

# Music development plan summary:

## *St Robert of Newminster*

### Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	2024
Date this summary will be reviewed	2025
Name of the school music lead	Mr Peter Matthews
Name of local music hub	Sunderland Music Hub

### 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.

- In Year 7 and Year 8, Music lessons are timetabled for one hour a week for two terms per year.
- In Year 9, Music is timetabled for one hour per week for three terms per year.
- GCSE Music is timetabled for two hours per week in Year 10 and Year 11. We follow the EDUQAS GCSE specification.
- A-Level Music is timetabled for five hours per week in Year 12 and Year 13. We follow the Pearson EDEXCEL specification.

*Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.*

#### **What are the overall aims of the Music curriculum?**

- To create ambitious musical opportunities and experiences for all students and to allow them to achieve their full potential.
- To promote the spiritual, moral, social, and cultural development of students.
- To provide meaningful and diverse cultural experiences in the performance, creation, and appreciation of music.
- To ensure music connects with pupils and has a meaningful impact on their education.
- To inspire and establish a lifelong love of music.
- To make music accessible to all students.

### **What do we intend students learn?**

- Apply the three pillars to music from a range of historical periods, genres, styles, and traditions, including the works of the great composers and virtuoso musicians. Any works studied should be chosen carefully and be inspirational examples of work in that area.
- Learn to sing and to use their voices, to create and compose music on their own and with others, learn a musical instrument, use music technology, and progress to the next level of musical excellence.
- Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, rhythm, structure and musical notations.
- Understand the different opportunities and careers available in the music industry.

*Focusing on the three pillars – creating, performing, and listening – is the bedrock of curriculum planning. These should be interwoven where possible, though certain skills within these may require individual focus.*

### **How are they going to do this?**

- Focus on keyboard skills and being able to confidently play melodies, chords, and bass parts to Grade 1 standard.
- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently, and with creativity, accuracy, and expression.
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions.
- Use relevant notations appropriately and accurately in a range of musical styles, genres, and traditions. The use of notation should be specific to the style and culture being studied.
- Identify and use the inter-related dimensions of music expressively, and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.

- Listen with increasing discrimination to a wide range of music from great composers and musicians and be able to evaluate these with appropriate terminology.
- Develop a deepening understanding of the music that they perform and to which they listen, including its history and context.

### **How is the music curriculum planned for the differing needs of students?**

Students arrive from a variety of musical backgrounds and previous musical education. This can mean encountering pupils who have never been exposed to music in an academic setting before, to those who are already graded musicians. Students also arrive with a range of physical needs including those with special educational needs and planning must be in place to ensure they make progress in music lessons. Barriers to learning need to be identified and planned for accordingly.

Scaffolding and variation of teaching methodologies should be used to make sure all pupils can access a challenging and ambitious Music curriculum. Adaptive teaching strategies are used to enable all students to make progress.

## **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.

Visiting tutors offer instrumental lessons for the following instruments:

**Brass, Drums ,Guitar, Harp, Piano, Singing, Strings, Woodwind**

The cost is £9 per lesson with this being reduced (£4.50) for GCSE and free for PP, SEN, and EAL.

All students are offered instrumental lessons which take place for 30 minutes once per week; group sizes are usually three or less. Students are also given the option of

taking instrumental exams. These are offered through ABRSM and Rock School exam boards.

Lessons take place during the normal teaching day; special consideration is taken when timetabling KS4/KS5 lessons to cause as little disruption to the learning as possible.

Students have access to the following co-curricular clubs.

<b>Name</b>	<b>Year Groups</b>	<b>Intent</b>
A Level Support/Intervention	KS5	To support A Level students with their studies.
Orchestra	KS3/KS4/KS5	To develop ensemble and instrumental skills.
GCSE Support/Intervention	KS4	To support GCSE students with their studies.
Choir	KS3/KS4/KS5	School choir performing classic choir songs and songs from musicals/popular music.
Keyboard Skills	KS3	To support students with playing keyboard.
Rock Band	KS3/4/5	Students work on their ensemble skills, taking on different roles in a standard rock band setup
String Ensemble	KS3/4/5	Supporting string players with ensemble playing.
School Production	KS3	Club for students taking part in the school production
Music Technology	KS3	Students learn to use music production software. They learn to use DJ

			equipment and create their own dance music.
--	--	--	---

## 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.

Name	Date	Description
Mass/Assembly	Various	Supporting the school with music for worship and during assemblies.
Senior Citizen Christmas Celebration	December	An event taking place at the school with local residents.
Carol Service	December	An opportunity for students to perform at a local Church during the schools Carol Service.
Christmas Show	December	An evening of music celebrating the holidays and Christmas
Search for a Star	February	An act is chosen to represent the school at Sunderland's Search for a Star competition
Acoustic Night	March	A charity event open to all students to perform unplugged/acoustic music
City Sings	March	Bi-annual singing celebration/competition ran by Sunderland Music HUB
ABRSM Recital	June	An evening of classical music from our ABRSM students performing a selection of pieces that they are currently studying for examination
Rock Night	June	An opportunity for students who attend rock band and other students who play in bands to perform
World Music Day	June	A performance opportunity for bands and singers. Organised by Sunderland HUB and taking place at The Fire Station Sunderland.

Vocal Showcase	June	An opportunity for choirs from different schools to come together and perform at a professional venue. Organised by Sunderland HUB.
Summer Show	July	A variety performance featuring music from all genres, open to all students
Orchestra Day	July	An opportunity for orchestral players to meet and perform together. Organised by Sunderland HUB.
Whole School Musical	TBC	A combination of Drama, Music and Dance. This provides an opportunity for Music and Drama to work together on a big production

## In the future

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

- Increase participation in shows from those students who take instrumental lessons
- Increase instrumental lesson exam entries
- Further develop performance opportunities
- Further develop opportunities to work with professional musicians and see professional performances
- Continue to review and refine music offer at KS3/KS4/KS5