

Music development plan summary: St Joseph's Catholic Academy

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	August 2025
Name of the school music lead	Sarah Malone
Name of school leadership team member with responsibility for music (if different)	Sarah Malone
Name of local music hub	South Tyneside
Name of other music education organisation(s) (if partnership in place)	N/A

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.

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.

KS3

Overview

This KS3 Music Development Plan outlines our comprehensive approach to music education, with a particular emphasis on keyboard instruction. It includes provisions for increased access for disabled pupils and support for pupils with special educational

needs (SEND). Our school's detailed curriculum for each year group, including weekly time allocation for music, is published online at <https://www.stjosephs.uk.net>.

Curriculum Framework

Our KS3 music curriculum is informed by the Model Music Curriculum (March 2021) and other relevant guidance to ensure a rich, inclusive, and diverse music education. Each year group from Years 7 to 9 follows a progressive curriculum that builds on prior knowledge and skills.

Weekly Time Allocation

- Year 7: 1 hour per week
- Year 8: 1 hour per week
- Year 9: 1 hour per week

This time is divided across the three terms, ensuring consistent engagement with music throughout the academic year.

Keyboard is the main instrument in our curriculum based teaching.

- Year 7: Introduction to basic keyboard skills, understanding treble clef musical notation, and performing simple melodies in the right hand.
- Year 8: Intermediate keyboard techniques, playing chords, and reading more complex pieces. Two handed keyboard performance is introduced or developed.
- Year 9: More advanced keyboard skills, development of more complex key signatures and performance expression.

Inclusivity and Accessibility

- Disabled Pupils: We provide adaptive instrumental techniques to ensure accessibility. Pupils are provided for on a case by case basis and different instruments are available in class.
- SEND Support: Pupils with SEND are encouraged to be fully engaged with the music curriculum and individual adaptations are made by classroom teachers.

Singing and Instrumental Learning Opportunities

- Whole-class ensemble teaching is incorporated at various stages, ensuring that all students experience playing and performing in a group setting.

- Opportunities for singing are integrated into the curriculum, with singing incorporated into the year 7 scheme of learning and both year 7 and 8 taking part in half termly singing assemblies with both secular and liturgical music.
- Every child has access to peripatetic music lessons. Instruments covered include strings, brass, woodwind, drums, piano and voice. Additional funding is available for pupils in the SEND and pupil premium category.

Partnerships and External Support

- We maintain a strong partnership with our local music hub, South Tyneside Hub, which provides additional resources, specialist peripatetic teachers, and opportunities for pupils to participate in additional music events such as local hub ensembles.
- Collaboration with the local music hub enriches our curriculum through workshops, masterclasses, and performance opportunities as well as weekend and evening further ensembles.

Resources and Facilities

- Both music rooms are equipped with keyboards to develop pupils' practical skills throughout the KS3 curriculum.
- Access to music composition and notation software (Noteflight) is available to support further learning and creativity.

This development plan ensures that our music education at KS3 is inclusive, comprehensive, and aligned with national standards, providing all pupils with the opportunity to develop their musical abilities and enjoy the benefits of a well-rounded education.

KS4

Eduqas GCSE Music Syllabus

Music Qualifications and Awards

At KS4, students can pursue the following qualifications:

- GCSE Music: Following the Eduqas syllabus, this qualification covers performance, composition, and appraising.
- Graded Music Exams: Offered through ABRSM, Trinity College London, and RockschooL, these exams provide structured levels of achievement in various instruments and music theory. Grade 3 standard or above is helpful in completing GCSE performance requirements.

Overview

The KS4 Music program at our school follows the Eduqas Music Syllabus, offering students a structured and comprehensive music education that builds on their KS3 foundation. This curriculum is designed to deepen musical understanding, performance, and composition skills, preparing students for various qualifications and fostering a lifelong appreciation of music.

Curriculum Framework

The Eduqas Music Syllabus at KS4 is divided into three main components:

1. Performing (30%): Students perform as soloists and as part of an ensemble. This component assesses technical control, expression, and interpretation. This can be on any instrument pupils have learned at KS3, piano and singing in the curriculum or any other instrument learned in peripatetic lessons.
2. Composing (30%): Students create two compositions, one of which is a free composition and the other responding to a set brief by Eduqas. This component evaluates creativity, use of musical elements, and technical control.
3. Appraising (40%): This component involves studying four areas of music: Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music. Students develop analytical and listening skills, culminating in a written exam.

Fortnightly Time Allocation

- Total Time: 5 hours per fortnight
 - Performance Practice: 1.5 hours
 - Composition Work: 1.5 hours

- Appraising and Theory: 2.0 hours

This balanced distribution ensures that students receive ample time to develop skills in all key areas of the syllabus. The time allocation may be adjusted at the teacher's discretion.

