



Music Development Plan

Use this document to gather facts and thoughts to preparation for you School Music Development Plan.

Name of person leading this process	Esther Hyde
Position	Head of Performing Arts
Date Commenced	19/4/23
Date Completed	19/4/23
Name of Music Lead	Esther Hyde
Number of specialist music teachers employed by the school actively involved in delivering music education	Esther Hyde Naomi Sevier Jordan Cajigal

School Music Development Plans

Every school should be able to articulate their plan for delivering high-quality music education and supporting pupils to progress, just as they would in any other curriculum subject. This should be connected to the school's wider offer and development, as supported by their School Improvement Plans and, where relevant, trust Improvement Plans.

We would like to see every school drawing out their subject-specific approach in a Music Development Plan that links back to their broader school development approach and priorities. The School Music Development Plan should set out how the school will deliver high-quality music provision for all pupils in the three areas of curriculum, co-curricular and enrichment, and against the key features set out above:

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

[The Power to change lives, A National Plan for Music Education](#)

Overview of Music Curriculum Delivery

Key Stage 3 Provision:				
	Weekly (No of mins)	Fortnightly (No of mins)	Carousel Length/ frequency	None
Year 7	75mins			
Year 8	75mins			
Year 9	75mins			

Key Stage 4 Provision:		Exam Boards Used: EDEXCEL Pearson GCSE		
	Hours per week	Numbers in Year 9 (If 3-year KS4)	Numbers in Year 10	Numbers in Year 11
GCSE	2 ½ hours	N/A	23	17
BTEC				
Other				

Overview of Regular Weekly Music Co-Curricular Delivery

	How many options/define	Delivered by?	Numbers taking part?	Do those involved reflect the diversity of you school intake?	How do you promote, what steps to you take to ensure inclusivity?
Instrumental vocal lessons		DPA To Complete	Dec 22-55		
Choirs	Choir Chamber Choir	HYD HYD	69 28	Yes	All students get the opportunity
Instrumental Groups/Bands/ensembles	Guitars Little Big Band Samba Jazz Orchestra Brass	CAJ DPA CAJ SEV HYD HYD	29 41 50 12 34 5	Yes	There are groups for all students.
Other Opportunities	GCSE Revision GCSE Intervention Staff Choir	SEV SEV HYD	17 17 12-15	Yes	During GCSE Lessons CAJ and HYD to support with subject specialisms.

Concerts, one off projects, trips etc

<p>How often do you host concerts for your students to perform in school? How many children take part? Does participation data reflect your school population?</p>	<p>Christmas Carol Service (150)</p> <p>Community Carol Singing (400 across community 60 from school)</p> <p>Summer Concert (150+)</p> <p>Music Matters Community Event (100)</p> <p>Art Exhibition (25)</p> <p>KS4 recital evenings (10)</p> <p>Open Evening (40)</p>
<p>How often do you take children to perform out of school/take part in Hub events etc? What do you do to ensure that ALL children can take part?</p>	<p>Community events please see above. All organised by us.</p> <p>Not taken part in any HUB events. Please share opportunities.</p> <p>Barcelona Tour 2024 a week of performances across Barcelona (40)</p>
<p>How often do children perform in assemblies/during the school day?</p>	<p>Not in assemblies</p> <p>Student performances are included in every lesson at KS3.</p> <p>Every 6 weeks KS3 pupils will do an assessment which is performance based.</p> <p>KS4 pupils perform their solo and ensemble pieces at multiple performance dates throughout the academic year.</p>
<p>Do your children get to work with visiting professionals (e.g. Djembe drumming workshops) or other enhancement activities not defined elsewhere?</p>	<p>DPA- Planet Jazz</p> <p>Drumming Workshop- Jeff Rich (Year 7 240)</p>
<p>Do you organise trips for children to experience professional music making?</p>	<p>Year 7 Symphony Hall Trip (240)</p> <p>Wicked Trip- 2023-2024 (40 KS4)</p> <p>Royal Albert Hall Backstage Tour (40 KS4)</p>

Defining your music offer and reviewing provision

	Notes	Priority for development 1. not yet in place/undefined 2. limited 3. developing 4. well established
What is your schools 'Music offer'?	<p><u>The Earls Music Department- Curriculum Intent</u></p> <ul style="list-style-type: none"> - To develop an understanding of music, through performing, composing, and appraising through the study of different genres of music. - To explore the elements of music and to be able to apply them to classroom and extra-curricular learning. - To develop self-confidence and resilience through performance, both through curriculum lessons, extra-curricular provision, and partnerships. - To encourage creativity through composition skills. - To allow students to strive and enjoy music that is both achievable and challenging. 	
Where does music fit in your school structure	<ul style="list-style-type: none"> - Music is valued and has always been a fixed feature on the school timetable. - We have champions for music at all levels and it is highly regarded and supported throughout the school. - Music specialist on SLT. - Multiple governors have shown interest and support for the music department by attending multiple events/ gifting us with equipment. - Friends of The Earls have supported us over many years helping funded sheet music. - Staff choir is attended by 4/6 members of SLT. 	

