

The English Martyrs Catholic School and Sixth Form College



Bishop Hogarth Catholic Education Trust

School music development plan

This development plan has been created in line with the DfE's ['School music development plan: summary template'](#). Schools can use this template to ensure that integral features of its music curriculum are met to help pupils receive a varied and enriching musical education, both inside and outside of the classroom. Schools are expected to publish a summary of the music development plan on their website for staff and pupils to read and understand.

This development plan considers the seven key features of high-quality music provision, as laid out in the national plan for music education:

- Timetabled curriculum music of at least one hour each week of the school year for KS1 to KS3.
- Access to lessons across a range of instruments, including singing.
- A school choir or vocal ensemble.
- A school ensemble, band or group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunities to enjoy live music performances, at least once a year.

Name of school

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2024-2025
Date this development plan was published	7 th October 2024
Date this development plan will be reviewed-	
Name of the school music lead	Paul McCartie
Name of school leadership team member with responsibility for music	Thomas Rogers
Name of local music hub	
Name of other music education organisations	
Vision and Overall Objectives	
<p>Write here your vision, and overall objectives, for music provision in your school. National guidance talks about a vision for 2030. Write this section as a high-level vision statement, painting a picture of how you, staff and children hope music will look like by 2030, or sooner, in your school. Gather ideas from staff & children. Does not need to be long. You may find it easier to approach this section last - Keep it short, simple but inspirational.</p>	

By 2030, English Martyrs will be a vibrant, inclusive centre of musical excellence, where every student is empowered to explore, perform, and express themselves through music. Our rich and diverse curriculum will inspire a lifelong love of music, encouraging creativity, collaboration, and personal growth. With outstanding teaching and leadership, students will engage with a wide range of musical traditions, develop technical skills, and create original works. Opportunities to learn instruments, participate in ensembles, and perform regularly will showcase our students' talents, building confidence and cultural capital, while fostering a supportive community of music-making both within our school and the wider community.

Core Components

List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.

*Music curriculum – minimum of 1hr per week per class
Classroom instrumental teaching
Progression from classroom instrumental teaching
Small group & 1-1 teaching
Visiting music teachers
Links with external music organisations
Pupil Premium student engagement
Succession planning and CPD
Choirs & instrumental ensembles
Whole school singing assemblies
Performance opportunities
Funding & Staffing*

Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank.

Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
<p>Example: Music Curriculum has been adjusted to make it more accessible for pupils with specific needs.</p> <p>Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?</p>	<p>All music lessons are routine based in order to secure pupil expectations but this also enables anticipation of tasks for students with limited comprehension, including those with speech and language difficulties, and students acquiring English as an additional language. A multi-modal approach is used within all tasks, including verbal explanation of tasks which is supported by written information, modelling, and video demonstrations of practical activities which pupils can refer back to at any point. This multi-modal approach both facilitates comprehension of activities for all students but also serves to secure subject knowledge, whilst being inclusive of all learning styles.</p> <p>In addition to this whole class approach, small group work for practical tasks enables tasks to be broken down and demonstrated on an individual level. This approach also allows for differentiation of tasks according to need and ability. In line with the provision of the music curriculum, homework activities are also differentiated to ensure inclusivity for all students. Homework is provided within lesson but is also posted to students via their Teams group to enable easy access to tasks. There is provision for students to access a music room on a lunchtime where they can use a computer if needed but a member of staff is also available for support.</p>	<p>Students at English Martyrs benefit from a music curriculum designed to foster inclusivity and support diverse learning needs. Lessons are structured with consistent routines, helping students anticipate tasks and engage more effectively, particularly those with speech and language difficulties or English as an additional language. A multi-modal approach – using verbal explanations, written instructions, modelling, and video demonstrations –</p>	<p style="text-align: center;">HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

