



## Duke's Secondary School

### Music Development Plan Summary

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mr J Fender
Name of school leadership team member with responsibility for music	Mr S Thompson
Name of local music hub	Music Partnership North - Northumberland



# Music development plan summary: Duke's Secondary School

## Overview

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.

### Overview

Here at Duke's Secondary School, our Key Stage 3 (KS3) music curriculum is based around the Incorporated Society of Music (ISM)'s framework for curriculum, pedagogy and assessment. This means that music lessons are about learning *in* and *through* music, not solely *about* music. Music is both a practical and academic subject and we have taken great care to plan the content and teaching of our curriculum to take this into account. Many students join us from a primary school within our Trust where they have all had the opportunity to learn an instrument in a whole class setting. We strive to build on this foundation and continue engagement in music that builds on their prior knowledge and allows for further practical engagement in music.

Time allocated to music lessons per fortnight are shown in Table 1. It shows the number of 55 minute lessons students receive per cycle.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	1	1	6	5	9	9

Table 1

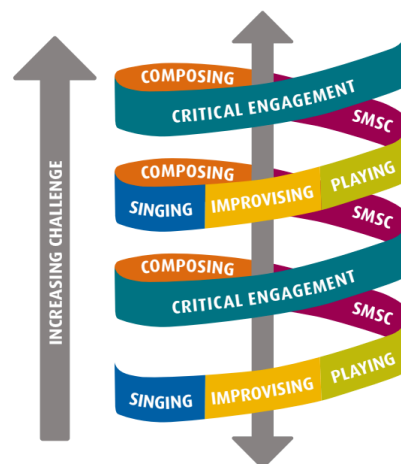
### What is taught?

When planning the current music curriculum we took guidance from ISM's framework, the National Plan for Music Education (NPME) and the Model Music Curriculum (MMC). This ensures what we teach has clear aims, sequential progression and is relevant for our students. The curriculum is based around six main strands taken from the ISM framework which are interrelated and overlapping. These are:

1. singing
2. composing
3. improvising
4. playing
5. critical engagement,
6. social, moral, spiritual, and cultural (SMSC)

All strands are included in the curriculum but we pay particular focus to strands 2, 4, 5 and 6.

The curriculum we teach has taken aspects from the [Model Music Curriculum](#) (MMC). We strongly encourage expressive quality and technical accuracy and ensure skills are developed incrementally. We achieve this by revisiting key skills in all year groups and challenging students to develop these skills every time.



## Listening

The MMC considers listening as both a technical exercise (e.g. knowing that there are three beats in a bar) and an opportunity to explore musical meaning and purpose. The MMC has published a list of suggested repertoire and approaches that build on the listening skills developed in Key Stages 1 and 2 and we have included listening tasks in the majority of our curriculum lessons. The music used in the listening tasks we set has been carefully selected from the suggested repertoire the MMC has published. Our listening tasks utilise our school's Chromebook EdTech provision and are set using Google software. This allows for easy monitoring and assessment and provides instant feedback to students. These listening tasks link to Strands 5 and 6 of ISM's framework by promoting and encouraging critical engagement and SMSC.

Students in KS4 are exposed to a wider variety of music. Students sit a written examination worth 40% of the qualification. This is a listening examination that requires students to identify a range of musical elements, compositional techniques and musical devices in the music they hear. There are two set works that are studied in greater detail:

- Africa by Toto
- Badinerie by J. S. Bach

## Composing

Students in KS3 complete a variety of composition tasks throughout the curriculum. In all three years, students use a Digital Audio Workstation (DAW) to compose their own music. Skills are developed incrementally starting with melody in Year 7 whereby students compose simple melodies using the 12 Bar Blues as an accompaniment. In Year 8, students compose their own chord sequences after increasing their knowledge and performance skills of chords through performance tasks. In Year 9, students develop their chord sequences and melodies to produce their final composition. They are also able to explore other textures by adding different layers to their music and include drum patterns, basslines and other sonorities.

As part of the Eduqas GCSE Music course studied in KS4, students are required to complete two compositions. Composition 1 requires students to compose a piece of music to a set brief. Students get to choose one brief out of a choice of four which are published by Eduqas at the start of Year 11. Composition 2 requires students to compose a piece of music that links to one of the Areas of Study. More information about the Areas of Study can be found below under Qualifications. Students start this composition in Year 10.

## Performing

Performance is an integral part of our curriculum and students are able to learn performance skills through the keyboard, Djembes and other instruments if they wish. Performance skills are developed in the following way throughout KS3 using the MMC as a guide for progression:

### Year 7

Building Blocks of Music - rhythm and the elements of music

Keyboard skills - melody

12 Bar Blues - chords

### Year 8

African Drumming - rhythm and improvisation

Reggae - melody and chords including syncopation

## Year 9

Soundtracks - melody and chords

Pop music - performance skills

### Qualifications

As part of our musical instrument tuition programme, students have the opportunity to enter into public graded music examinations.

Students in KS4 who have chosen to continue with their music education study for and sit the Eduqas Music GCSE qualification. The course is split into three components:

- Performing
- Composing
- Appraising

The course is split into four Areas of Study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

A copy of the Eduqas GCSE Music specification can be found [here](#).

