

Music development plan summary: ***Park House School***

Overview

| Detail | Information |
|--|--|
| Academic year that this summary covers | September 2024 onwards |
| Date this summary was published | July 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Mrs K Cooper |
| Name of school leadership team member with responsibility for music (if different) | Miss J Porter |
| Name of local music hub | Maestros https://protect-eu.mimecast.com/s/hh3SC9148hzVnP4s3YpXa?domain=berksmusictrust.org.uk/ Good Vibes https://www.goodvibesmusicacademy.co.uk/ |
| Name of other music education organisation(s) (if partnership in place) | GLT |

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.

Music curriculum
 Music is a social and creative activity which develops communication, collaboration and respect between participants. Students work either their own, in pairs, in small groups or even within a larger ensemble, choir, stage band or being part of a whole school show, the musicians have to consider others and work as a team. They need to work together within tasks, both contributing ideas and also being considerate of others’ ideas/opinions. Within the lessons they often need to lead within a pair/group and create ideas to build their pieces. Creative tasks need to be solved so students need to co-operate and work out the most successful parts of their pieces together.

Music builds confidence, gives a self-awareness and raises self-esteem. Working within larger groups helps to build confidence and perform. The skill to perform in front of an audience can be daunting, this helps with public speaking, projecting their voice and learning to communicate with a live audience takes a lot of confidence. Music provides opportunities for students to perform in a live theatre and each show will build more confidence.

Even within lessons, students are expected to perform via instruments or their voice for each other within the class. Initially this can be daunting but with practise, a performer can become very mature in how they stand, move and project energy. Commitment to the performance is expected in all lessons, determination to work hard to learn challenging material builds resilience and when students perform for each other, respect for others is essential to build a safe and encouraging environment.

Details of our curriculum can be found on our website here
<https://www.parkhouseschool.org/search/default.asp?pid=0>

Time for music curriculum at our school

| Year Group | Time allocated | Details |
|------------|----------------|--|
| 7 | 1 | Using the voice Class vocal work, Elements of Music, Rhythm, Notation and Keyboard Skills |
| 8 | 1 | A selection from Using the voice Class vocal work, Sonority City, Structure and Form, Folk, Hooks and Riffs, Off beat, Variations |
| 9 | 2 | All that Jazz, Dance Music, Sound Tracks, Music for Games, New Directions, What Makes a Good Song |
| 10 | 5 | Performing, Composing and Appraising. Students are expected to perform solo on an instrument or voice and within an ensemble. They will compose using the programme Sibelius from given stimuli. The listening element Area of Study 1 Instrumental Music. Areas of Study 2: Vocal Music, Area of Study 3 Music for Stage and Screen. Area of Study 4 Fusions. There is a listening written exam at the end. |
| 11 | 6 | Performing, Composing and Appraising. Students are expected to perform solo on an instrument or voice and within an ensemble. They will compose using the programme Sibelius from given stimuli. The listening element Area of Study 1 Instrumental Music. Areas of Study 2: Vocal Music, Area of Study 3 Music for Stage and Screen. Area |

| | | |
|-----|----|--|
| | | of Study 4 Fusions. There is a listening written exam at the end. |
| P16 | 10 | BTec Music Extended Certificate. To perform as a soloist and in an ensemble. To understand theory and harmony and Music in the Professional Industry |

Opportunities to sing and play instruments in our music curriculum

In Key Stage 3 they have the opportunity to use their voice, learn to play the keyboard and use percussion instruments. Within our curriculum we have a song per term for each year group which we will incorporate into the lesson as class singing.

Key Stage 4 GCSE Music The ability to sing or play an instrument is required and utilised within the curriculum aiming towards grade 4 as standard minimum.

Key Stage 5 BTec Music Extended Certificate in Performing. The ability to sing or play an instrument is required and utilised within the curriculum. At a more advanced level of performance skill and refinement.

Partnerships used within our music curriculum

External peripatetic teachers from Berkshire Maestros and Good Vibes support specialist instrumental lessons. Online platform Musical Contexts is used to deliver some of the curriculum at KS3. Partnership with WaterMill Theatre to provide KS5 with Industry insight to Music and Performing Arts.

