton, the AQA GCSE and A-Level requirements, the specialisms of the staff, school data points, suggestions in the Model Curriculum for Music, The National Plan for Music 2023, and thoughts from the Ofsted Music Research Review 2021 and Music Subject Curriculum Insight 2023.

Curriculum End Points – what all pupils will be able to do

By the end of Y8 all pupils will have completed all of the KS3 National Curriculum. They will:

- (performing) be able to perform a melodic line on an instrument or by using music technology by following music notation (including sharps and flats). They will know how to work out how to read music and what the performance directions mean. They will be able to use specific practice techniques to improve their performance and they will know what aspects make a good performance. They will have experienced performing both in a group and as a soloist. All pupils will have experienced singing in time as part of a group.
- (composing) be able to combine pitch and rhythm to create their own melodic line and write it down both with traditional notation and through the use of sequencing software. Pupils will be able to add performance directions to their music. Pupils will have opportunities to improvise and experiment with musical ideas.
- (listening) be able to use technical musical vocabulary to describe and analyse a piece of music. They will be able to recognise different styles as being classical, pop, or traditional and

discuss the stylistic features of the music. Pupils will be able to aurally identify intervals up to a 3rd, major and minor tonalities, and complete rhythmic dictation including crotchets, quavers and semiquavers.

By the end of Y8, the curriculum provides opportunities for many pupils to:

- (performing) be able to perform fluently, both solo and in an ensemble (including performing to an audience in a concert and performing in an extra-curricular ensemble). To perform given pieces at any level of ability, or pieces of their own choice on a range of instruments. To perform both accurately and with expression and to be able to use a range of practice techniques. As well as many opportunities to develop production skills.
- (composing) use music software to help create detailed musical compositions that include balanced, well-structured phrases, chords and harmonic progressions.
- (listening) be able to use GCSE level technical vocabulary to describe music and write a longer written response, identify intervals up to a 5th, identify music as being from specific eras, or specific styles, and rhythmic dictation that includes triplets and rests.

By the end of Y9 all pupils will:

- (performing) be able to perform chords/melodic lines on an instrument or by using technology by following music notation (including sharps and flats). They will have chosen to focus on a specific instrument/voice/technology and will have chosen their own repertoire. They will know how to work out how to read music and what the performance directions mean. They will be able to use specific practice techniques to improve their performance and they will know what aspects make a good performance. All pupils will have experienced performing both solo and as part of an ensemble.
- (composing) be able to combine pitch, rhythm, chords, samples, and timbre to create their own music and write it down/use music software. Pupils will be able to add performance directions to their music.
- (listening) be able to fluently use technical musical vocabulary to describe a piece of music and link it to its context. They will be able to recognise a range of different styles under the headings of classical, pop, or traditional. Pupils will be able to aurally identify intervals up to a 5th, major and minor tonalities, different instruments and vocal types, plus complete rhythmic dictation including crotchets, quavers, semiquavers, and rests.

By the end of Y9, the curriculum provides opportunities for many pupils to:

- (performing) be able to perform fluently, both solo and in an ensemble (including performing to an audience in a concert and performing in an extra-curricular ensemble). To perform given pieces at any level of ability, or pieces of their own choice on a range of instruments. To perform both accurately and with expression and to be able to use a range of practice techniques. As well as many opportunities to develop production skills in and out of school (all Y9 pupils have a paid for license to Soundtrap).
- (composing) use music software to help create detailed musical compositions that include balanced, well-structured phrases, chords and harmonic progressions.
- (listening) be able to use GCSE level technical vocabulary to describe music and write a longer written response, identify intervals up to an 8ve, identify music as being from specific eras, or specific styles, analyse scores, and complete rhythmic dictation that includes triplets and rests.

Section B: Co-curricular Music

Our school has an exceptionally strong co-curricular offer.

Instrumental and vocal lessons

We have 11 visiting instrumental and vocal teachers covering a wide range of instruments and voice. Some of these teachers are Music Leaders with Sheffield Music Hub, some are accredited teachers, and some are private teachers – all selected specifically to be the right fit for our pupils. Parents have the opportunity to pay for one-to-one lessons and PP and SEND pupils are able to access lessons funded by the school. We have some school instruments that can be borrowed by pupils.

Ensembles, Choirs and Composition Club

Each week we have an extensive timetable of ensembles, choirs and clubs that pupils can participate in. All of the ensembles are free for pupils to attend apart from 1 of our specialist instrumental ensembles run by external staff. Fees for these ensembles are funded by school for PP and SEND pupils. Our ensembles are all directed by instrumental and vocal specialists in that area. We also have a composition club for pupils who would like more time developing their composition skills outside of lessons, or who would like to access our music technology equipment.

