

Music development plan summary: *Verulam School*

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	This academic year, our school's music development plan focuses on enriching curriculum music, expanding co-curricular offerings, and providing diverse musical experiences. We will enhance the music curriculum by incorporating a broader range of genres and cultures, expand music tuition options and ensembles, and organise concerts, workshops, and guest speaker events. Our aim is to align with the seven features of high-quality music provision, fostering a well-

	rounded music education for our students through collaboration with local music partners.
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Dr Taichi Imanishi
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Hertfordshire Music Service
Name of other music education organisation(s) (if partnership in place)	

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.

<p>YEAR 7</p> <p><i>Autumn 1: Vocal Study I</i></p> <p>Students will develop their vocal techniques and analyse songs in different contexts, learning about basic music theory and vocal warm-up exercises. They will also explore breath control, pitch, and rhythm in relation to singing.</p> <p><i>Autumn 2: Keyboard Studies I (C Major Scale)</i></p> <p>Students will be introduced to the keyboard, focusing on the C Major Scale. They will learn basic fingering techniques, simple melodies, and chord progressions.</p> <p><i>Spring 1: Elements of Music (Rhythm with other elements of music)</i></p> <p>This unit will explore rhythm and its connection to other elements of music, such as harmony, melody, and timbre. Students will engage in activities to compose and perform rhythmic pieces using various instruments.</p> <p><i>Spring 2: Introduction to East Asian Music</i></p>

An introduction to East Asian music, with a focus on traditional music from countries like Japan, China, and Korea. Students will learn about unique instruments, such as the *shamisen* and *koto*, and explore different musical styles and genres.

Summer 1: Composing to a Brief I (Staff Notation Exercise)

Students will learn about staff notation and compose simple pieces using basic notation symbols. They will be given a brief to compose a short piece that adheres to certain guidelines.

Summer 2: Arrangement Study I

In this unit, students will learn the basics of arranging music. They will explore various techniques and approaches, such as transposition, reharmonization, and orchestration.

YEAR 8

Autumn 1: Vocal Study II

Building on Vocal Study I, students will further develop their vocal techniques and analyse songs in different contexts, focusing on advanced music theory and vocal exercises.

Autumn 2: Keyboard Studies II (Blues in C Major)

Students will delve into the blues genre, learning the 12-bar blues progression and accompanying chords in C Major. They will explore improvisation techniques and perform blues pieces on the keyboard.

Spring 1: Introduction to Drum-Kit (Basic 8-beat) and Composing

An introduction to the drum kit, focusing on the basic 8-beat pattern. Students will learn about different drum kit components and how they are used to create various rhythms. They will also begin composing simple pieces using their newfound drumming skills.

Spring 2: Introduction to Okinawan Music

Students will be introduced to the unique music of Okinawa, exploring traditional instruments such as the *sanshin* and the musical styles associated with this region.

Summer 1: Composing to a Brief (Minimalism)

Students will compose pieces adhering to a minimalist approach, focusing on simplicity and repetition. They will be given a brief to create a minimalist piece that explores these concepts.

Summer 2: Arrangement Study II (Beat Making)

Expanding on Arrangement Study I, students will delve into beat-making techniques, exploring various styles, rhythms, and instruments to create original beats.

YEAR 9

Autumn 1: Vocal Study III

Further building on previous vocal studies, students will refine their vocal techniques, analyse songs in different contexts, and explore more advanced music theory concepts and vocal exercises.

Autumn 2: Keyboard Studies III (Visual Kei Japanese Rock Music in B Flat Major)

Students will explore the Visual Kei genre, focusing on B Flat Major. They will learn about the unique style, techniques, and instrumentation of this Japanese rock music subgenre.

Spring 1: Arabic Drumming (Darbuka)

Students will be introduced to the *darbuka*, a traditional Arabic drum. They will learn various rhythms, techniques, and styles associated with the instrument and perform pieces using the *darbuka*.

