

Music Development Plan Summary





Academic year that this summary covers	2024-25
Date this summary was published	
Review Date	
School Music Lead	Mr. Peter Bridgwood
School Leadership with responsibility for Music	Mr. Nathan Ellis
Local Music Hub	Warwickshire Music

Department: Performing Arts - Music

Part A: Curriculum



Our intent is to provide a rigorous, engaging, and inclusive Music curriculum that fosters a deep love and understanding of music, promotes personal development, and encourages pupils to aspire to excellence. Through a carefully implemented curriculum and enriched opportunities, our provision has a significant positive impact on pupil achievement, engagement, personal development, and cultural understanding.

Intent

The intent of the Music curriculum Houlton School is to provide a well-rounded and inclusive education that enables all pupils to develop a lifelong passion for music. Our aim is to foster creativity, build musical skills, promote cultural understanding, and nurture critical thinking and emotional intelligence. We want to equip our pupils with a deep appreciation and understanding of various genres and styles of music, the skills to further understand music, and to create it through Music technology, as well as provide opportunities for them to express themselves through Musical performance.

Implementation

Breadth and Balance

Our Music curriculum offers a broad and balanced range of musical experiences that reflect the diversity and richness of the musical landscape. We provide opportunities for pupils to explore a variety of genres, including classical, popular, world, and contemporary music. This is achieved through a combination of classroom activities, practical workshops, ensemble performances, and listening and appraising tasks. Pupils also have the opportunity to take part in co-curricular music to expand their enjoyment, learn to sing as a choir or play together as a band, and prepare for school performances.

Sequential Learning

Our Music curriculum is designed to offer a clear progression of skills and knowledge. We ensure that pupils are exposed to a wide range of musical concepts and techniques, building upon prior learning as they move through each key stage. The curriculum is structured to enable pupils to develop both practical and theoretical musical skills, such as reading notation, composing, improvising, and performing.

Inclusive Provision

We are committed to providing an inclusive music provision that caters to the diverse needs and interests of all pupils. We offer extra support for pupils with additional learning needs and ensure that everyone has equal access to musical opportunities. Collaboration and cooperation are fostered to create a safe and inclusive environment where all pupils feel confident to participate in musical activities. Additionally, pupils in receipt of Pupil Premium have access to instrumental tuition free of charge.

Cultural Understanding

Our Music curriculum promotes cultural understanding and celebrates diversity. We expose pupils to the music of different cultures, including indigenous and contemporary music from across the globe. By exploring music from a range of traditions, we aim to foster a deeper understanding and respect for cultural diversity, enhancing pupils' sense of belonging and broadening their cultural horizons.



Enrichment Opportunities

We provide a wealth of enrichment opportunities beyond the classroom to further enrich our pupils' musical experiences. This includes regular performances, participation in musical competitions, workshops with professional musicians, visits to concerts, and engagement with local community music organizations. These activities aim to inspire, challenge, and motivate pupils, allowing them to develop their musical abilities and aspirations.

Impact

Achievement and Progress

Through our outstanding Music curriculum, pupils make excellent progress in their musical knowledge, understanding, and skills. They demonstrate high levels of musical accomplishment, both in practical performance and theoretical application.

Engagement and Enjoyment

Our Music curriculum promotes a deep love and enjoyment of music. Pupils actively participate in a wide range of musical activities, both within and outside of the classroom. They express themselves through musical performance, compose original pieces, and critically appraise music with confidence and sensitivity. Their enthusiasm for music is evident in their active involvement and delight in making music together.

Personal Development

Music plays a vital role in the personal development of our pupils. Through engaging with music, they develop a range of transferable skills, such as teamwork, problem-solving, resilience, creativity, and self-discipline. The collaborative nature of music-making fosters positive relationships, builds confidence, and nurtures emotional intelligence, contributing to their overall well-being and self-esteem.

Cultural and Community Engagement

Our Music curriculum facilitates the development of cultural understanding and seeks to actively engage with the broader community. Pupils are given opportunities to perform music publicly, both within the school and in the wider community, fostering a sense of pride and accomplishment. This encourages pupils to contribute positively to the cultural life of the school and wider society, promoting a spirit of inclusivity and community cohesion.

Aspiration and Career Pathways

Our outstanding Music curriculum inspires pupils to aspire to excellence in music and pursue career pathways in the field. Through exposure to a variety of musical genres, performances, and interactions with professional musicians, pupils develop a deeper understanding of the opportunities available within the music industry. They leave our school equipped with the skills, knowledge, and passion to pursue further study or careers in music, if they so choose.