Opportunities for Progression

- Post-16 Education: Students can continue their music education through A Level Music. This course builds on the foundation laid at KS4 and prepares students for higher education or careers related to music.

Resources and Facilities

- Specialist Music Rooms: Equipped with pianos and access to various other musical instruments.
- Instrumental Lessons: Offered by visiting specialist teachers for various instruments, supporting students' practical skills development. Funded for specific pupils taking GCSE music.

Our KS4 music program, aligned with the Eduqas Music Syllabus, provides a robust and inclusive pathway for students to develop their musical talents, achieve recognized qualifications, and prepare for further musical endeavours.

KS5

Eduqas A Level Music Syllabus

Overview

Our KS5 Music program follows the Eduqas A Level Music syllabus, offering an advanced and comprehensive course designed to deepen students' musical expertise, performance skills, and compositional abilities. The course is designed to lead on from pupils' knowledge and skills developed in KS4 GCSE Music. The curriculum provides two distinct routes: performance and composition, catering to students' individual strengths and interests.

Curriculum Framework

The Eduqas A Level Music syllabus is structured around three core components, with options for focusing on performance or composition:

1. Performance (25-35%): Students can choose to specialise in performance, preparing a recital that is assessed for technical skill, interpretation, and musicality.
2. Composition (25-35%): Alternatively, students can focus on composition, creating two pieces that demonstrate their creativity and technical prowess. One composition is based on a brief set by Eduqas, while the other is a free composition.
3. Appraising (40%): All students study a wide range of music, including Western classical tradition, popular music, jazz, and contemporary music. This component includes an analysis of set works and a listening exam.

Fortnightly Time Allocation

- Total Time: 10 hours per fortnight
 - Performance Practice: 2-3 hours (students choose their instrumental focus)
 - Composition work: 2-3 hours (students choose their composition focus and research with the aid of a teacher).
 - Appraising and Theory: 5 hours

This allocation ensures a balanced and thorough engagement with all aspects of the A Level syllabus but can be adjusted at the discretion of the teacher.

Music Qualifications and Awards

At KS5, students can pursue the following qualifications:

- A Level Music (Eduqas): A rigorous qualification that prepares students for higher education and careers in music. It includes performance, composition, and appraising components.
- Graded Music Exams: Continuation of ABRSM, Trinity College London, and Rockschool exams, providing structured levels of achievement in various instruments and music theory.
- Additional Qualifications: Students may also have opportunities to take part in the Extended Project Qualification (EPQ) with a music focus, which can enhance their research and academic skills.

Performance and Composition Routes

- Performance Route: Students focusing on performance will receive intensive training in their chosen instrument or voice, with regular recitals, masterclasses, and feedback sessions. They are expected to perform a recital lasting between 10-12 minutes, showcasing a variety of styles and techniques at the end of the

course, to a visiting examiner. Practice recitals in the first and second year will help build confidence towards this end goal.

- **Composition Route:** Students focusing on composition will develop their skills through workshops, individual mentoring, and use of music technology. They will create three compositions, one of which is a free composition, one with a secondary area of study focus and the final responding to a set brief.

Opportunities for Progression

- **Higher Education:** Students are well-prepared for university courses in music, music technology, and related fields.
- **Career Pathways:** Graduates may pursue careers in performance, composition, music education, music therapy, and the wider creative industries.
- **Extra-Curricular Activities:** Students are encouraged to participate in school ensembles, orchestras, and choirs, and to take leadership roles in organising music events and productions.

Resources and Facilities

- **Music Rooms:** Equipped with computers, composition software and access to a variety of specialist instruments depending on need through the Music Hub.
- **Instrumental and Vocal Lessons:** Provided by specialist tutors to support advanced performance skills. Funding available for some pupils.

Our KS5 music program, following the Eduqas A Level Music syllabus, offers a tailored and robust education that supports students' individual talents and aspirations, providing them with the skills and qualifications necessary for further education and professional success in music.

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.

Music Development Plan for Co-Curricular Activities

Part A: Music Tuition Outside Lesson Time

1. Music Tuition Offered

Our school provides a comprehensive range of music tuition in and after the school day, including:

- Individual Tuition: This occurs during the school day. Individual lessons are available for strings (violin, viola, cello, double bass), woodwind (flute, clarinet, saxophone, oboe, bassoon), brass (trumpet, trombone, French horn, tuba), percussion (including drum kit), piano, and singing. These lessons are tailored to the individual needs of each student, allowing for focused, personalised instruction. Lessons can be booked by speaking to Mrs Malone in the Music department for more information.
- Small-Group Tuition: Some peripatetic teachers offer small groups of 2-4 students who can take lessons together for the same range of instruments. Individual peripatetic teachers will be able to allocate these lessons if available.

Funding is available for specific instruments and for pupils with SEND and in the pupil premium category.