	<p>In order to facilitate transitions between tasks and manage student expectations, lesson activities are clearly timed with visual reinforcement. This enables students to anticipate how much time they have left to complete tasks and promotes independence within their time management. Furthermore, all tasks have written instructions within the PowerPoints as a reminder of task expectations, and staff circulate practice rooms to ensure access to clarification and modelling of tasks to all students. It is necessary, due to the nature of practical tasks within lessons, that break out spaces and quieter practice environments are available for pupils who may have differing sensory needs or need time to regulate.</p>	<p>ensures comprehension and reinforces subject knowledge for all learning styles. Small group work allows for differentiated instruction, breaking down tasks to meet individual abilities, while homework is accessible both in class and online, with additional lunch time support available. Visual timing cues promotes independence in time management, while break out spaces cater to students with sensory needs, ensuring a supportive and accommodating learning environment. This approach fosters confidence, independence, and a deeper</p>		
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		engagement with music for all students.		
Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?	<p>Years 7s and 8s - 2 hours per fortnight</p> <p>Year 9- 1 hour per fortnight</p> <p>Year 10- 5 hours per fortnight</p> <p>Year 11- 4 hours per fortnight</p> <p>Year 12- 5 hours per fortnight</p> <p>Year 13- 4 hours per fortnight</p>	<p>Through our curriculum, pupils and students enhance their musicianship through the three disciplines of Music. From Year 7 to 13, students/pupils focus upon enhancing their aural awareness applying to the elements of music. The application of the elements of music is found at all key stages with incremental challenge leading towards a level music. Linked to our curricular offer, we do not offer the correct amount of time for Year 9 pupils</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	
Is the music curriculum informed by the model music curriculum or any other non-statutory	<p>The curriculum is thoughtfully aligned with the principles of the Model Music Curriculum, ensuring it reflects best practices in Music education. It incorporates the key elements of listening, performing, and composing, with an emphasis on a</p>	<p>Pupils/students studying music at English Martyrs will develop strong</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC</p>	

<p>guidance for teaching music?</p>	<p>progressive learning experience. For example, students explore a wide range of musical genres, from classical to contemporary, and engage in practical activities such as instrumental performances. By integrating works from composers like Beethoven alongside modern artists, the curriculum fosters both historical understanding and creative expression, while promoting inclusivity and catering to diverse musical interests.</p>	<p>musical proficiency through practical activities such as instrumental performance, vocal techniques, and composition. They will gain a broad understanding of musical genres, from classical to contemporary, fostering both historical awareness and creative expression. The curriculum encourages inclusivity and collaboration, exposing students to diverse musical perspectives and allowing them to explore personal interests. As a result, students will leave with a well-rounded knowledge of music's cultural significance, enhanced creativity, and the skills needed</p>	<p>TEACHERS AND LINK LEADER</p>	
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		for further musical study and personal growth.		
<p><i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i></p>	<p>The diversity of the music curriculum is designed to encompass interest in all areas of music and encourage students to further develop their connection with the material as well as inspire them to broaden their musical inquisitiveness. Pupils are supported to explore a multiplicity of musical genres then through their own compositions explore their own lives and experiences within these musical contexts. To enable pupil progression in the development of their musicality pupils learn pieces of music in line with the curriculum leading to performance on piano, glockenspiels, singing and a wider range of percussion.</p> <p>This is further developed within the KS4 and KS5 curriculum as pupils develop their performance skills both for solo and ensemble performances. This will be on their chosen instrument or vocally and is determined by pupil preference but typically includes singing, piano, drums, electric or acoustic guitar, bass guitar, violin, clarinet, and flute.</p>	<p>Students at English Martyrs achieve a broad range of outcomes through a diverse music curriculum that nurtures their connection to music while encouraging creative exploration. By engaging with a wide array of musical genres and composing original pieces, students are empowered to express their own lives and experiences through music. Practical skills are developed progressively, with students learning to perform on instruments such as piano, glockenspiels, percussion, and through singing,</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

		<p>leading to solo and ensemble performances At KS3, students are assessed on their ability to perform both individually and in groups, allowing them to build confidence and technical proficiency, As they advance to KS4 and KS5, performance skills are further refined, with students specialising in their chosen instruments – such as piano, guitar, drums, violin, clarinet, or flute – either in solo or ensemble contexts. These performances from a significant part of their final grades at GCSE 30% and A level 35%, providing a clear pathway for musical development and achievement. Through this</p>		
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		structured progression, students gain performance confidence, technical expertise, and a deeper appreciation for a wide range of musical forms and expressions.		
What partnerships support the school's music curriculum, e.g. a local music hub?	English Martyrs is partnered with Tees valley Music service for instrumental lessons only. We receive no other support from the Hub.	No further outcomes	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER	
[Secondary schools only] What qualifications and awards can pupils study for and achieve during the academic year?	Students at English Martyrs can complete graded music examinations through ABRSM and Trinity. This is linked to our students who have instrumental lessons with Tees Valley Music service and our own peripatetic facilitators for Drums and Piano.	Students at English Martyrs have the opportunity to complete graded music examinations through ABRSM and Trinity, providing them with formal recognition of their musical skills and achievements. These examinations are directly linked to students receiving	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER	