Spring 2: Introduction to World Music

This unit will introduce students to a variety of musical styles from around the world. They will explore traditional and contemporary music from various cultures, engaging in listening, performance, and composition activities.

Summer 1: Composing to a Brief (DAW Exercise and Film Music)

Students will compose pieces using a Digital Audio Workstation (DAW), focusing on film music. They will be given briefs to create original compositions for specific scenes or moods.

Summer 2: Arrangement Study III (Beat Making)

Building on previous arrangement units, students will continue to explore beat-making techniques, delving deeper into various styles, rhythms, and instruments to create more complex and original beats.

Key Stage 4

Year 10

Our Year 10 students will follow the Pearson BTEC Level 1/Level 2 Tech Award in Music Practice, which is a practical and vocational approach to music education. Throughout the academic year, students will develop skills in music performance, composition, and production. The following components will be covered:

Component 1: Exploring Music Products and Styles (Internally assessed)

Understanding the purpose and characteristics of different types of music* Exploring different styles and genres of music

Developing research skills and presenting findings

Component 2: Music Skills Development (Internally assessed)

Developing music performance skills

Improving technical skills on chosen instruments

Composing and arranging music

Working effectively as part of a team

Component 3: Responding to a Music Brief (Externally assessed) Exploring the purpose of music briefs*

Developing a plan to respond to a given brief

Creating and refining a music product in response to the brief

Reflecting on the process and outcomes

During this academic year, students will also participate in various performances, workshops, and collaborative projects with local music organisations to enhance their understanding and appreciation of music while developing important interpersonal and practical skills.

Year 11: OCR Music (2-3 hours per week)

In Year 11, our students will follow the OCR Music curriculum, which combines theory, analysis, composition, and performance. The course consists of three components:

Component 1: Performing (30%)

Performance of a solo and ensemble piece (5-6 minutes)

Performance of one or more compositions, improvisations, or arrangements

Component 2: Composing (30%)

Creating two compositions (4-6 minutes)

One composition in response to an OCR-set brief

One free composition based on the student's choice

Component 3: Appraising (40%)* Written exam (1 hour 30 minutes)

Listening and analysing music from different eras and genres* Contextual understanding of music* Application of music theory knowledge

Throughout both years, students will be encouraged to actively participate in various performances, workshops, and collaborative projects with local music organizations.

These activities will further enhance their understanding and appreciation of music, while developing important interpersonal and practical skills.

Qualifications and Awards

At our school, students can study and achieve the following music qualifications and awards:

- Graded music exams (optional – all key stages)
- GCSE Music
- BTEC Music (Level 1 and 2)

We also work closely with the Hertfordshire Music Service to support our curriculum and provide additional opportunities for our students. In addition, we are currently planning to work with an extra music provider to develop our music department.

Special Educational Needs and Disabilities (SEND)

Our school is committed to providing a fully inclusive music curriculum that caters to students with SEND. We have made the following provisions to ensure their access to the curriculum:

- Differentiated resources and materials to meet individual needs
- Specialised instruments and equipment, such as adaptive music software and instruments
- Tailored teaching approaches and additional support from music educators trained in SEND

Adaptive Teaching Method

Adaptive teaching strategies are particularly important for supporting students with special educational needs (SEN). Here are specific approaches to consider when designing an adaptive music curriculum for SEN students:

1. Individualised Learning Plans (ILPs)

Develop ILPs in collaboration with the student, parents/carers, and any relevant specialists (e.g., special education teachers or therapists).

Outline the student's strengths, challenges, goals, accommodations, and modifications in the ILP.

2. Multisensory Teaching Methods

Use a multisensory approach to engage students through sight, sound, and experience.

Provide tactile materials (e.g., textured instruments, arranged sheet music) to support learning for students with visual impairments.

3. Assistive Technology

Incorporate assistive technology, such as adapted musical instruments, digital music software, or alternative communication devices.

Offer training and support for students to effectively use these tools.

