

Music development plan summary: Murray Park Community School

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	29/6/24
Date this summary will be reviewed	N/A
Name of the school music lead	Mr. G Elliott
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

At Murray Park School, we believe that music plays a vital role in the overall development of our students. Our music program is designed to offer diverse musical opportunities, catering to various interests and skill levels. This includes a broad and balanced music curriculum which is both supported by the DfE guidelines and focuses on practical skills as well as theory. This development plan aims to inform parents about the musical opportunities available within our school and how these opportunities will enrich their children's educational experience.

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.

At Murray Park School, we believe that music is an essential part of a well-rounded education. Our music curriculum is in line with the current DfE Music guidelines, and is thoughtfully designed to nurture students' musical abilities, enhance their appreciation for various genres, and foster a lifelong love of music. Music and Drama are rotation subjects at Murray Park school, meaning students will spend half the year in Music, then half the year in Drama.

Curriculum Structure

Our music curriculum is structured to provide a comprehensive and progressive learning experience through all years of our students' secondary education. Each stage

of the curriculum builds on the previous one, ensuring a coherent and continuous musical education. Each KS3 year group undertakes three topics per year.

SEND Guidance for Music

The music curriculum is thoughtfully designed to ensure inclusivity and accessibility for students with Special Educational Needs and Disabilities (SEND). The curriculum incorporates several key strategies to cater to the diverse needs of all learners:

Adapted Instruction: Lessons are structured to accommodate various learning styles and abilities, such as multisensory approaches to engage students with different learning preferences.

Adaptive Resources and Instruments: The music department provides adaptive musical instruments and resources tailored to the needs of students with physical disabilities or sensory impairments. This ensures that all students can actively participate in music-making activities. Students may have time-outs and protective ear defenders depending on specific needs.

Specialist Support Staff: The school employs specialist staff, trained in inclusive education, who work alongside music teachers to provide additional support and guidance to students with SEND.

Accessible Learning Spaces: The school's music facilities are designed to be accessible to students with physical disabilities, ensuring that everyone can participate in practical music activities comfortably and safely.

Year 7:

- Term 1: Rhythm, Pulse, and Elements.

This topic is aimed at both musically experienced and non-experienced learners. The overall aim of this topic is to make students aware of what music is, what are the key components, how to listen to music, and how to perform with other students both in time and confidently. They will learn about key musical components such as musical elements including tempo, pitch, and texture, what a 'musical pulse' is, and how to engage with the rhythmic aspects of a piece. This is a very practical unit which aims to get students involved in practical group work to showcase musical ability.

- Term 2: Musical Eras

The Musical Eras topic is designed to introduce students to the rich and diverse history of Western music, spanning from the Renaissance (1400s) to the present day. This subject helps students understand how music has evolved over centuries and how historical, cultural, and technological changes have influenced its development. This unit will allow the Y7 students to understand practical keyboard skills as they attempt

keyboard renditions of period and contemporary music, and allows for students to showcase their talents and practice live playing by voluntarily playing them to the class.

- **Term 3: Ukulele**

Ukulele playing is an engaging and enjoyable musical topic introduced to students as part of our school's music curriculum. This program is designed to teach children the basics of playing the ukulele, a small, four-stringed instrument that originates from Hawaii. The ukulele is known for its cheerful sound and ease of play, making it an ideal instrument for young learners. Over the course of the topic, they will learn four chords (Am, F, C, and G) which will allow them to play most current pop songs. They will learn about the anatomy of the ukulele, playing techniques, and have many opportunities to play both alone and as a class along to ukulele play-along tracks to develop their practical skill set.

Year 8:

- **Term 1: Reggae and Offbeat**

In our music program, we are excited to introduce students to the vibrant world of "Reggae and Offbeat." This topic is designed to explore the unique rhythms and cultural significance of reggae music, a genre that originated in Jamaica in the late 1960s and has since influenced countless artists and music styles around the world. Students will have more musical opportunities this year and will begin exploring newer instruments, including the electric guitar, the bass guitar, the drum kit, and vocals. Studying reggae and offbeat rhythms helps students develop a deeper understanding of musical diversity and the ways in which music can express cultural identity and social messages. It also enhances their rhythmic skills and exposes them to a genre that is both historically significant and enjoyable to play and listen to.