		instrumental lessons through Tees Valley Music Service and our own peripatetic facilitators for drums and piano. This pathway allows students to progress through structured levels of musical proficiency, enhancing their technical ability, performance confidence, and overall musical development, while gaining qualifications that support their further education and musical careers.		
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Part B: Extra-curricular music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
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<p>What music tuition offered outside of what is taught in lesson time?</p>	<p>Tees Vally Music Service provide peripatetic instrument lessons. In addition there are also independent peripatetic musicians supporting pupils to develop their skills on specific instruments.</p>	<p>I am an advocate for the preferential options for the poor. As of this, I believe that all students/pupils who wish to learn to play a musical instrument are given the opportunity to enhance their cultural capital.</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	
<p>What music ensembles can pupils join outside of lesson time?</p>	<p>Pupils are able to be part of the choir which rehearses 4 times a week and regularly performs at school, trust, and diocese events. Pupils have access to rehearsal space where they can develop their skills through more personal ensembles and projects.</p>	<p>Students at English Martyrs benefit from a range of performance and development opportunities. They can join the school choir, which rehearses four times a week and regularly performs at school, trust, and diocese events, fostering teamwork, vocal skills, and confidence in public performances. Additionally, students have access to rehearsal spaces</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

		<p>where they can form personal ensembles and work on independent musical projects. These opportunities help students refine their performance abilities, develop collaboration skills, and explore their individual musical interests in a supportive environment.</p>		
<p>Are pupils aware of how they can make progress in music outside of lesson time?</p>	<p>Music enrichment opportunities are promoted on the school enrichment programme as well on school social media platforms.</p> <p>The music department acts as a hub for pupils to access and additional music enrichment opportunities are also promoted here.</p>	<p>Students at English Martyrs benefit from enhanced music enrichment opportunities that are widely promoted through the school enrichment program and social media platforms. The music department serves as a central hub where students can discover and access additional opportunities to further develop their</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

		<p>musical skills. This increased visibility and encouragement of extracurricular involvement allow students to engage more deeply with music beyond the classroom, fostering a greater sense of community, creativity, and personal growth while expanding their musical horizons through diverse experiences.</p>		
<p>Are pupils aware of what music qualifications and awards they can receive outside of lesson time?</p>	<p>Nationally recognised music qualifications such as those from the Associated Board of the Royal School of Music are promoted via individual tuition lessons.</p> <p>Within the music department eligible pupils are also supported to apply for music grants via the Preston Simpson Awards.</p>	<p>Students at English Martyrs benefit from the promotion of nationally recognised music qualifications, such as those from the Associated Board of the Royal Schools of Music (ABRSM), which are encouraged through individual tuition lessons. These qualifications provide</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

		<p>students with formal accreditation of their musical abilities, helping to enhance their skills and boost their academic and personal achievements. Additionally, eligible students receive support from the music department in applying for music grants, such as the Preston Simpson Awards. This financial assistance enables greater access to resources, lessons, and opportunities, fostering students' musical progression and increasing their chances of pursuing further musical education or careers.</p>		
<p>What instruments are offered for extra-curricular activities, and what is the charging and</p>	<p>All pupils are able to access peripatetic music services at a cost of £12.50 for all instruments. Pupils classified as disadvantaged are able to access these lessons at no cost to the individual but</p>	<p>Students at English Martyrs have equitable access to high-quality peripatetic music</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS</p>	

