

# Redmoor Academy Music Development Plan 2024–25

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## **Links:**

[The Power of Music to Change Lives – the National Plan for Music Education in England 2022–2030](#)

[Music Mark's resource page for the English National Plan for Music Education](#)

[Leicestershire Music website](#)

[Music Raising Achievement Plan 2024–25](#)

[Development plan – planning time 2024](#)

## Curriculum Music

### What is happening now?

#### [Music Curriculum Overview](#)

In our school, music is taught for one hour per week in Key Stage 3 (KS3) and five hours every two weeks in Key Stage 4 (KS4). The music department has four teachers, one of whom is full-time and the remaining three are part-time. We also have visiting instrumental staff who offer lessons to students. Parents pay for these lessons, or in the case of disadvantaged students, the school covers the cost. We have a variety of resources to support the music curriculum, and in cases where there are resource gaps, we hire additional support from the music service.

## Singing

### What is happening now?

In every music lesson, it's important to incorporate vocal exercises to help students explore the musical aspects effectively. Additionally, each term there is a feature of carefully selected repertoire pitched at the right level to adequately challenge the students and help them grow as musicians. This approach ensures that the students are continuously motivated and engaged in their learning journey.

The repertoire is sourced and discussed with support from the music service to ensure that the challenge and enjoyment are balanced appropriately to meet the standards suitable for the year group.

[singing-strategy-advice.pdf](#)

## Instruments in curriculum time (including Music Tech)

### What is happening now?

In year 7 students use keyboards and Glockenspiels to understand how to read and write music, this is to ensure that the technical ability to explore different instruments does not hinder music learning. Each lesson in Y8-Y9 includes contextual instrumentation for the topic and is differentiated for different instruments, ensuring inclusivity. All year groups use singing throughout the curriculum.

There are a variety of string, keyboard, and percussion instruments used primarily due to the specialism of the teachers, however, the department is open to other instruments. There is the developing possibility of including brass and woodwind.

Standards are measured to adequately prepare students for GCSE study without having to have extensive private instrumental lessons. Some students take exams, competitions are entered where appropriate. Joint projects with other schools are worked on to ensure a standardised approach to instrumentals.

Music tech as a learning resource in class is used with Turntablism and looping. Sibelius is used at KS4. Resources are hired in. Skills on these instruments are assessed by looking at the technical ability with feedback for continual improvement.

## Extracurricular

### What is happening now?

There is a wide range of extracurricular activities available for students. Some activities occur regularly, while others, due to their specialised nature, may only happen once. For example, the premiere of the Scratch Space Symphony. The regular opportunities include musical theatre, steel pan groups, and pop and rock bands. These activities involve a mix of internal and external staff. Please note that there some of these are charged, but funded for disadvantaged students. Currently, some of these activities are associated with the drama and art departments, where natural connections are established.

Singing takes place during lessons as well as in the musical theatre extracurricular group. All year 7 students learn a set of songs for the school Christmas production and are encouraged to perform them live. Music teachers lead these sessions with the help of backing tracks. In addition, students from other year groups are taught a variety of songs related to the curriculum on the piano.

Students have multiple opportunities to showcase their singing abilities, including participating in a whole school production, performing at primary schools in the spring, and participating in an end-of-term concert in the summer.

Furthermore, there is a staff choir that is led by the deputy headteacher.

### **Ensembles**

The school offers a variety of ensembles to cater to the student's interests. These include a senior steel band, two intermediate bands, and a training band. There is a pop-rock group. Students who are Grade 4 or above are encouraged to join the Hinckley Schools Orchestra. These ensembles are led by school staff as well as external conductors.

[LM ensembles / Performance groups](#)

## **Individual and small group lessons**

### **What is happening now?**

There is a range of instruments on offer at the school with a range of visiting teachers -

<https://cdn.realsmart.co.uk/c5f22c7112225911383ee95c107f8710/uploads/2024/07/10191328/Peripatetic-Music-2024-25.docx.pdf>

The school works closely with the cultural music trust to build endangered instrument provision on the double bass with support from **Leicester**shire Music. All Free School Meal students who want lessons are funded through the school.

## **Partnerships**

### **What is happening now?**

The department plays an active role in various networks and groups to contribute to the music department. This includes the TELA network, the Hinckley schools orchestra, the Hinckley schools music department, and Edexcel moderation with Gartree and Market Bosworth. The school also supports local groups, such as feeder primary schools, through concerts, fundraising at

Morrison's, and community performances at Dorothy Goodman Special School. Furthermore, there are frequent requests from schools to perform outside of the local area.

Additionally, the department has supported other departments through the free loan of resources.

Other partnerships include **Leicestershire** Music and Birmingham University in the reviewing of chapters in academic books for PGCE teaching and discussions with Singapore teachers on approaches to music education culturally and geographically.

### **Leicestershire Music (LM)**

Partnerships with LM have been reciprocal, involving their participation in TELA networks and receiving CPD on technology and singing. LM also provides support for the double bass project.

### **Cultural Partners for Music**

Our cultural partnerships are a development target. This is to be outward-facing as an arts organisation and to build further links within the community.

[LM Hub Partners](#)

## **Live Music**

### **What is happening now?**

Children have the opportunity to hear live music performed by other children, teachers, amateur adults, and professionals through both internal and external concerts. These include student performances for younger year groups, classical concert visits, conservatoire visits, and Leicestershire Music concerts with the Birmingham Conservatoire LEAP orchestra.

## **Budget**

### **What is happening now?**

The budget for Music is:

£9,000 PP lessons funded internally

£3,000 DB lessons funded externally

£600 – technology hire

£400 – department budget

£2,000 – raised through concerts and used for infrastructure and investment back into the department.