Inclusion	<p>Is your offer inclusive for all students, how do you know, what are the gaps, do outcomes vary for different/diverse groups of children?</p> <p>PP</p> <p>SEN</p>													
Quality Teaching	<ul style="list-style-type: none"> - Departmental Meetings - Collaboration of Resources - Learning Walks - Moderation - Departmental Data Input - CPD from Dudley Performing Arts (OFSTED Chris Stevens Network Meeting) 													
Central Policy	<p style="text-align: center;"><u>How The Earls High School Curriculum links to the National Curriculum</u></p> <table border="1" data-bbox="523 1249 1297 2130"> <thead> <tr> <th></th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> </tr> </thead> <tbody> <tr> <td>To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</td> <td> 1. Stripsody 2. Keyboard Skills 3. Waltz 4. Samba 5. The Beatles 6. Ukulele Introduction </td> <td> 1. Ukulele (Stand By Me) 2. Reggae 3. African Music 4. Blues 5. Rock n Roll 6. Ground Bass </td> <td> 1. Folk 2. Film 3. Pop Song 4. Ukulele (I'm Yours) 5. Baroque Concerto 6. Minimalism </td> </tr> <tr> <td>To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures,</td> <td> 1. Stripsody 4. Samba 6. Ukulele Introduction </td> <td> 3. African Music 4. Blues 5. Rock n Roll 6. Ground Bass </td> <td> 3. Pop Song 5. Baroque Concerto 6. Minimalism </td> </tr> </tbody> </table>		Year 7	Year 8	Year 9	To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	1. Stripsody 2. Keyboard Skills 3. Waltz 4. Samba 5. The Beatles 6. Ukulele Introduction	1. Ukulele (Stand By Me) 2. Reggae 3. African Music 4. Blues 5. Rock n Roll 6. Ground Bass	1. Folk 2. Film 3. Pop Song 4. Ukulele (I'm Yours) 5. Baroque Concerto 6. Minimalism	To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures,	1. Stripsody 4. Samba 6. Ukulele Introduction	3. African Music 4. Blues 5. Rock n Roll 6. Ground Bass	3. Pop Song 5. Baroque Concerto 6. Minimalism	
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	styles, genres and traditions			
	To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions	1. Stripsody 2. Keyboard Skills 3. Waltz 4. Samba 5. The Beatles 6. Ukulele Introduction	1. Ukulele (Stand By Me) 2. Reggae 3. African Music 4. Blues 5. Rock n Roll 6. Ground Bass	1. Folk 2. Film 3. Pop Song 4. Ukulele (I'm Yours) 5. Baroque Concerto 6. Minimalism
	To 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	2. Keyboard Skills 3. Waltz 6. Ukulele Introduction	1. Ukulele (Stand By Me) 3. African Music 4. Blues 5. Rock n Roll	1. Folk 2. Film 3. Pop Song 4. Ukulele (I'm Yours) 5. Baroque Concerto
	To listen with increasing discrimination to a wide range of music from great composers and musicians	1. Stripsody 2. Keyboard Skills 3. Waltz 4. Samba 5. The Beatles 6. Ukulele Introduction	1. Ukulele (Stand By Me) 2. Reggae 3. African Music 4. Blues 5. Rock n Roll 6. Ground Bass	1. Folk 2. Film 3. Pop Song 4. Ukulele (I'm Yours) 5. Baroque Concerto 6. Minimalism
	To develop a deepening understanding of the music that they perform and to which they	1. Stripsody 2. Keyboard Skills 3. Waltz 4. Samba	1. Ukulele (Stand By Me) 2. Reggae 3. African Music 4. Blues	1. Folk 2. Film 3. Pop Song 4. Ukulele (I'm Yours)

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Progression	<p>At the Earls every resource and Scheme of Learning has been written and created by the specialist music teachers in post. This has been a collaborative journey which is ever developing and evolving.</p> <p>Please can I draw your attention to the following:</p> <p><u>KEY STAGE 3 CURRICULUM MAP</u></p> <p>https://www.earlshighschool.org/wp-content/uploads/2022/10/Curriculum-overview-Music-KS3-22-23.pdf</p> <p><u>KEY STAGE 4 CURRICULUM MAP</u></p> <p>https://www.earlshighschool.org/wp-content/uploads/2021/04/KS4-Music.pdf</p>					
Timetabling	<p>All students at KS3 receive one timetabled music lesson a week which equates to 75 mins.</p> <p>KS4- 2 75 min lessons per week.</p>					
Whole Class Instrumental Tuition	<p>Little Big Band open to all year 7 students.</p> <ul style="list-style-type: none"> - DPA Instrumental lessons offer - Extra curricular groups to further develop skills - Classroom based learning. 					
Elective Study	<p>DPA deliver the provision</p> <ul style="list-style-type: none"> - Some students are funded. - Yearly funding through Sound Foundation (EMI) 					

Choirs and performance groups	<p>Due to having 3 music specialists on site we tend to run all the extracurricular groups ourselves bar from the support we get from DPA for Little Big Band.</p> <p>We are building solid links with our local primary and Secondary schools whereby we create opportunities for ALL students to perform.</p>	
Add anything else that has not been covered but you think is a key feature of music in your school		

Short term priorities:	
1	New grading system at KS3
2	
3	

Medium/long term priorities	
1	Yearly Faculty Improvement Plan
2	Further development of the curriculum
3	