remissions information for this?	rather this is subsidised by the school through the pupil premium fund.	lessons for a wide range of instruments, offered at an affordable cost of £12.50. Disadvantaged students can access these lessons at no cost, as they are fully subsidised by the school through the pupil premium fund. This inclusive approach ensures that all students, regardless of financial background, have the opportunity to develop their musical talents, receive individualised instruction, and progress in their musical journey. By removing financial barriers, the school promotes equal opportunities for musical education	AND LINK LEADER	
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		and personal growth for all students.		
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	All pupils are able to access the school choir, should they wish to, at no cost to the individual.	At English Martyrs, all students have the opportunity to join the school choir at no cost, ensuring that any student with an interest in singing can participate. This inclusive access allows students to develop vocal skills, build confidence in performance, and experience the joy of collaborative music-making. Through regular rehearsals and performances, students enhance their musical abilities, foster a sense of belonging, and contribute to the school's vibrant musical community, regardless of their financial background.	HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER	

<p>Where can pupils rehearse or practice individually or as part of a group?</p>	<p>Pupils have access to rehearsal space in the music department practice rooms where they can develop their skills as ensembles or individuals. This is furthered by the use of our recording studio, allowing pupils/students the opportunity to create and record their own original works.</p>	<p>Students at English Martyrs benefit from access to dedicated rehearsal spaces in the music department practice rooms, where they can hone their skills both as individuals and in ensembles. This opportunity fosters collaboration, creativity, and musical growth as students practice together or refine their personal abilities. Additionally, the school's recording studio provides a platform for students to create and record their original works, allowing them to explore composition, sound production, and the technical aspects of music-making. These resources empower students to develop</p>		
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		<p>their musicality, express their creativity, and gain practical experience in recording and production, preparing them for future musical endeavours.</p>		
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Part C: Musical experiences

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<p>What musical experiences are planned for the academic year?</p>	<p>Music Performances</p> <ul style="list-style-type: none"> • Year 7 Welcome Mass • EMS Live • Remembrance Day Celebration • Confirmation Mass • Christmas Liturgy • Recording of choir performances for social media posts • Easter Liturgy • Preston Simpson Awards <p>Music Experiences</p> <ul style="list-style-type: none"> • School trips to see Broadway shows such as "Wicked" • Flame 2025 	<p>At English Martyrs, students benefit from a wide range of music performance and experience opportunities, which enhance their musical development, confidence, and cultural enrichment.</p> <p style="text-align: center;">Music Performances such as the Year 7 Welcome Mass, EMS Live, Remembrance</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

- The Source
- Lourdes
- Whole school production.

Day Celebration, Confirmation Mass, Christmas and Easter Liturgies, and choir recordings for social media, provide students with regular platforms to showcase their talents. These performances foster a sense of pride, teamwork, and connection to the school and wider community. Participation in the prestigious Preston Simpson Awards further enhances students' recognition and development as musicians.

Music Experiences such as school trips to Broadway shows like "Wicked," events like Flame 2025 and The Source, pilgrimages to Lourdes, and involvement in whole

		<p>school productions, expose students to professional-level performances and broaden their cultural perspectives. These experiences inspire creativity, deepen students' appreciation of the performing arts, and offer real-world insights into the music industry, enriching their overall educational journey.</p>		
<p>How can pupils get involved with musical performances and concerts in and outside of the school?</p>	<p>Any pupil attending choir is included in all musical performances within school and those outside of school. Performance at EMS live is open to all pupils on an individual or ensemble basis, regardless of whether they are involved in the choir.</p>	<p>At English Martyrs, all students attending the choir are actively included in a variety of musical performances both within the school and in the broader community. This inclusive approach ensures that every choir member has the opportunity to showcase their talents, build confidence, and</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

		<p>experience the excitement of live performance, fostering a strong sense of belonging and accomplishment.</p> <p>Additionally, the open format of EMS Live allows all students, regardless of their choir involvement, to participate in performances as individuals or in ensembles. This encourages a culture of musical exploration and expression, providing students with valuable performance experiences that enhance their skills and confidence.</p> <p>Overall, these opportunities promote collaboration, creativity, and</p>		
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		<p>personal growth, enabling students to develop as well-rounded musicians while contributing to the vibrant musical community at English Martyrs.</p>		
<p>What charging fees are there for these musical experiences?</p>	<p>No fees are applied to the above musical performances.</p>	<p>At English Martyrs, the provision of free choir participation and performance opportunities significantly enhances student outcomes by ensuring that all students, regardless of their financial circumstances, can engage fully in the music program. This inclusive approach removes financial barriers, allowing every student to join the choir and participate in various musical performances without concern for cost. As a result,</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

