

Music development plan summary: Hall Mead Secondary School

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	02.09.2024
Date this summary will be reviewed	01.07.2025
Name of the school music lead	Ralph Wells Sarah Emanuel (SEN responsibility)
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	East London Music Alliance Havering Music School
Name of other music education organisation(s) (if partnership in place)	Queen's Theatre

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 Music:

- At Key Stage 3, all students have two lessons of Music (2 x 1hr sessions) per fortnight with subject specialists.
- Students are taught in mixed ability groupings and study Music throughout the academic year.
- The Music curriculum is an ambitious curriculum which builds on the National Curriculum for Music. The schemes of work throughout KS3 are designed to ensure that students are engaged, enthused, and enriched in their studies and to support progression for every young person who wants to pursue music

beyond the curriculum. To this end, the KS3 curriculum prepares students for the demands of a Level 1 / 2 Award whilst providing a curriculum that stimulates and generates a life-long intellectual curiosity, creativity, and a love for the Creative Arts, besides nurturing holistic, transferable (and employability) skills for all.

- The music curriculum builds on the Key Stage 2 curriculum provided by our feeder schools (and supported by the East London Music Alliance). At the beginning of Year 7, teachers gain awareness of knowledge and skills through a 'light touch' baseline assessment. During the 6-7 transition period, the Music Department gains awareness of students who have had instrumental and vocal lessons to facilitate continued progression, along with providing fresh opportunities for students to learn new skills in a co-curriculum setting. This is supported by liaising with previous tutors to understand better the student existing capabilities.
- The curriculum is taught across three Intent Themes of: Performing, Creating Music, and Listening and Understanding. It uses the 'Sounds of Intent' framework to support inclusivity in musical learning.
- During lesson time, the curriculum enables students to learn to sign and play an instrument with sufficient control, perform, compose with purpose, demonstrate expression and musical understanding and have experience of music technology through DAW and notation programmes.
- Students gain experience and knowledge of a variety of musical genres used across the decades. This is used with cross-curricular learning and enables students to have a wider understanding of music development over time.
- Across the year, students are exposed to a variety of listening and written tasks, as well as practical elements to ensure that skills being learned are transferred to a practical skill that can be transferred to extra curricular, and further music development.
- Students gain awareness of composing through music technology by accessing a shared computer room furnished with midi keyboards and access music software (MuseScore).

It is essential that students can have access to role models and mentors and wider institutions addressing issues that are relevant to students' ideologies. The curriculum actively informs students of careers and routes to industry which is integrated into schemes of work. The students are actively encouraged to participate in whole school events and workshops (not just the SEND department).

- During the academic year, students achieve a variety of AQA Unit Awards (UAS), that aim to further their music development in instrumental learning, as well as group learning and music theory.

KS4 Music:

- Students have access to a well qualified music teacher as they deliver the Pearson Tech Award Level 1 / 2 in Music Practice from September 2024
- Students are taught for **(6)** hours per fortnight at KS4. Students also have access to areas outside of the school day by arrangement.
- As well as the computer room with music software, students have access to multiple music practice rooms equipped for individual practical study and group practical study. The rooms are furnished with pianos and drum kits, as well as space for other instruments to be used in the room.
- The curriculum is designed to provide the opportunity for students to further their interests and talents through accessing the next stage of their Music pathway by supporting their progression. This includes the transferable skills they can use in daily life post-education as well as how to use these skills in future job opportunities and social events.

Resourcing:

- Both specialist music rooms are equipped with keyboards, additional musical instruments including electric piano, drums kits, ukuleles and guitars. There are an additional four practice rooms in the music department. Within the PLC, there is a music cupboard equipped with eight foldaway keyboards, a bass and electric guitar, electronic drum kit, two glockenspiel, as well as multiple headphones and percussion based instruments that are used in curriculum lessons, as well as individual study time.

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.

- Creative Arts runs a co-ordinated school production each year. The production uses a weekly club, and additional rehearsals from this.
- There is a school vocal group, and chamber group, conducted by one of the Music Teachers and is free of charge to all students. This year the production will be held in May 2025.
- Students who take additional instrumental tuition are encouraged to take part in one or more ensembles. Students can book times within the practice rooms to rehearse at break, lunch, before or after school.
- The instrumental lessons currently covers: woodwind, strings, brass, drum, guitar, vocals, piano. Students can pay for a 20 or 30 minute weekly lesson,

and students with Pupil Premium and with an EHCP are given access to a 20 minute weekly lesson for free.

- The school actively encourages the family for life ethos, and encourages all students to be involved in extra-curricular music actively, regardless of ability.

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.

Music at Hall Mead secondary school take great pride in producing excellent showcases for students to enable aspiration and progression besides providing entertainment for the wider school community.

- Christmas and Summer concerts – students are able to audition to perform.
- PLC open events. The SEND department holds open events for parents to see their children's progression. Within this, there are musical excerpts that all students are invited to participate and be involved in.
- The school uses awards evenings, and other formal events to showcase musical talents that have been developed, including soloist and ensemble performances. KS4 are actively encouraged to participate in these.

In the future

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

1. Increased extra curricular instrumental lessons
 - Instrumental lessons (especially orchestral instruments) are seeing a decline in uptake. There are a variety of instruments on offer to the pupils, and this could be incentivised with class workshops and subsidised fees for Pupil Premium students and SEND students.
2. Increased collaboration with other schools
 - Workshops targeted towards SEND students
 - Performances in an informal and inclusive environment
3. CPD for teachers
 - Training for one-to-ones and Teaching Assistants to support the musical education; as many may not have the current musical knowledge to support effectively
4. Increased co-curricular events

- Theatre and music performance trips, using SEND inclusive performances.
- PLC based performance evening
- Drama and musical theatre workshops

Further Information

- <https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2022/specification-and-sample-assessments/btec-tech-award-music-practice-2022-spec.pdf>
- <https://www.haveringmusicschool.org.uk>
- <https://soundsofintent.org/en/home/index>