Music Learning Journey

- Submission of **Performance** recordings
- Submission of **Composition** work
- Practice exam papers ready for listening exam



- Pupils Record their AOS1 **performances**
- Pupils examine the **composition** briefs, and develop some initial ideas
- **Rhythms of the World** (& Revision of Concerto Through Time)

Post-16
Options;
A-Level
BTEC

OCR GCSE in Music

Year 11

- Listening Exam
- Pupils prepare and Record their **ensemble performances**
- Pupils choose the **composition** brief that they want to use and being completing the assessment
- **Revision of World and Film Musics**

- OCR GCSE Music;
- Integrated Portfolio (Performance and Composition)
 - Practical Component (Performance and Composition)
 - Listening and Appraising

OCR GCSE in Music

Year 10

- Pupils begin to **Develop** their **performance** skills on their chosen instrument
- Pupils complete composition workshops
- **Concerto Through Time**
- Pupils begin to **Master** their **performance** skills on their instrument
- Pupils develop their initial composition ideas
- **Conventions of Pop**
- Pupils choose their pieces and begin to prepare for **Performance**
- Pupils write their composition briefs and complete their first **composition**
- **Film Music**

9.2 Music Technology

9.3 Music Project

9.1 Film and Pop Music

Year 9

Pupils **develop** their skills in an area of their choice:

- **Solo Performance**
- **Ensemble Performance**
- **Composition**

Pupils present their work in a final class **performance**, along with a log of their work

Pupils develop their skills on **Music Technology**, **sequencing** a pop song, and then **composing** their own 4 chord song using the resources available.

Pupils work on understanding the conventions of Film Music composition and Popular Music, learning about the history, and applying core composition and performance principles

8.1 Appraising Skills

8.2 The Blues

8.3 Programme Music

Year 8

Pupils develop their **Music appraising** skills, listening to and analysing music, developing their music elements knowledge. Pupils also work more on their solo performance skills

Pupils learn how to create Mood in Music. They will listen to a wide range of Music, and begin to explore DAWs

Pupils learn to play 12 Bar Blues in different keys and improvise a simple melody on the keyboard. They will work collaboratively and develop ensemble skills to perform a Blues piece.

7.2 The Orchestra

7.3 Reggae

7.1 - Collaborative Music

Year 7

Pupils learn about Reggae Music, it's history and cultural significance, and through it about chords and chord progressions, the Bass clef and Riffs and Ostinatos

Pupils learn about the different **instruments of the orchestra** and their **instrumental families**. Pupils develop their **Music theory** knowledge, and learn how to apply this when **listening** to classical music

Pupils develop instrumental skills and learn **elements of music theory**, including standard notation for playing rhythms and melodies. Pupils explore this by playing the **Djembe, Keyboard, and Ukulele**.

Department: Performing Arts - Music

Curriculum Sequencing



Our intent is to provide a rigorous, engaging, and inclusive Music curriculum that fosters a deep love and understanding of music, promotes personal development, and encourages pupils to aspire to excellence. Through a carefully implemented curriculum and enriched opportunities, our provision has a significant positive impact on pupil achievement, engagement, personal development, and cultural understanding.

Through the careful sequencing of the Music curriculum, we ensure that we explore and return to several key aspects of Music education; Performance, Composition, Appraising, SMSC (Spiritual, Moral, Social, and Cultural development), and Music Technology. See below for how we have included these different strands throughout the Music curriculum.

Music Strands

Performance

Composition

Appraising

SMSC

Music Technology

KS4 - OCR GCSE Music

9.2 - Music Technology

Pupils develop their skills on Music Technology, sequencing a pop song, and then composing their own 4 chord song using the resources available. Pupils will learn about the history of Popular Music, and the different styles that led to the modern style of Pop Music. Pupils will listen to a wide variety of music, understanding their different stylistic elements, and use this to inform their own composition. Pupils will also have the opportunity to play examples of popular songs.

8.3 - Programme Music

Pupils learn the importance of Music in creating mood. Pupils learn to play famous Film Music themes, and understand their use as Leitmotifs. Pupils learn the techniques used by composers to affect the scene, and replicate this through their own compositions to a film scene.