Students in KS5 study the BTEC Level 3 National Extended Certificate in Music Performance. This course is split into three core units and one optional unit. The core units are:

- Practical Music Theory and Harmony
- Professional Practice in the Music Industry
- Ensemble Music Performance

A copy of the BTEC Level 3 National Extended Certificate in Music Performance specification can be found [here](#).

## 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.

Students of all backgrounds have the opportunity to participate in our instrumental tuition program, which aims to offer 30 lessons per year in the following instruments:

- Piano/Keyboard
- Clarinet/Saxophone/Flute
- Trumpet/Cornet/Trombone/Baritone Horn
- Violin/Cello
- Mandolin
- Guitar/Bass Guitar/Ukulele
- Vocals
- Drums

Lessons are delivered by a dedicated team of self-employed peripatetic music teachers comprising of both individual and group sessions.

Students from all year groups are welcome to join a variety of ensembles, including:

- Wind Band
- Steel Pan Ensemble
- Brass Group
- Monday Ensemble: a smaller group designed for more able musicians

In addition to participating in ensembles, students may utilise the music department facilities during social times. The facilities are available before school, during break, at lunch and after school allowing students to practise their instruments and form their own small ensembles. The department provides access to two main classrooms, two dedicated practice rooms, a recording live room, and a recording studio. Students engaging in instrument lessons are often able to borrow instruments free of charge.

We also offer students the opportunity to participate in school shows, contingent upon sufficient student interest and participation. The most recent one was Little Shop of Horrors in 2023.

Music lessons are funded by a specific allocation from the school budget. Students are encouraged to make voluntary contributions towards the costs of these lessons, as outlined in the Trust's Charging and Remissions Policy. Suggested contributions are outlined below.

Year 7	Weekly	1/2 Termly	Termly	Full Year
Individual 1:1	<b>£1.50</b>	<b>£9.00</b> (£1.50 x 6 lessons)	<b>£15.00</b> (£1.50 x 10 lessons)	<b>£45.00</b> (£1.50 x 30 lessons)
Small group tuition (as required by tutor availability)	<b>£1.00 per student</b>	<b>£6.00</b> (£1.00 x 6 lessons)	<b>£10.00</b> (£1.00 x 10 lessons)	<b>£30.00</b> (£1.00 x 30 lessons)
Individual 1:1 (if receiving tuition on 2 instruments)	<b>£3.00</b> (£1.50 x 2 lessons)	<b>£18.00</b> (£1.50 x 2 x 6 lessons)	<b>£30.00</b> (£1.50 x 2 x 10 lessons)	<b>£90.00</b> (£1.50 x 2 x 30 lessons)

Year 8 and above	Weekly	1/2 Termly	Termly	Full Year
Individual 1:1	<b>£2</b>	<b>£12</b> (£2 x 6 lessons)	<b>£20.00</b> (£2 x 10 lessons)	<b>£60.00</b> (£2 x 30 lessons)
Small group tuition (as required by tutor availability)	<b>£1.50 per student</b>	<b>£9.00</b> (£1.50 x 6 lessons)	<b>£15.00</b> (£1.50 x 10 lessons)	<b>£45.00</b> (£1.50 x 30 lessons)
Individual 1:1 (if receiving tuition on 2 instruments)	<b>£4.00</b> (£2 x 2 lessons)	<b>£24.00</b> (£2 x 2 x 6 lessons)	<b>£40.00</b> (£2 x 2 x 10 lessons)	<b>£120.00</b> (£2 x 2 x 30 lessons)

## 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.

As a music department within the Creative Arts faculty, we are committed to providing our students with numerous opportunities to showcase their talents and gain valuable performance experience. Each year, students are invited to participate in both a Christmas concert and a summer concert where they can perform in front of their peers, parents, and the wider school community. In addition to these events, our students also have the chance to perform in school assemblies, particularly around Christmas, bringing festive cheer to their fellow students and staff. Our department actively engages with the local community; students regularly perform at events such as the Miners' Picnic, where they entertain and inspire younger audiences from primary schools. Last academic year, our students had the experience of visiting The Glasshouse International Centre for Music (formerly known as The Sage) where they learnt about the diverse career opportunities available within the music industry. This visit provided them with insights into the professional world of music from performance and composition to sound engineering and music management, broadening their understanding and inspiring their future aspirations.

For the academic year 2024/25 we plan on hosting a Christmas Concert, Summer Concert and another school production. We are currently looking into other opportunities with local businesses and music venues to inspire our students by arranging visits and/or workshops.



## In the future

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

We are confident we offer a strong and robust music curriculum but there are improvements that can be made to further enhance the musical experience our students have during their time with us at Duke's:

- We are considering increasing curriculum time to ensure all students in KS3 have one lesson a week. This is not set to change this academic year but this will be reviewed in the future.
- Before Covid we had a successful school choir. This has proved difficult to start again but we are looking into various options to promote engagement with this. The first step will be to introduce singing as a more integral part of the curriculum starting with Year 7 students.
- We are looking at more opportunities for our students to be inspired by local musicians and performers and are looking into potential trips and live performances to take our students to.
- We intend to apply for funding for a wider variety of musical instruments so students can experience more than percussion and keyboard. These would be used in whole class settings but would naturally be available for individual practice and has the potential to lead to another ensemble students can engage in.