		<p>students can showcase their talents, build confidence, and experience the thrill of live performance, fostering a strong sense of belonging and accomplishment within the school community.</p> <p>The open format of EMS Live further amplifies these benefits by inviting all students to perform as individuals or in ensembles, regardless of their choir participation.</p> <p>This creates a supportive environment for musical exploration and expression, enabling students to gain valuable performance experience that enhances their skills and self-assurance.</p>		
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		<p>Overall, providing these opportunities free of charge promotes collaboration, creativity, and personal growth, allowing students to develop into well-rounded musicians and actively contribute to the vibrant musical culture at English Martyrs.</p>		
<p>What does transition work look like with local secondary schools?</p>	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i></p> <p>Within transition week, current year 6 pupils enhance their ensembleship through developing African and Samba drumming. Pupils focus upon antiphonal dialogue, polyrhythmic patterns and enhancing leadership skills through leading small group ensembles. Through working in the collaborative approach, our transitioning pupils are given a snapshot of the opportunities of studying music at English Martyrs and develop or enlighten a lifelong passion for music.</p> <p><i>Make contact with local secondary schools for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting....</i></p>	<p>During transition week at English Martyrs, current Year 6 pupils experience significant outcomes through the focused development of their ensembleship skills via African and Samba drumming. By engaging in these activities, students learn to navigate antiphonal dialogue and polyrhythmic patterns, enhancing their musical understanding and</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

Also liaise with Secondary school HOD re: Y7 expected level of musical knowledge and understanding

technical proficiency.

This collaborative approach not only fosters teamwork but also allows pupils to develop leadership skills as they lead small group ensembles. Such experiences provide transitioning students with a valuable snapshot of the diverse opportunities available in the music program at English Martyrs, igniting or deepening their passion for music. As a result, these activities help cultivate a sense of belonging and community among students, encouraging them to embrace a lifelong appreciation for music and its cultural significance.

Part D: Improvements

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<p>[In this section, identify areas for improvement specific to your school's music provision and future plans. Some examples have been provided.]</p> <p><u>What improvements can be made to the music curriculum?</u></p>	<p>To further enhance the music curriculum at English Martyrs, we aim to implement a series of strategic improvements that will enrich our students' musical experiences and outcomes. These enhancements will focus on increasing accessibility, expanding opportunities for creative expression, and integrating technology to support diverse learning styles.</p> <p>Proposed Improvements and Action Implementation Strategies</p> <ol style="list-style-type: none"> 1. Broaden Instrumental Offerings: <ul style="list-style-type: none"> ○ Action: Expand the range of instrumental lessons offered through partnerships with external music organisations and the school's peripatetic teachers. ○ Implementation: Conduct a survey to assess student interest in additional instruments, such as strings, brass, and digital music production tools. Based on the feedback, develop a plan for incorporating these instruments into the peripatetic music program by the next academic year. 2. Enhanced Performance Opportunities: <ul style="list-style-type: none"> ○ Action: Increase the number of performance opportunities for students across all year groups and levels. 	<p>The proposed improvements to the music curriculum at English Martyrs will yield significant outcomes for students by enriching their musical education and enhancing their overall experience. Expanding the range of instrumental offerings will allow students to explore and learn new instruments, fostering greater engagement and interest in music. Increased performance opportunities will boost students' confidence and self-esteem while strengthening their collaborative skills as</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