- **Term 2: Notation**

Music Notation is an essential aspect of musical education that allows students to read, write, and understand musical compositions. This topic will introduce students to the symbols and systems used to represent music, enabling them to interpret and create music accurately. This includes reading staves, understanding note values, and allows students to progress from the Y7 Term 1 unit. Students will have opportunities to fill in blank notes on a staff, then have their hand at playing the written music on keyboards. By engaging in this comprehensive study of Music Notation, students at Murray Park School will gain a foundational understanding of how music is written and interpreted, fostering their overall musical literacy and creativity.

- **Term 3: The Rock Genre**

The Rock Genre module introduces students to one of the most influential and diverse genres in modern music. Spanning from the early 1950s to the present day, rock music

has shaped cultural landscapes, inspired countless subgenres, and influenced generations of musicians and fans. Students will explore the traditional rock band set-up and learn about rock rhythms and sounds both practically and visually. This module aims to explore the origins, evolution, and key characteristics of a variety of rock sub-genres, providing students with a comprehensive understanding of its impact on music and society.

Year 9:

- Term 1: Performance

In this unit, students will use everything they have learned so far, and explore the multifaceted process of creating and delivering a musical performance. This hands-on, collaborative project will guide students through selecting appropriate repertoire, developing performance skills, understanding stage presence, and experiencing the logistical and technical aspects of organizing a musical event. The goal is to culminate in a live performance, allowing students to showcase their talents and hard work to an audience. Students form their own groups, or work solo, to produce (over 7 weeks) a performance of either an original song or a cover.

- Term 2: Soundtracks

The Soundtracks module within the music curriculum aims to explore the art and significance of music composed for film, television, video games, and other media. This topic delves into how music enhances visual storytelling, shapes emotions, and creates memorable moments within cinematic and multimedia contexts. Students will engage in both theoretical studies and practical exercises to deepen their understanding and appreciation of this specialized genre of music composition. This includes understanding Foley techniques and what a Foley studio is, creating horror music, and collaborating in groups to organise different parts.

- Term 3: Blues and Jazz

The Blues and Jazz unit in our music curriculum introduces students to two vibrant and influential genres of music that have shaped the cultural landscape of America and the world. Through engaging activities and musical exploration, students will delve into the rich history, unique characteristics, and expressive elements of Blues and Jazz – including the origins of Blues music and links to slavery, and how Blues evolved into Jazz over a period of time. Students will have access to all musical instruments and will work on playing a full 12-bar blues piece over 6 weeks – in the style of Elvis Presley’s ‘Blue Suede Shoes’.

Key Stage 4: GCSE

At Murray Park School, we are committed to nurturing every student's passion for music through a dynamic and enriching curriculum. Our GCSE Music program, accredited by EDUQAS, offers an exciting journey into the world of music, designed to inspire creativity, develop skills, and foster a deep appreciation for musical diversity.

The EDUQAS GCSE Music curriculum is structured to provide a comprehensive exploration of music through three interconnected components:

- 1. Understanding Music / Appraisal:** Students delve into the theoretical foundations of music, studying musical elements, structures, and contexts across a diverse range of genres and styles. Through listening, analysis, and critical evaluation, they develop a nuanced understanding of how music communicates ideas and emotions. They will look at two set pieces of music in depth as they will be on the music exam – these are Badinerie by Bach, and Africa by Toto. This is a huge part of the curriculum and will lead to a single exam at the end of Y11. This exam is 40% of their overall music grade.
- 2. Performing Music:** This component encourages students to showcase their musical talents through solo and ensemble performances. Students can refine their instrumental or vocal skills, building confidence and stage presence under the guidance of experienced teachers. Over the two years, students will be examined on two performance pieces – one of which is a solo to be done alone either unaccompanied or using a backing track, and the other is an ensemble in which the student plays a piece alongside at least one other person, playing the accompaniment part. Both of these performances are 30% of the students' final grade.
- 3. Composing Music:** In this creative aspect of the course, students unleash their imagination to compose original pieces. From initial concepts to final compositions, they explore various techniques, genres, and forms, honing their ability to express ideas through music. EDUQAS supports students in developing their composition skills with clear guidelines and constructive feedback. The students will create two compositions – one in Y10 and the other in Y11. The Y10 composition is a Free composition – meaning the students can create a piece of music of their choosing. They are assessed on how well their brief matches and complements the music. In Y11 they will create a Set composition. This is a brief set by EDUQAS and they can choose between 4 options. They are marked on how well they have musically responded to the brief.