8.1 - Appraising Skills

Pupils develop their Music appraising skills, listening to and analysing music from a range of time periods and styles, developing their music elements knowledge. Pupils also work more on their solo performance skills, developing their knowledge of the keyboard and of staff notation.

7.3 - The Orchestra

Pupils learn about the different instruments of the orchestra and their instrumental families. Pupils develop their Music theory knowledge, understanding the key elements such as Tempo and Dynamics, and their correct musical vocabulary. Pupils learn how to apply this knowledge when listening to Western Classical Music. Pupils will also develop their instrumental skills on the Keyboard, and begin to compose a simple ternary form composition using Music technology.

9.3 - Music Project

Pupils develop their skills in an area of their choice:

- Solo Performance
- Ensemble Performance
- Composition

Pupils present their work in a final class performances or presentations, along with a log of their work

9.1 - Film Music and Pop Music

Pupils learn about the history of Film and Popular Music, and the styles that developed to create it. Pupils learn what goes in to creating a Film Music score and a hit pop song. Pupils develop their instrumental skills, learning to play a variety of film music themes, the 4 chord song, and working in an ensemble to perform in front of the class

8.2 - Jazz and Blues

Pupils learn to play 12 Bar Blues on the Keyboard and the Ukulele. Pupils learn the history of Jazz and Blues Music, and it's links to the History of Slavery in North America. Pupils learn to improvise using the Blues Scale, and integrate this into a Blues performance. Pupils listen to a wide variety of Jazz and Blues pieces, identifying key elements such as instrumentation, and learn to place different styles in a time period.

7.3 - World Music

Pupils learn the origin and influences of a range of 'World Music' styles, including their cultural importance within their countries of origin. Pupils will learn about the instruments used, the different playing techniques associated with these styles, and the different musical element foundations that these styles are built on. Pupils will compose using these styles (Pentatonic scale), and work collaboratively to produce exemplar performances.

7.1 - Collaborative Music

Pupils develop their instrumental skills on the Djembe and the Keyboard. Pupils learn basic Drum rhythms on the Djembe, and create simple drum fills. Pupils learn how to read staff notation (Treble and Bass clef), and link this with the notes of the keyboard. Pupils understand the cultural importance of Music and the Djembe in West Africa.

Department: Performing Arts - Music

Meeting the National Curriculum



As a part of our quality assurance, the music department has mapped the curriculum being delivered to KS3 pupils against the national curriculum. See below for how each of our KS3 units covers the National Curriculum.

7.1 - Collaborative Music

Pupils develop instrumental skills and learn elements of music theory, including standard notation for playing rhythms and melodies. Pupils explore this by playing the Djembe, Keyboard, and Ukulele.

Links to NC:

Singing	Staff Notation
Musical Traditions	Solo Performance
Western Classical	Ensemble Performance
Rhythmic Composition	Accuracy in performance
History of Music	Listening and Appraising Music

7.2 – The Orchestra

Pupils learn about the different instruments of the orchestra and their instrumental families. Pupils develop their Music theory knowledge, and learn how to apply this when listening to classical music

Links to NC:

Composition	Ensemble Performance
Listening Skills	Different notation styles
Elements of Music	Understanding inter-related dimensions including;
Western Classical Music	Pitch, Duration, dynamics, tempo, timbre, texture
Solo Performance	and structure.

7.3 – World Music

Pupils learn the origin and influences of a range of ‘World Music’ styles, and their influence on wider society and other Music.

Links to NC:

Listening and Appraising Music	History of Music, and its cultural impact and
Solo Performance	reflections
Ensemble Performance	Elements of Music
Improvisation	Tonality and Scales
Composition	Listening to different Styles and Genres
Rhythmic and Staff Notation	



8.1 – Appraising Skills

Pupils develop their Music appraising skills, listening to and analysing music, developing their music elements knowledge. Pupils also work more on their solo performance skills.

Links to NC:

Different types of Notations/ Scores	Listening skills
Improvisation	Solo Performance
Composition	Ensemble Performance
Elements of Music	Critical Self Analysis and Progression Planning
	Singing

8.2 – Jazz and Blues

Pupils learn to play 12 Bar Blues in different keys and improvise a simple melody on the keyboard. They will work collaboratively and develop ensemble skills to perform a Blues piece.