	<ul style="list-style-type: none"> ○ Implementation: Organise performance showcases that invite participation from both choir members and students involved in individual and ensemble work. Promote these events on social media to enhance visibility and encourage community involvement. <p>3. Diverse Musical Genres and Cultural Exploration:</p> <ul style="list-style-type: none"> ○ Action: Incorporate a wider variety of musical genres and cultural contexts into the curriculum. ○ Implementation: Design thematic modules that explore different musical styles each term, such as jazz, world music, and contemporary genres. Collaborate with local musicians and community members to facilitate workshops and guest performances that highlight these diverse traditions. <p>4. Integration of Technology:</p> <ul style="list-style-type: none"> ○ Action: Utilise technology to support music education and enhance student creativity. ○ Implementation: Invest in music software and recording equipment for the music department. Provide training sessions for both students and staff on using technology for composition, recording, and editing. Additionally, establish a digital platform where students can share their original works and collaborate on projects. 	<p>they prepare and present showcases. Incorporating diverse musical genres and cultural contexts will broaden students' understanding and appreciation of global music, promoting cultural awareness and critical thinking. Additionally, integrating technology will enhance creativity and innovation in music composition, equipping students with valuable 21st-century skills. The emphasis on inclusivity will ensure all students have equal access to music education, fostering a sense of belonging and community. Investing in professional development for staff will improve instructional quality</p>		
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	<p>5. Inclusive Music Education:</p> <ul style="list-style-type: none"> ○ Action: Further promote inclusivity by ensuring that all students can access music education regardless of their background or financial situation. ○ Implementation: Continue to provide free access to the choir and subsidised lessons for disadvantaged students while exploring additional funding opportunities. Establish partnerships with local organisations to offer scholarships or grants for music-related activities, ensuring that financial barriers do not limit student participation. <p>6. Professional Development for Staff:</p> <ul style="list-style-type: none"> ○ Action: Invest in ongoing professional development for music staff to stay current with best practices in music education. ○ Implementation: Organise workshops and training sessions focused on innovative teaching methodologies, assessment strategies, and inclusive practices in music education. Encourage staff to attend music education conferences and share insights with colleagues. <p>7. Feedback and Assessment Mechanisms:</p> <ul style="list-style-type: none"> ○ Action: Implement regular feedback mechanisms to assess the effectiveness of the curriculum and make data-driven improvements. ○ Implementation: Conduct surveys among students, parents, and staff to 	<p>and support diverse learning needs, leading to enhanced student outcomes. Finally, implementing regular feedback mechanisms will facilitate continuous curriculum improvement, ensuring it meets the evolving needs of students. Collectively, these enhancements will create a more comprehensive, engaging, and inclusive music program, nurturing students' talents and instilling a lifelong passion for music.</p>		
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	gather insights on the music curriculums strengths and areas for development. Use this feedback to adjust lesson plans, performance opportunities, and resource allocation accordingly.			
<p><u>What improvements can be made to extra-curricular music provision?</u></p>	<p>To enhance the extra-curricular music provision at English Martyrs, I propose several strategic improvements designed to broaden participation, enrich musical experiences, and foster community engagement among students. These enhancements will focus on expanding opportunities for performance, collaboration, and creativity, ensuring that all students can benefit from a vibrant music culture.</p> <p>Proposed Improvements and Action Implementation Strategies</p> <ol style="list-style-type: none"> 1. Expand Ensemble Offerings: <ul style="list-style-type: none"> o Action: Introduce a wider variety of ensembles, such as jazz bands, rock bands, and small chamber groups. o Implementation: Survey students to gauge interest in specific types of ensembles. Based on the feedback, recruit qualified staff or local musicians to lead these groups. Establish a regular rehearsal schedule to ensure consistent participation. 2. Increase Performance Opportunities: <ul style="list-style-type: none"> o Action: Organise more performance events throughout the academic year, including informal showcases and formal concerts. 	<p>The proposed strategic improvements to the extra-curricular music provision at English Martyrs aim to enrich students' musical experiences and foster a vibrant music culture within the school community. By introducing a wider variety of ensembles—such as jazz bands, rock bands, and small chamber groups—students will have increased opportunities to explore different musical styles and collaborate with peers who share their interests, enhancing their ensemble skills</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