Preparing for the Future:

Completing the EDUQAS GCSE Music course equips students with invaluable skills applicable across various disciplines, including creativity, critical thinking, collaboration, and perseverance. Whether students aspire to pursue further studies in music or pursue other career paths, the skills and experiences gained from this course will undoubtedly enrich their lives.

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.

We pride ourselves on offering a vibrant and enriching music extracurricular program designed to inspire and nurture our students' musical talents. Whether your child is a budding musician or simply curious about exploring the world of music, our activities cater to a wide range of interests and skill levels.

At present we also have a wide range of peripatetic teachers that come in to school on set days to deliver music lesson on specific instruments. So far, the instruments we teach are as follows:

Piano / Keyboard / Electric Guitar / Bass Guitar / Acoustic Guitar / Vocals / Violin / Viola / Brass (Coming in Sept 2024) / Drum Kit / Saxophone / Clarinet / Ukulele.

These lessons are to be paid by parents every month by invoice sent from the peripatetic teacher. Certain students with PP are able to have these lessons paid for by the school if certain requirements are met.

Practice spaces are available in the Murray Park music area. These practice rooms are kitted out with music equipment, instruments, and music stands to allow students to make music progress without having to find key equipment to do so. These teacher-monitored spaces are designed to accommodate solo musicians and bands depending on size with the intention of allowing students to grow as musicians and understand how to work in groups.

During lunch time, the main music room is open for students to explore and develop their skills on instruments of their choice – without the pressure of needing to be in a

band. Students can enter the music room over lunch with supervision from the music teacher and are free to explore instruments and try them out. This is great for students with an interest in music and may spark an interest in a certain instrument.

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.

During this academic year, we are running music showcases to support our students' interest in performing live music. This will be a Christmas showcase which gives students ample time to practice and learn a song, to then play it live in front of an audience. Our dedicated peripatetic teachers bring a wealth of experience and a passion for teaching, ensuring that each student receives personalized attention and guidance to be ready for their performances.

We also offer the opportunity of being part of the school musical once per year. Students will have the opportunity to be a part of the show – including playing leads, understudies, cast, and backstage management. This opportunity prepares students for careers in musical theatre and gives a first-hand look at how this industry works from a practical perspective.

In the future

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

Music is a fundamental part of a well-rounded education, offering students not only the opportunity to express themselves creatively but also to develop skills in teamwork, discipline, and cultural appreciation. At Murray Park School, we recognize the importance of nurturing these talents and providing a supportive environment where students can flourish.

To further enhance our music department, we are focusing on several key areas:

Expanded Instrumental Program: We are actively working to diversify and expand our range of musical instruments available to students. This includes introducing new instruments based on student interest and ensuring that all students have access to quality instruments and instruction.

Performance Opportunities: We believe that performance is a vital aspect of musical development. In addition to our annual concerts and recitals, we are exploring partnerships with local community organizations and venues to create more

opportunities for students to showcase their talents and gain valuable performance experience.

Trips and Real-World Experiences: For the future, the music department hopes to host more trips to theatres, universities, studios, and live venues to explore music in the real world, and to give students a much more in-depth view on how musicians operate in terms of the working world.

Further information (optional)

If your child is interested in music, there are many ways to prepare your child instrumentally or in terms of lessons:

Derbyshire Music Education Hub: <https://www.derbyshiremusic.org.uk/home.aspx>

The Derby music hub is a great way to understand instrumental playing and how to get started. It also gives information regarding inclusive choirs, ensembles, and concerts to attend for all ages.

Hot House Music: <https://hhmusic.co.uk/>

We are partnered with Hot House Music, of which provide excellent peripatetic music teachers to our provision. They also provide in-house teaching if that is preferable.

Emails:

Head of Music: gregory.elliott@murraypark.derby.sch.uk

Head of Arts: simon.moore@murraypark.derby.sch.uk

Please do not hesitate to get in contact with us about any queries you may have about the music provision here at Murray Park School.