

Ipswich Academy School Development Plan - Music

Overview

Detail	Information
Academic year that this summary covers	Year 24/25
Date this summary was published	01/09/24
Date this summary will be reviewed	01/07/25
Name of the school music lead	Mr Ben Scarce
Name of school leadership team member with responsibility for music (if different)	Mrs A Cook
Name of local music hub	Norfolk & Suffolk Music Hub
Name of other music education organisation(s) (if partnership in place)	

Part A - Curriculum Music

Learning Time - Curriculum Music	
Key Stage Three	2 Hours Per Fortnight
Key Stage Four	6 Hours Per Fortnight

Intent

The overarching aim of the music curriculum is for students to develop an appreciation for, and enjoyment of, music, however they choose to access it post-KS3. In addition, our music curriculum is also designed to develop both interpersonal and intrapersonal skills. Students will be given a number of opportunities throughout the various stages of the curriculum to develop these skills, and the curriculum is sequenced in a way that builds upon prior knowledge to equip learners with the correct substantive knowledge and disciplinary knowledge required for the next stage of their learning or further academic study.

Throughout the curriculum, students are given opportunities to develop an understanding of a range of different instruments and are able to learn the techniques required to perform or compose using them.

Our curriculum is broad, balanced, and diverse, with students applying their understanding of key musical terminology to genres and styles of music from different cultures and time periods. When planning our curriculum, we have taken into account the key factors outlined in the Department for Education's Model Music Curriculum, and found that our curriculum is equally as aspirational in promoting the development of musical skills.

Our curriculum is designed to incorporate the three components usually found within key stage four and five curriculum; Performing, composing, and listening and appraising.

Throughout the curriculum, students are developing skills based on these three components and are assessed accordingly on them.

The music curriculum aims to provide students with the opportunity to become better musicians whilst also being able to express themselves and develop a range of skills which are transferable into the wider school curriculum.

Implementation

Programme of study - Key Stage 3						
Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Rhythm, Pulse, and Duration <i>(Sub-Saharan African Drumming)</i>	Rhythm, Pulse, and Duration <i>(Samba)</i>	Basic Pitch and Melody <i>(Folk Music of Europe & Ground Bass)</i>	Basic Pitch and Melody <i>(Folk Music of Europe & Ground Bass)</i>	Further Melody <i>(Minimalism & Riffs & Hooks)</i>	Further Melody <i>(Minimalism & Riffs & Hooks)</i>
Year 8	Form & Structure <i>(Video Game Music)</i>	Form & Structure <i>(Programme Music)</i>	Basic Harmony - Forming Triad Chords <i>(Pop-music & Reggae)</i>	Basic Harmony - Forming Triad Chords <i>(Pop-music & Reggae)</i>	Basic Harmony & Tonality - Developing Chords <i>(Blues & Jazz)</i>	Basic Harmony & Tonality - Developing Chords <i>(Blues & Jazz)</i>
Year 9	Texture - Using the 'phonics' <i>(Indian Raga)</i>	Texture - Using the 'phonics' <i>(Film Music)</i>	Preparing for GCSE - Performance	Preparing for GCSE - Performance	Preparing for GCSE - Composition	Preparing for GCSE - Composition
Support Centre	Rhythm, Pulse, and Duration <i>(Sub-Saharan African Drumming)</i> Identifying Note Duration (Semibreve > Semiquaver & equivalent rests) Creating & notating a rhythm using Rhythm grids and classical Notation Call & Response	Rhythm, Pulse, and Duration <i>(Samba)</i> Dotted notes (Dotted Crotchet/Dotted Minim/Dotted Quaver) What is a time signature? Bar lines Dynamics (Forte & Piano; Crescendo & Decrescendo) Rhythmic Devices (Syncopation, Dotted Rhythms, Triplets, Polyrhythm)	Basic Harmony - Forming Triad Chords <i>(Pop-music & Reggae)</i> Different types of chord progression Using Roman Numerals to name chords. Ukulele skills for chords Reading chord charts	Basic Harmony - Forming Triad Chords <i>(Pop-music & Reggae)</i> Syncopation 'Skanking' rhythm What is a hook Reading Tablature.	Preparing to Compose Using a DAW Composing a drumbeat Composing a chord progression What does 'Bass' mean? What instruments play in the bass/lower register?	Preparing to Compose Notes of the pentatonic scale Composing a hook Composing a melody Writing lyrics Structure of a pop song

Programme of study - Students follow the EDUQAS Music GCSE Specification at Key Stage 4