	<ul style="list-style-type: none"> ○ Implementation: Plan a calendar of events that includes themed performances (e.g., holiday concerts, end-of-term showcases) and community events. Promote these events through school newsletters and social media to encourage participation and attendance. <p>3. Incorporate Community Collaboration:</p> <ul style="list-style-type: none"> ○ Action: Partner with local music organisations and community groups to create collaborative projects. ○ Implementation: Reach out to local musicians, schools, and cultural organisations to establish partnerships. Organise joint performances, workshops, and masterclasses that allow students to learn from and perform alongside professionals in the field. <p>4. Enhance Accessibility to Extra-Curricular Activities:</p> <ul style="list-style-type: none"> ○ Action: Ensure that all students, regardless of financial background, can participate in extra-curricular music activities. ○ Implementation: Continue offering free choir participation and subsidised lessons for disadvantaged students. Explore additional funding opportunities through grants or sponsorships to support the costs of materials, transportation, and event participation. 	<p>and encouraging greater participation in music-related activities.</p> <p>Additionally, organising more performance events throughout the academic year will provide platforms for students to showcase their talents, boosting their confidence and self-esteem as they gain valuable experience in public performance and fostering a sense of achievement and belonging.</p> <p>Partnering with local music organisations and community groups will create collaborative projects, exposing students to professional musicians and diverse musical experiences, thereby enriching their musical education</p>		
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	<p>5. Integrate Technology in Extra-Curricular Activities:</p> <ul style="list-style-type: none"> ○ Action: Utilise technology to enhance creative collaboration among students in extra-curricular music groups. ○ Implementation: Invest in music software and recording equipment for use in ensemble rehearsals and performances. Provide training for students on how to use these tools for composition and recording, allowing them to create original works collaboratively. <p>6. Implement Student Leadership Opportunities:</p> <ul style="list-style-type: none"> ○ Action: Encourage student leadership within extra-curricular music activities to promote ownership and initiative. ○ Implementation: Establish leadership roles within ensembles where students can take on responsibilities such as organising rehearsals, leading warm-ups, or mentoring younger students. Provide training for these student leaders to develop their leadership and communication skills. <p>7. Feedback and Evaluation:</p> <ul style="list-style-type: none"> ○ Action: Implement a system for regular feedback and evaluation of extra-curricular music provision. ○ Implementation: Conduct surveys among participants to assess their experiences, interests, and areas for improvement. Use this feedback to adapt programming and ensure it 	<p>and inspiring creativity. Ensuring that all students can participate in extra-curricular music activities regardless of financial background will promote inclusivity; by continuing to offer free choir participation and subsidised lessons for disadvantaged students, the school empowers all students to engage in music, increasing their social connection and community involvement. The integration of technology in extra-curricular activities will enhance students' creativity and provide valuable skills in music composition and production, allowing them to collaborate on</p>		
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	<p>aligns with student needs and aspirations.</p>	<p>original works and fostering innovation. Encouraging student leadership within music activities will promote ownership and initiative, with established roles helping students develop important organisation and mentorship skills while building a supportive environment. Finally, implementing a regular feedback system will allow students to voice their experiences and suggestions, ensuring the program meets their needs and aspirations.</p> <p>Overall, these improvements will create a dynamic and inclusive extra-curricular music environment at English Martyrs, empowering students to develop their musical talents,</p>		
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		<p>build confidence, and cultivate a lifelong passion for music. Through increased opportunities for collaboration, performance, and leadership, students will thrive both personally and musically, contributing to a strong sense of community within the school.</p>		
<p><u>What improvements can be made to external musical experiences?</u></p>	<p>To enhance external musical experiences for students at English Martyrs, several strategic improvements can be implemented that will broaden students' exposure to diverse musical cultures, increase performance opportunities, and foster community engagement.</p> <ol style="list-style-type: none"> 1. Expand External Performance Opportunities: <ul style="list-style-type: none"> o Action: Organise and participate in more external performances, such as local festivals, community events, and competitions. o Implementation: Establish a calendar of events that includes a variety of performance opportunities throughout the year. Collaborate with local organisations to identify potential venues and events for student 	<p>Enhancing external musical experiences for students at English Martyrs will yield numerous positive outcomes, significantly enriching their musical education and fostering a vibrant cultural community.</p> <p>By expanding external performance opportunities, students will gain</p>	<p>HEAD OF DEPARTMENT ALONG WITH MUSIC TEACHERS AND LINK LEADER</p>	