WHAT?	WHEN/WHERE/WITH?	WHO CAN JOIN?
Junior Strings	Tuesdays 8.15-8.55/118 Mrs Threlfall	Y7, Y8 and Y9 string players gd. 2+
Senior Orchestra	Tuesdays 8.15-8.55/119 MrsPage	All orchestral instrumentalists grade 5+ (Y7, Y8 and Y9 must play in the junior ensemble too where possible)
Composition Club	Tuesdays 12.55-1.25/118 Mrs Page/Mrs Threlfall	Anyone
Brass Band	Wednesdays 8.15-8.55/119 Mrs Phillips	All brass players – see Mrs Phillips or Mrs Page (Y7, Y8 and Y9 must play in Junior Wind Band too)

Junior Choir	Wednesdays 12.55-1.25/120 MissWard	Anyone in Y7 and Y8
Staff Student Choir	Wednesdays 12.55-1.25/118 MrsPage	Y9-Y13 students and all staff
Jazz Band	Thursdays 8.15-8.55/119 Mrs Threlfall	By invite
Junior Wind Band	Fridays 8.15-8.55/119 MrsPage	Y7, Y8 and Y9 Wind, brass, and percussion players gd. 2+
Guitar Ensemble	Fridays 12.55-1.25/118 Mr Walker	All guitarists and bassists. Drummers upon invite

Practice Spaces

We use the drama study for our larger ensemble rehearsals and both of our classrooms have recently been refitted resulting in larger spaces for ensemble or group rehearsals.

We have four large practice rooms that are used for our instrumental and vocal lessons, plus a smaller recording studio. The practice rooms and classrooms are available for pupils to use outside of lessons, and we have a sign-up system for the recording studio.

Part C: Musical Experiences

Concerts

We have a standard concert programme of four concerts per year. Two of these are at Christmas – one in school and one in our local church, one is our Senior Leaver's Concert at the end of the spring term, and the final one is the Junior Concert at the end of the summer term. Our ensembles play in these concerts as well as there being opportunities for pupils to perform solos, or in small chamber groups. Often, we have additional concerts depending on specific projects for that year. In previous years we have held an alumni concert featuring our pupils alongside past pupils and a collaborative concert with the local church choir.

We advertise our concerts to all pupils and staff in school and offer free student and staff tickets. We offer opportunities for pupils to get involved with the sound, lighting, and video recording side of the concerts.

Shows

Each year we work collaboratively with the drama department on a show, offering singing support for the cast and opportunities for pupils to play in the band or orchestra where applicable.

Workshops

Each year we aim to host a workshop from visiting musicians. The workshops we choose are bespoke to the pupils we have that year and the needs of the department. In 2023-24 we hosted a professional brass quartet (Y10, Y12, Y13) who performed some of our A Level pupils' compositions and talked about to write effectively for brass. They also performed an evening recital that was opened up to our school community. In 2022-23 we worked on a vocal project with our local church choir and welcomed the choral director into school to work with our singers. This academic year, we are taking part in a string project in conjunction with Sheffield Music Hub, Music in the Round and the Consone Quartet.

Transition Projects

~~2023-24. Mrs Page~~ visited 2 of our feeder primaries and delivered a singing workshop with the aim for the Y6 pupils to come and perform with our Junior Choir in the Junior Concert. In 2024-25, the Consone string project will involve 2 of our feeder schools.

Trips/Live Music

Each year we aim to run at least one trip to see live music in a professional venue. In previous years this has been to The Bridgewater Hall and the RNCM in Manchester. This academic year, our KS4 and KS5 pupils attended Opera North's performance of the Magic Flute. Our trips are offered on a voluntary contribution basis and PP pupils are funded by school.

In the Future We aim to bring our trips programme back to pre-covid levels of an offer of a trip every year for every year group.

We are now working more closely with our feeder primary schools and plan to host a transition project each year. Last academic year has been focused on singing. This academic year we will be hosting a large strings transition project in conjunction with Sheffield Music Hub and Music in the Round.

Links to Other Organisations

We are strongly linked to Sheffield Music Hub and have regular conversations with staff about our musical offer to our pupils. We have a number of pupils who also attend other Sheffield organisations such as Sheffield Music Academy, Sheffield Music School, and the City of Sheffield Youth Orchestra, and are in regular communication with staff from each of these.

We are part of Tapton Trust and meet regularly with the other secondary music staff. Mrs Page has also delivered training to our primary music leads.