Links to NC:

Singing	Composition
Popular Music	Tonality and Chords
Staff Notation/ TAB/ Chord Diagrams	Structure
Ensemble Performance	Elements of Music
Solo Performance	Instrumental Performance
History of Music	Listening and Appraising Music
	Improvisation

8.3 – Rock School

Pupils further develop their instrumental skills, working collaboratively to rehearse songs of their choice.

Links to NC:

Music Technology	Ensemble Performance
Different notations and Scores	Musicality, Fluency and Accuracy
Improvisation	Popular Music
Listening and Appraising Music	Structure
Solo Performance	Elements of Music

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Meeting the National Curriculum



9.1 – Film Music and Pop Music

Pupils learn the importance of Music in Film, and how it is used to inform the action on screen. Pupils compose their own music to a film scene.

Links to NC:

Staff notation	Western Classical Tradition
Musical devices	Listening to different composers
Tonality and Scales	History of Music
	Elements of Music

9.2 – Music Technology

Pupils develop their skills on Music Technology, sequencing a pop song, and then composing their own 4 chord song using the resources available.

Links to NC:

Music Technology	Alternative Notation
Solo Performance	Musical Devices
Composition	Elements of Music
Styles and Genres of Music	History of Music
Staff Notation	Structure
	Tonality and Scales

9.3 – Music Project

Pupils develop their skills in an area of their choice:

- Solo Performance
- Ensemble Performance
- Composition

Pupils present their work in a final class performance, along with a log of their work

Links to NC:

Music Technology	Ensemble Performance
Different notations and Scores	Musicality, Fluency and Accuracy
Improvisation	Popular Music
Listening and Appraising Music	Structure
Solo Performance	Elements of Music



OCR GCSE Music (J536)

Pupils in KS4 will have the option to study Music at GCSE. The Music department will be offering the OCR GCSE in Music as it allows pupils to study a wide range of musical styles and histories, and to develop their Composition and Performance abilities.



Content Overview

OCR GCSE Music is broken down into five areas of study;

- Area of study 1: My Music
- Area of study 2: The concerto through time
- Area of study 3: Rhythms of the world
- Area of study 4: Film Music
- Area of study 5: Conventions of pop

Component 01/02: Integrated portfolio:

Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.

They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

Component 03/04: Practical component:

Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.

Component 05: Listening and appraising:

This component focuses on areas of study 2, 3, 4, and 5. Students demonstrate their knowledge and understanding of musical elements, contexts and language.

Assessment details:

Integrated Portfolio (Performance and Composition) – 30%

Practical Component (Performance and Composition) – 30%

Listening and Appraising (80 Marks – 90mins written exam) – 40%

Five reasons to study Music at GCSE:

1. Makes self starters and develops emotional intelligence
2. Music is stretching
3. Music students are highly sought-after by employers
4. Arts 'reach the parts other subjects can't reach'
5. Arts 'reach the students other subjects can't reach'

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Learning & Teaching - Presentation

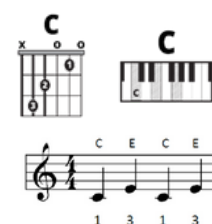
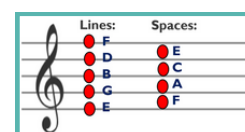


Our teaching is driven by our values of innovation, aspiration and excellence. The protocols, routines and development of good learning habits are embedded and we assume that all teachers will remain consistent in the way they are applied in the classroom.

Presentation Guidelines

- All slides will use an 'off white' backing, making it easier for pupils to read
- The bell task will be clearly signposted
- Use of Audio and Visual resources to support Musical learning
- Help boxes used to support pupils will use a teal border to highlight them
- Music vocabulary is clear on the walls & colour coded based on the Musical elements
- Help sheets available to pupils in class. These will have; note names, finger numbers and chord diagrams to support
- Key words are **bold**, underlined and in an alternate colour
- Use of Figurenotes on slides and keyboards to support pupils with difficulty accessing standard notation

#FBF5D9



Key Words





Our teaching is driven by our values of innovation, aspiration and excellence. The protocols, routines and development of good learning habits are embedded and we assume that all teachers will remain consistent in the way they are applied in the classroom.

FIGURENOTES

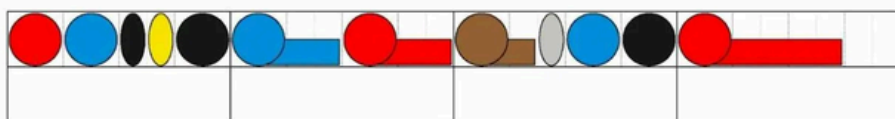


Figurenotes is an exciting new way for pupils to begin to access music.