Ensemble music in our music curriculum

Within the curriculum from KS3 the students have every opportunity to perform and work in an ensemble or pairs. In KS4 there is a requirement for them to perform in an ensemble KS5 there is a requirement for them to perform in an ensemble which is an external assessment.

Music qualifications in our music curriculum

GCSE and Btec Level 3 Extended Certificate

Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time and how pupils can make progress in music beyond the core curriculum.

Music Tuition

Peripatetic teachers, volunteer pianist teaching, voice, Guitar, Drum kit, Woodwind Brass Piano/Keyboard lessons attend School to provide weekly individual or group lessons. Many of these instrumental lessons give the opportunity for the students to work for grades in their discipline. This enables the students to be able to give tangible progress to their learning, which in turn helps them into KS4/5.

Music Ensembles

We have a variety of ensembles which students are able to attend. Stage Band, Choir, Musical Theatre Performers, Flute Choir, Group Rock Band, Keyboard club. All of these give the opportunity to perform at lunch concerts, concerts for parents or within the wider community at a local residential care setting. The opportunity for students to perform at a GLT Christmas concert with other GLT schools was a fantastic experience. The stage band has been pivotal in their development in accompanying the performers for the whole school show. Their confidence developed as they learnt their role and when performers came to join a rehearsal they saw and experienced the importance of their involvement in accompanying live singers.

Independent music opportunities

The music department gives the students the opportunity for internal instrument access at break, lunch and after school. Practice rooms are booked for rehearsal, where they can create and set up their own band or do extra practice for their instrument/voice. During a whole school show there are extra rehearsal spaces available for practice.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise.

Musical experiences throughout the year

- Students have the opportunity to perform at least 2 to 3 times a year through various events, Christmas show, whole school show performances. open evenings where they have prepared or working in progress performances to share. Performing to each other within class or to another group as an audience. They have the opportunity to perform in house music and at a live lounge at lunch as part of our culture Friday's fun. A final performing arts show at the end of the year.
- Students learn to show respect by viewing the performance work of others.
- Performance opportunities are offered to music students approximately 2 to 3 times per year.
- Students learn to contribute and collaborate as part of a team. This can be within a small group music or even within a class performance/composition. Performing as part of Stage Band where each musical number is integral to the success of the piece.
- Music clubs are offered after school or at lunchtimes. Students show dedication and commitment to giving up their free time to attend these sessions and work hard.
- Musicians often perform for and accompany for drama and dance students in show, their ability to learn repertoire, rehearse and then listen and collaborate with the wider ensemble is a learnt skill and one which crosses over into everyday experiences.
- Park House Got Talent is where we run a house event and all students can perform in many different mediums from performing in a band, solo performances, Dances, Drama performances or any other performances they wish to show their talents. This will have a live final event where the best

performance for the house will be chosen.

How students get involved

Providing students with various opportunities to get involved in music activities is essential for their growth and development. By offering different roles, such as performing as an ensemble or soloist, backstage technical team member, or even stage manager, you're giving them a chance to discover their strengths and interests.

Being a performer in front of an audience is a crucial aspect of music education. It allows students to gain valuable experience, build confidence, and receive constructive feedback from peers and audience members. This feedback is essential for refining their skills and improving their performance.

Moreover, having students learn about backstage technical roles such as stage management, lighting, and sound can help them develop essential skills in communication, problem-solving, and teamwork. These skills are transferable to other areas of life and can benefit them in their future endeavours.

It's also important to note that providing opportunities for students to learn from each other and collaborate with peers can foster a sense of community and camaraderie within the music program. By working together towards a common goal, students can build relationships, share ideas, and learn from each other's strengths and weaknesses.

Overall, we aim like your music program is well-rounded and focused on providing students with a comprehensive music education that goes beyond just performing. By incorporating technical and teamwork aspects, you're giving them a holistic experience that will benefit them in many ways.

In the future

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

We currently have curriculum music key stage 3 for year 7/8 one hour a fortnight and in and 9 lessons are one hour a week.

All students have the opportunity to access a range of instruments and voices. Whereby they can be part of the school choir and the chorus in the whole school show.

- *a school ensemble, band or group*

- *space for rehearsals and individual practice*
- *a termly school performance*
- *opportunity to enjoy live performance at least once a year*