2. Ensembles and Music Groups

Students have the opportunity to join various ensembles and music groups outside of lesson time, including:

- School Choir (all singers),
- Orchestra (all instrumentalists),
- School Musical,
- Ukulele Club.

Part B: Extra-Curricular Music

1. Progress and Development Opportunities

To support students' musical development outside of regular lesson time, we offer:

- Instrument Loans: The school and local music hub have a selection of instruments available for loan to students. Priority is given to those eligible for pupil premium.
- Weekend and After-School Provision:
 - Local Music Hub (South Tyneside) Saturday Music Centre: Offers additional tuition and ensemble practice. This can be accessed by speaking to specific South Tyneside Music Hub peripatetic teachers once pupils have reached a certain standard.
 - After-School Clubs: Orchestra and School Musical rehearsals occur after school between 3.00pm and 4.00pm.
- Qualifications and Awards:
 - Students can prepare for graded music exams (ABRSM, Trinity, Rockschoo) with all peripatetic instrumental teachers.

- Some students choose to earn awards such as the Duke of Edinburgh's Award with a focus on music.

2. Pricing

- Tuition Fees:
 - Individual Lessons and small group lessons: Charged per term. Strings, woodwind, brass and percussion are paid via parent pay to the school. Drums, piano and singing are paid by parents directly to the peripatetic teacher.
- Ensemble Membership:
 - All ensemble memberships are free and all pupils are encouraged to join regardless of skill level. Pupils should sign up with Mrs Malone or Mr Middleton in the Music department.

4. Rehearsal and Practice Facilities

- Rehearsal Spaces:
 - The school has dedicated practice rooms for instrumentalists and ensembles, available during most lunches and break times. These can also be used before and after school at the discretion of Music department staff.

5. Partnerships and Support

Local Music Hub Partnership: We collaborate with our local music hub, South Tyneside, which provides additional resources, workshops, and performance opportunities for pupils who learn strings, woodwind or brass instruments.

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.

Musical experiences

Part A: Overview

In alignment with our commitment to fostering a rich musical culture within our secondary school, we have devised a comprehensive plan for the academic year 2024-2025. This plan aims to provide diverse musical experiences outside of the classroom for our students, ensuring their engagement, development, and enjoyment in the realm of music. We are dedicated to fostering musical talent, promoting inclusivity, and creating opportunities for collaboration within our school community and beyond.

Part B: Regular Musical Experiences

1. **Singing in Assembly:** Every half term, all years 7 and 8 participate in singing sessions during assembly, led by our Music and RE department. This serves as a platform for communal singing, building confidence, and fostering a sense of unity among students as well as promoting the school Catholic Ethos.

Repertoire includes hymns chosen by the priest linked to the school, our trust mass, 'Gaudete' and other more secular repertoire.

- 2. Musical Performances and Concerts in school:** Throughout the year, students from various year groups will have the opportunity to showcase their musical talents in school-wide performances, including our termly Music Department concert, assembly performances, end of term liturgies and other special one off occasions such as school open evenings. These performances will include instrumental solos, ensemble pieces, and vocal performances. Students will be encouraged to participate in these events, allowing them to develop their performance skills and confidence in front of a variety of audiences. We also perform our annual school show in the Summer term which all pupils are invited to be a part of. Students will also have the opportunity to participate as performers, backstage crew, or audience members, depending on their interests and abilities.

Students also have the opportunity to take part in yearly trust performances with other schools in the Bishop Chadwick Education Trust.

- 3. Trips to Concerts Outside of School:** To allow students to experience a wide range of musical genres and performances, we organise termly trips to concerts and musical events outside of the school. These trips are open to students across all year groups, allowing them to experience live music in different settings and venues. Some out of school concerts will require a fee to cover ticket prices but funding is always available for students with SEND or students in the pupil premium category.

4. Trust Mass and Trust-Wide Projects: As part of our collaboration with other schools within the Bishop Chadwick Education Trust, we participate in trust-wide musical projects, including the annual Trust Carol Service and whole trust masses. Students from our school will have the opportunity to work with peers from other schools, fostering teamwork and collaboration and developing our Catholic Ethos as a school.

In conclusion, our music development plan for the academic year 2024-2025 aims to provide students with a rich and diverse range of musical experiences both within and outside of the school environment. By fostering a culture of musical participation, collaboration, and inclusivity, we strive to nurture the musical talents and appreciation of all our students.

In the future

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

New developments for 2024-2025

Half termly singing assemblies for years 7 and 8 as an increase to whole year group singing.

Continuation of termly concert trips - year groups to be expanded.

New developments for 2025-2026

Development of an outreach programme for parental involvement in music making - Community Choir.

Increase in the frequency and variety of visiting musicians - Both concerts and master classes. TBC in communication with the local music hub, South Tyneside.

Half termly singing assemblies for years 7, 8 and 9.