Figurenotes is an alternative notation style that uses colours and shapes to represent different notes on the musical staff. Combined with a prepared keyboard, pupils can quickly learn to play and create music. We are excited to be implementing this support at Houlton, and aim to have this fully integrated into music teaching by the end of the academic year.

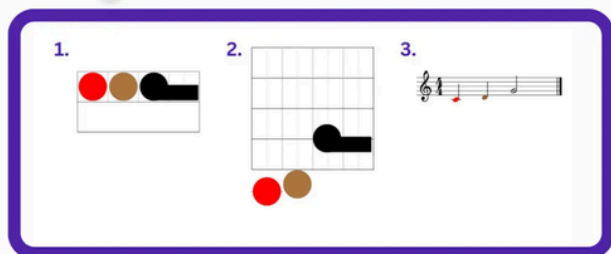
The Accessible Way to Learn Music

- Figurenotes uses colour and shape to show pitch and rhythm intuitively
- Progress through 3 simple stages to read standard notation
- ▲ Ideal for beginners, early years, and people with additional support needs

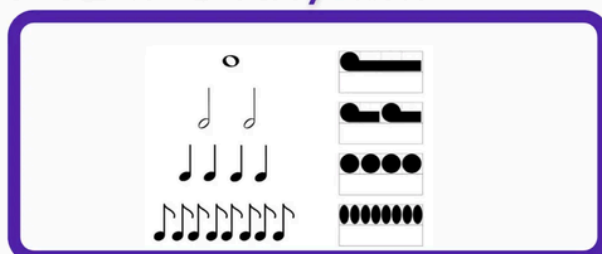


Progress

to standard notation in 3 simple stages



Intuitive Rhythm



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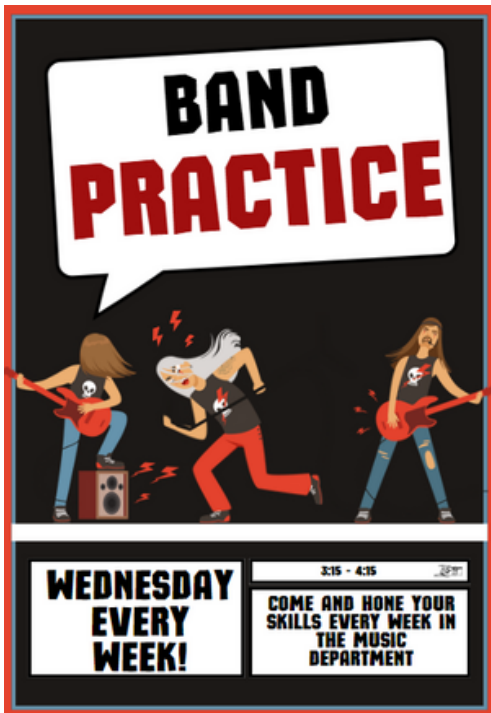
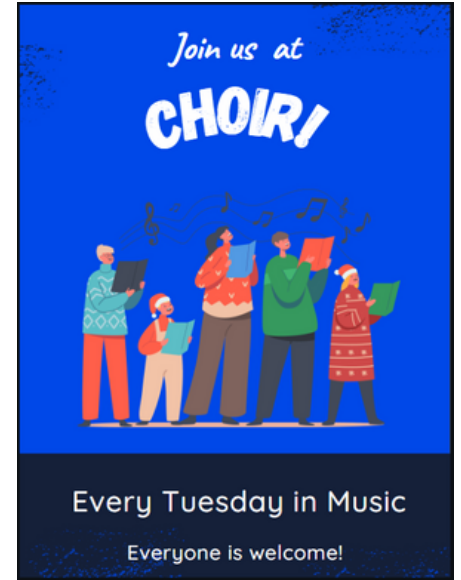
Part B: Co-Curricular



Our co-curricular offer is an integral part of our personal development and LORIC programmes and will support our development of each and every individual. As part of tending our Houlton family, we believe it is important that all pupils' skills and interests are nurtured and developed.

Choir

Houlton school choir is an inclusive group that invites as many as would like to turn up and sing. Pupils sing a range of repertoire, and are taught to get the best out of their voices. This year the choir will be performing Christmas Carols, and taking part in the school show, as well as end of year performances.