	<p>participation, ensuring all students are informed and encouraged to take part.</p> <p>2. Develop Partnerships with Local Music Organisations:</p> <ul style="list-style-type: none"> ○ Action: Build partnerships with local music organisations, cultural institutions, and community groups to create collaborative projects and experiences. ○ Implementation: Reach out to local musicians, orchestras, and music schools to facilitate workshops, masterclasses, and collaborative performances. Establish a network of partnerships that can provide students with insights into the music industry and exposure to professional musicians. <p>3. Incorporate Educational Music Trips:</p> <ul style="list-style-type: none"> ○ Action: Organise educational trips to attend live performances, musicals, and workshops, providing students with firsthand exposure to various musical styles and professional environments. ○ Implementation: Plan and schedule trips to attend concerts, musicals, or music festivals, ensuring these experiences align with the curriculum. Secure funding or sponsorship to cover costs and provide information sessions to inform students and parents about the benefits of participation. <p>4. Utilise Technology for Virtual Experiences:</p>	<p>valuable experience performing at local festivals, community events, and competitions, which will not only build their confidence and stage presence but also promote a sense of belonging and achievement within the school community.</p> <p>Collaborating with local organisations to establish a calendar of events ensures that all students are informed about and encouraged to participate in these diverse performance opportunities.</p> <p>Through developing partnerships with local music organisations, students will have access to workshops, masterclasses, and collaborative performances,</p>		
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	<ul style="list-style-type: none"> ○ Action: Leverage technology to provide virtual access to external musical experiences, such as live-streamed concerts or online workshops with professional musicians. ○ Implementation: Research and curate a list of reputable online musical events and resources. Share this information with students and parents, ensuring access to high-quality virtual experiences that broaden students' musical horizons. <p>5. Foster a Music Ambassador Program:</p> <ul style="list-style-type: none"> ○ Action: Create a Music Ambassador program where selected students can represent the school at external events and promote musical initiatives. ○ Implementation: Identify and train students who demonstrate strong leadership skills and passion for music. Equip them with resources to promote the school's music program within the community and encourage their peers to engage in external musical activities. <p>6. Encourage Participation in Competitions and Festivals:</p> <ul style="list-style-type: none"> ○ Action: Actively promote student participation in regional and national music competitions and festivals. ○ Implementation: Provide information about upcoming competitions and festivals through newsletters, social media, and school assemblies. Offer 	<p>exposing them to professional musicians and various musical styles. This engagement will deepen their appreciation for music and provide insights into the industry, fostering creativity and inspiration.</p> <p>Organising educational music trips will further enhance their learning, allowing students to attend live performances and musicals, thus experiencing music in a professional context. These trips will align with the curriculum and broaden their exposure to different genres while securing funding or sponsorship to minimize costs ensures inclusivity for all students.</p>		
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	<p>support and guidance for interested students, including rehearsal space and coaching sessions to prepare them for these events.</p> <p>7. Implement Regular Feedback Mechanisms:</p> <ul style="list-style-type: none"> ○ Action: Establish a system for gathering feedback on external musical experiences from students and parents. ○ Implementation: Conduct surveys or feedback sessions after each external experience to assess students' enjoyment, learning outcomes, and suggestions for improvement. Use this data to refine future external activities and ensure they meet students' interests and needs. 	<p>Utilising technology for virtual experiences will allow students to access live-streamed concerts and online workshops with renowned musicians, broadening their musical horizons and learning opportunities. By curating a list of reputable online events and sharing them with the school community, students will stay connected to the wider musical world.</p> <p>The introduction of a Music Ambassador program will empower selected students to represent the school at external events and promote the music program within the community. This initiative will encourage</p>		
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		<p>leadership skills and peer engagement, fostering a sense of pride and ownership among students.</p> <p>Encouraging participation in competitions and festivals will provide further avenues for students to showcase their talents and strive for excellence.</p> <p>By actively promoting these opportunities and offering guidance and rehearsal space, the school will support students in their musical aspirations.</p> <p>Finally, implementing regular feedback mechanisms will allow the school to assess the effectiveness of external musical experiences. By gathering insights</p>		
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		<p>from students and parents, the school can continuously refine its programs to better meet their needs and interests.</p> <p>Overall, these strategic improvements will significantly enrich the external musical experiences at English Martyrs, empowering students to explore their musical passions, develop essential skills, and cultivate a lifelong appreciation for music. This holistic approach will create a dynamic and inclusive musical environment, promoting community engagement and collaboration among students.</p>		
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