

Ipswich Academy School

Development Plan - Music

Overview

Detail	Information
Academic year that this summary covers	Year 26/27
Date this summary was published	11/09/26
Date this summary will be reviewed	01/07/27
Name of the school music lead	Amie Davies/Ms F Reid
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)	Love2singUK

Part A - Curriculum Music

Learning Time - Curriculum Music	
Year 7 & 8	1 hour a week on a 10 week rotation (twice a year)
Year 9	1 hour a week
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

Feature	Year 7 rotation 1	Year 7 rotation 2
Style/genre focus	Sub-saharan and Brazilian samba	Minimalism
Method	Acoustic percussion, vocals	Digital Audio Workstation (DAW)/ Music technology
Key knowledge	Polyrhythms, Call & response, Ostinato, note durations, Forms in music (rondo)	Ostinato/Cells, Layering, Note transformations(augmentation , diminution etc) DAW operation, forms in music (binary)
Composition or performance focus	Group performances	DAW composition

Feature	Year 8 rotation 1	Year 8 rotation 2
Style/genre focus	Reggae	Blues
Method	Keyboard, Ukulele, Guitars, Vocals (ensemble)	Keyboard
Key knowledge	Skanking, off beat rhythms, hook, triad chords (major/minor)	12-bar blues, hexatonic blues scale, lyric structure, primary chords (I, IV, V), swung rhythm
Composition or performance focus	Ensemble performance	Performance and composition (melody composition)

Feature	Year 9 term 1	Year 9 term 2	Year 9 term 3
Style/genre focus	Popular music	Song writing in any style	Texture through Film music and Indian classical music
Method	Ukulele, Keyboard, Guitar, Drums, Vocals,	Acoustic song writing and DAW music	DAW film score composition,

	Bass	production	keyboard performance
Key knowledge	Lead sheets, chord charts, I-V-vi-IV progression,, Verse-Chorus form, 32-bar form (AABA)	Pentatonic scale, conjunct melody, broken chords, inversions, modulation, Verse-Chorus form, AABA form	Raga (Drone, Taal, Raag), Alap/Jhor/Jhalla/Gat structure, Chaal rhythm, Fusion, Polyphonic texture
Composition or performance focus	Ensemble performance	Composition using music technology/acoustic instruments	Composition using a DAW

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)	Theory - Note Values; Rhythm & pitch basics; Treble & bass clefs AOS4 - Popular Music Study of different popular music genres (Blues; Rock 'N' Roll) and associated music theory (structure; harmony; context)	Theory - Time Signatures; Key signatures; Creating Chords 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.	Theory - Circle of Fifths and relative keys Performance - Ensemble Performance Composition - Notating a simple melody Summary of AOS4 & AOS3 - Film Music Focus on specific melodic; rhythmic; and harmonic devices used throughout film music	Performance - Ensemble Performance Composition - Writing A piece using homophonic texture AOS3 - Film Music Focus on how composers use appropriate elements of music within underscores to enhance a character/plot.	Performance - Solo Performance Composition - Free Composition - Focus on the use of structure and creating contrasting sections of music. 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.	Performance - Solo Performance Composition - Free Composition - Further work to develop free composition in a chosen style by implementing studied devices into students' own work. 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.
Year 11 (GCSE)	Performance - Solo & Ensemble performance preparation Composition - Free Composition AOS2: Music For Ensemble	Performance - Solo & Ensemble performance preparation Composition - Composing to a brief AOS2: Music For	Performance - Solo & Ensemble performance preparation Composition - Composing to a brief AOS1&3:	Performance - Recording of performances Composition - Composing to a brief AOS2&4: Revisiting areas of study with new	Exam preparation Exam Technique Specifics: - Aural Note Identification - Note recognition - Long Answer	Exam preparation/End of Course

	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. .	Ensemble Focus on ensembles where improvisation is a key part of a performance (Jazz).	Revisiting areas of study with new listening pieces which develop understanding of period/genre characteristics and their use of devices.	listening pieces which develop understanding of period/genre characteristics and their use of devices.	response - Chord sequences/ scale degrees.	
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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 challenges.
- 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.

Part B: 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:

- Keyboard Club
- Brass group
- String group
- Choir
- 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 programmes: Inviting feeder primary students to perform in our concerts and utilising shared peripatetic staff to provide a consistent mentorship link. On transition days, targeted music assemblies further bridge the gap, establishing high departmental expectations before students' first formal lesson. By aligning these outreach activities with a rigorous new unit of work, we aim for a seamless progression that maintains musical momentum from primary to secondary school.
- 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.
- LoveSingUK will be providing singing workshops with students throughout the year.

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, Electric and bass
- Woodwind: Flute, Clarinet and Saxophone
- Piano and Keyboard
- Drums
- Singing

There are small charges, subsidised by the trust, incurred for instrumental lessons at the following rates per half term:

	PP	Non-PP
Piano	20	60
Drums	20	60
Singing	10	40
Flute	10	30
Clarinet	10	30
Saxophone	10	30
Guitar (acoustic, bass or electric)	10	30
Violin	10	30
Viola	10	30
Cello	10	30
Trumpet	10	30
Trombone	10	30

In the future

- Our aim for the following academic year is to continue to increase the amount of singing opportunities throughout the school. In order to achieve this, we will be taking the following steps:
 - Entry into graded singing exams for students partaking in peripatetic singing tuition.
 - Increasing opportunities for singing within the curriculum at year 7 and 8. Year 9 will gain experience of writing their own songs within the year 9 curriculum.
 - Love2singUK to provide singing workshops throughout this academic year
- We aim to increase numbers of students taking Music at Key Stage Four by improving confidence in the subject at Key Stage Three through our curriculum. Through the Year 9 curriculum, we aim to address some of

the misconceptions that students may have around the content and performance expectation at Key Stage 4. We are also working to provide funded instrument lessons for students that take Music at Key Stage 4, as well as providing more opportunities for students to develop their performing skills, with the introduction of a Recital Evening in the Autumn Term.