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 (GCSE)	<p>Theory - Note Values; Rhythm & pitch basics; Treble & bass clefs</p> <p>AOS4 - Popular Music Study of different popular music genres (Blues; Rock 'N' Roll) and associated music theory (structure; harmony; context)</p>	<p>Theory - Time Signatures; Key signatures; Creating Chords</p> <p>AOS4 - Popular Music Study of prepared piece ('Africa' by Toto) - Looking into the use of the elements of music within this piece. Study of Fusion and how it is used within the prepared piece.</p>	<p>Theory - Circle of Fifths and relative keys</p> <p>Performance - Ensemble Performance</p> <p>Composition - Notating a simple melody</p> <p>Summary of AOS4 & AOS3 - Film Music Focus on specific melodic; rhythmic; and harmonic devices used throughout film music</p>	<p>Performance - Ensemble Performance</p> <p>Composition - Writing A piece using homophonic texture</p> <p>AOS3 - Film Music Focus on how composers use appropriate elements of music within underscores to enhance a character/plot.</p>	<p>Performance - Solo Performance</p> <p>Composition - Free Composition - Focus on the use of structure and creating contrasting sections of music.</p> <p>AOS1 - Forms And Devices Study of different forms of classical music with specific focus on the use of particular melodic; rhythmic; and harmonic devices and their application within a different genre/period.</p>	<p>Performance - Solo Performance</p> <p>Composition - Free Composition - Further work to develop free composition in a chosen style by implementing studied devices into students' own work.</p> <p>AOS1 - Forms And Devices Study of prepared piece ('Badinerie' by J.S.Bach) - Looking into the use of the elements of music within this piece.</p>
Year 11 (GCSE) 23-24	<p>Performance - Solo & Ensemble performance preparation</p> <p>Composition - Free Composition</p> <p>AOS2: Music For Ensemble Study of different forms of ensemble with specific focus on the use of particular melodic; rhythmic; and harmonic devices and their application within different contexts. .</p>	<p>Performance - Solo & Ensemble performance preparation</p> <p>Composition - Composing to a brief</p> <p>AOS2: Music For Ensemble Focus on ensembles where improvisation is a key part of a performance (Jazz).</p>	<p>Performance - Solo & Ensemble performance preparation</p> <p>Composition - Composing to a brief</p> <p>AOS1&3: Revisiting areas of study with new listening pieces which develop understanding of period/genre characteristics and their use of devices.</p>	<p>Performance - Recording of performances</p> <p>Composition - Composing to a brief</p> <p>AOS2&4: Revisiting areas of study with new listening pieces which develop understanding of period/genre characteristics and their use of devices.</p>	<p>Exam preparation</p> <p>Exam Technique Specifics: - Aural Note Identification - Note recognition - Long Answer response - Chord sequences/ scale degrees.</p>	<p>Exam preparation/End of Course</p>

Further information on the structure of the curriculum at key stage three may be found at the following link: [Ipswich Academy Curriculum](#)

Impact

The music curriculum has been designed to promote the following outcomes:

Student outcomes

- Students show confident use of practical musicianship skills appropriate to their age.
- Students demonstrate appropriate use of musical terminology in their analysis and appraising of music.
- Students can create and perform music in a number of different styles and genres using different mediums.

Attendance

- Regular attendance at music lessons
- Regular attendance at extracurricular events and clubs
- Willingness to participate in peripatetic lessons.

Confident learners

- Show ability to use music terminology in the correct context
- Show little to no (or know how to recognise and cope with) performance anxiety
- Know how to access support when they need it.

Socially mobile

- Students show a greater understanding of how they overcome challenge.
- Students show resilience in practical tasks.
- Students enjoy collaborating on different musical projects.

Ambassadors

- Key stage 4 students regularly engage with and promote the subject.
- Provisions being developed for music leaders/champions

Positive contributors to society

- Improve community and social wellbeing through performance
- Understanding of different musical styles and cultures and recognise their cultural importance.
- Students actively participate in performances in the school and wider community.

Happy and healthy

- Students relate to music and form an emotional connection.
- Students use music to promote positive mental wellbeing
- Students enjoy learning new pieces/skills in music.

Personal fulfilment

- Students relish the opportunity to challenge themselves
- Students enjoy learning new material
- Students benefit from playing and rehearsing together.

Co-Curricular Music & Musical Experiences

Beyond our class teaching, students are given the opportunity to expand their musical experience by attending extra-curricular within school and Norfolk and Suffolk Music Hub. Enrichment activities are also encouraged and we are hoping to increase such events further during our next academic year.

At school we currently offer the following activities:

- School Orchestra
- Keyboard Club
- Ukulele Club
- GCSE support in composition, revision and catchup sessions during and after school
- Room bookings during lunchtimes and after school
- Annual Christmas Concert and Summer Showcase, with money raised by the department at concerts e.g. ticket sales and refreshments allows the school to extend their budget to cover purchasing new equipment, as well as maintaining existing resources
- Transition assemblies
- A musical production linked with the drama department being an essential part of our enrichment at the end of the academic year
- Educational visits: We have a developing relationship with the Britten Pears Foundation, which is based at local world-renowned concert venue, Snape Maltings. We have taken part in a number of events in the past with them, including their music in schools celebration week and their Big Sing event. We have also taken the opportunity to attend the venue to watch rehearsals by well established orchestras, such as the BBC Scottish Symphony Orchestra.

Peripatetic Instrumental Tuition: The school employs its own peripatetic tutors to provide both group and individual lessons in the following disciplines:

- Strings: Violin, Viola and Cello

- Brass: Cornet, Trumpet, and Trombone
- Guitar: Acoustic and Electric
- Woodwind: Flute, Clarinet and Saxophone
- Piano and Keyboard
- Drums

As of September 2024, there will be charges incurred for instrumental lessons at the following rates per half term:

	PP	Non-PP
Piano	20	60
Drums	20	60
Singing	10	30
Flute	10	30
Clarinet	10	30
Guitar	10	30
Violin	10	30
Trumpet	10	30

In the future

- Our aim for the following academic year is to significantly increase the amount of singing opportunities throughout the school. In order to achieve this, we will be taking the following steps:
 - The development of a School Choir and singing club.
 - Employment of a singing tutor in order to provide peripatetic singing tuition to students.
 - Entry into graded singing exams for students partaking in peripatetic singing tuition.
 - Increasing opportunities for singing within the curriculum.