As and when computer software upgrades, personal support at concerts, staffing, transport, etc – are fully funded through the school.

### **Financial hardship**

Governors and senior leadership teams (SLT) recognize the importance of removing barriers for students; therefore, lessons are fully funded for students eligible for free school meals (FSM), which amounts to approximately £9,000–£12,000 annually. Concert tickets for internal concerts are provided free of charge for hardship parents.

## **Accommodation and resources**

### **What is happening now?**

Music is taught in a dedicated classroom and computer room when necessary. Other facilities include a steel pan/percussion room, two practice rooms, a drama studio, and a school hall.

All equipment is owned by the school except hired Djembes, technology, and double basses.

Resources that the school borrows at no cost from the music service are the DJEMBES

All costs for additional resources are funded by the music consumables budget, students, performance fund, or FSM budget.

## **Inclusion, Diversity, Equity and Access (IDEA)**

### **What is happening now?**

The music curriculum focuses on creating an inclusive environment by removing barriers and celebrating cultural diversity. It values and respects differences in people and groups. The curriculum is designed to represent a range of cultures and include students with special educational needs. The curriculum audit indicates that in Year 7, students learn about musical contexts and utilize world music for listening and appraising. In Year 8, they study music from Asia, the Caribbean, and West Africa. In Year 9, the focus is on spirituals.

Additional SEND provision comes in the form of TA support. Some students also receive instrumental lessons alongside quality first teaching.

## **Progression**

### **What is happening now?**

Pupils are encouraged to learn music beyond the classroom by attending music performance groups, Saturday out-of-school performances, homework, regular practice, and instrumental lessons.

The school understands and responds to their musical interests through an audit at the start of the year, and student voice at various points.

Pupils and their families understand and learn about opportunities for musical progression through the end-of-year performances, reports from peris, and signposts to external groups/orchestras.

### **Progression opportunities**

The school provides musical learning opportunities both within the classroom and through extracurricular activities. Additionally, it directs students to local opportunities such as ensembles run by the music service or Hub, as well as other local music groups. These two aspects complement each other, as the school collaborates with local networks, participates in concerts, establishes partnerships, and works with Richmond and Battling Brook through joint performances.

**Pupil tracking**

The school monitors students' musical progress in and out of the classroom by recording performances, notating their work, and tracking demonstrated skills.

The school and department assessment and feedback policy is followed to provide timely feedback.

**Strategy development**

The strategy is monitored by SLT and Governor – Rich Moore/Suni Kang.



## Action Plan

Area for improvement	Actions and task list	KPI/outcomes
To improve the access to Further education colleges/careers/partnerships	<ul style="list-style-type: none"> <li>- Signpost local groups - LSMS, Hinckley schools orchestra, JAM.</li> <li>- FE visit - Hinckley College</li> <li>- Invite professional musicians to school</li> <li>- Careers focus in Y8</li> </ul>	<p>Five students to join local group.</p> <p>Y10 and Y11 group of 4 to go and record at Hinckley College</p> <p>Two professional visitors - Andy Maycock and a composer.</p> <p>Purpose of music in every lesson in Autumn term 2. Careers in the spring term.</p>
To provide a greater range of opportunities for young people - concerts, national	<ul style="list-style-type: none"> <li>- January concert visit aimed at Y9/Y10</li> <li>- Y7 concert visit opportunity</li> </ul>	All Y7 to watch a performance - string group, acapella group, woodwind group.
To improve the singing in the curriculum in each year group.	<ul style="list-style-type: none"> <li>- CPD through the music service</li> <li>- A thread through the curriculum</li> <li>- Embedded into the curriculum</li> </ul>	<p>3 songs per term.</p> <p>Y7 - ITW, beatbox, musical contexts</p> <p>Y8 - Pop, beatbox, reggae, Blues</p> <p>Y9 - Spiritual, Beatbox, pop part 2</p>
To increase the performance opportunities for all young people.	<ul style="list-style-type: none"> <li>- Assemblies - Every year group assembly</li> <li>- Open mic x 3 a year</li> <li>- Musician of the Year competition</li> </ul>	<p>10 performance weeks in the year, to include traditional instrumentation.</p> <p>Three sessions for students to sign up for.</p> <p>Spring term.</p>
To improve the Tracking and governance of the strategy.	<ul style="list-style-type: none"> <li>- Tracking using class charts register</li> <li>- Monitor progress - EBA - Pre G5 group.</li> </ul>	Baseline data on who is taking part. Groups of students. Removing barriers so all can attend.

	<ul style="list-style-type: none"> <li>- Other groups G5 plus by the end of the year.</li> </ul>	Ensure music is complex and challenging.
To improve the PD/Character Education of how music fits into the wider school curriculum developing a Redmoor Student.	<ul style="list-style-type: none"> <li>- To research, implement, and train music staff in understanding how music develops the Redmoor student.</li> <li>- To link to the department IQ project.</li> </ul>	<p>Researching and implementing social and emotional strategies into teaching to improve students' understanding of the importance of music.</p> <p>Year 7 - Why music?  Year 8 - What's the point of music? Where can music take you? What careers can you do with music?  Year 9 - The benefits of music.</p>
To further engage parents and carers	<ul style="list-style-type: none"> <li>- To recruit parents for concerts in participation and fundraising.</li> <li>- To support community events to raise the profile of the music department.</li> </ul>	<p>To support events through expertise from parents.</p> <p>To lead career talks to others in the school where expertise exists..</p>