Band Practice

There are many talented instrumentalists at Houlton School, and lots of them want to work together creating performances of their own. Band practice is an opportunity for pupils to work very independently to put together pop and rock performances, using the department's space and resources to the fullest! Pupils will take part in the end of year Extravaganzas, and will be invited to take part in the school show in some capacity.

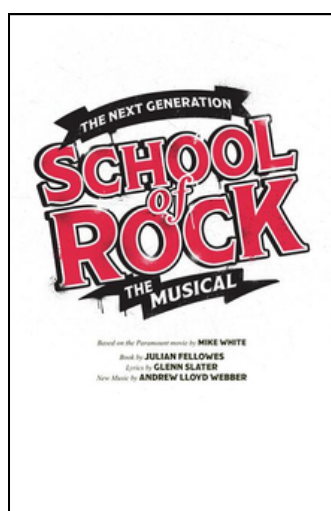
As the Music department grows over the coming years, we aim to increase the number of co-curriculars offered by the department, including an orchestra or other similar ensemble, and a Music Theory club for pupils wishing to take their Grade 5 Theory in preparation to progress through their Instrumental Music grades.



Our co-curricular offer is an integral part of our personal development and LORIC programmes and will support our development of each and every individual. As part of tending our Houlton family, we believe it is important that all pupils' skills and interests are nurtured and developed.

School Musical

Each year the Performing Arts Faculty puts on a Musical. Pupils are invited to audition to take part in a performance role, or join the Theatre Tech club to contribute to the behind the scenes running of the show. Pupils rehearse throughout the Autumn and Spring terms to put on a fantastic run of performances for pupils and parents alike.



Other Opportunities

Outside of school there are a wide range of experiences that pupils can take part in. Please see below for a list, and links to relevant websites.

- Stagecoach Rugby
- PQA Academy Rugby
- Theatretrain Rugby
- Italia Conte Rugby
- Ash Stage Productions
- 5 Star Theatre Rugby
- Rugby Theatre

You can also check Warwickshire Music for a list of their ensembles;

<https://www.warwickshiremusic.org/join-a-group>

Department: Performing Arts - Music

Part B: Co-Curricular



Our co-curricular offer is an integral part of our personal development and LORIC programmes and will support our development of each and every individual. As part of tending our Houlton family, we believe it is important that all pupils' skills and interests are nurtured and developed.

Instrumental Music

Pupils at Houlton School have the opportunity to learn an instrument outside of their curricular music lessons, with pupils in receipt of Pupil Premium being entitled to a free 20 minute instrumental lesson each week. Through our partnership with Warwickshire Music, and our own internal instrumental teachers, pupils have the opportunity to learn;

Piano, Guitar, Bass Guitar, Drums, Singing, Brass, Orchestral Strings and Woodwind.

We use Involve education to manage our instrumental lessons in school. Pupils and parents are able to interact directly with their teachers, get updates on their lesson attendance, and their lesson progress.

If you are interested in learning an instrument at Houlton School please contact Mr. Bridgwood directly via email.

Rehearsal Spaces

The Music department at Houlton is equipped with a number of rehearsal spaces. Pupils can seek permission to use these spaces to rehearse on their own, or with friends. In time, a booking system will be implemented for pupils (using Involve) to ensure that all pupils are able to book rehearsal space at break, lunch and afterschool.



Musical Experiences

Pupils at Houlton School are able to take advantage of a range of musical experiences during their time here. We have regular ‘Extravaganzas’ where pupils can showcase their performance abilities, A Winter Panto and a Summer Showcase for pupils to perform in front of an audience, in a formal setting, alongside our School Show at the end of the Easter Term. Pupils also take part in performances to Primary Schools for World Music Day towards the end of the Summer Term.

Throughout the year we have opportunities for pupils to see live performances. This year pupils have had the opportunity to see Chicago, 9 to 5 and a schools performance by the LSO at the Barbican Centre in London.

In The Future

The Music department has many areas that we are looking at expanding in the coming years. Please see below for a selection of things to expect in the coming months and years.

- Graded Music Exams for pupils taking instrumental music lessons in school
- Practice room booking via Involve for pupils
- Expanded instrumental teaching provision reflecting pupil interests
- Instrument hire scheme, in collaboration with Warwickshire Music
- Expanded provision of Co-Curricular clubs within the Music department
- Increased offering of trips and visits for pupils in all year groups
- PASS programme (Performing Arts Scholars Society)