4. Visual Supports and Communication Aids

Use visual supports, such as picture schedules, graphic organisers, and task breakdowns, to help students understand expectations and lesson structure.

Provide communication aids (e.g., picture communication boards or speech-generating devices) to support students with communication challenges.

5. Sensory-Friendly Learning Environment

Create a sensory-friendly learning space that minimises potential triggers, such as loud noises or bright lights.

Designate a calming area for students who may need breaks from sensory stimuli.

6. Social Stories and Role-Playing

Use social stories to teach appropriate behaviours, expectations, and communication skills in music class.

Incorporate role-playing activities to practise social interactions and self-expression in a safe, supportive environment.

7. Collaboration with Specialists

Collaborate with specialists (e.g., speech and language therapists, occupational therapists, or music therapists) to design and implement effective instructional strategies and interventions.

8. Regular Reviews and Adjustments

Conduct regular reviews of students' progress and ILPs to ensure the curriculum remains relevant and effective.

Adjust instruction, accommodations, and modifications based on students' evolving needs.

By incorporating these strategies, educators can create an inclusive and supportive music curriculum that fosters growth, self-expression, and a love for music among SEN students.

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.

At our school, we are committed to fostering a vibrant and diverse music community through a range of co-curricular activities, collaborations, and initiatives. We aim to provide ample opportunities for students to develop their musical skills and explore their passion for music beyond the classroom.

Music Tuition

Our school offers peripatetic music tuition for drums, guitar, brass, woodwind, and piano, currently provided by the Hertfordshire Music Service. To further enrich our music development, we are in consultation to invite an additional music provider.

Ensembles and Clubs

We currently run a Chamber Orchestra Club, allowing students to experience the joy of collaborative music-making. Additionally, we have the following year-specific ensembles that cater to different musical interests:

- Year 11 Jazz Band: Focusing on the study and performance of jazz, swing, and related genres for our senior students.
- Year 11 Pop Band: Dedicated to exploring and performing contemporary pop music, fostering creativity and collaboration among students in their final year.
- Year 10 Pop Band: Offering a platform for Year 10 students to engage with pop music and develop their skills in a supportive environment.

We are also planning to introduce the following clubs to offer a wider range of musical experiences:

- Rock Band Club: Providing students with the opportunity to explore contemporary genres and nurture their creativity.
- Choir Club: Encouraging vocal development and teamwork through diverse choral repertoire.
- Music Theory Club: Enhancing students' understanding of music theory concepts and their practical application.

Abbey Service Rehearsals

To promote the development of our students' vocal abilities and foster a sense of community, we deliver rehearsals for singing at the Abbey Service, a cherished event in our school's calendar.

Future Plans

As part of our ongoing commitment to music education, we are exploring partnerships with local music hubs and education organisations to provide additional opportunities for workshops, masterclasses, and performances.

By continuously expanding and enhancing our co-curricular music offerings, we aim to inspire our students to engage with music in a meaningful and enjoyable way, fostering a lifelong appreciation for the arts.

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.

At our school, we offer a range of musical experiences throughout the academic year to engage and inspire our students. We believe these opportunities contribute to their musical growth and appreciation for the arts.

Christmas Show and Summer Concert

In collaboration with the drama department, we organise a Christmas Show involving students from both music and drama disciplines. This event showcases the talents of our pupils and fosters interdisciplinary connections. Additionally, our Summer Concert features dramatic performances by drama students, providing an engaging and well-rounded experience for participants and audience members alike.

Guest Speakers and Trips

To broaden our students' understanding of the music industry and enrich their musical education, we plan to invite guest speakers to share their insights and experiences. Furthermore, we organise trips to concerts related to the curriculum, allowing students to see professional musicians in action and make connections between their classroom learning and real-world contexts.

Collaborations with Local Musicians

We have a history of inviting musicians from the Hertfordshire community to collaborate with our music students. These opportunities have inspired our students to further pursue their passion for music, and we will continue to facilitate such collaborations in the future.

Participation and Audience

Students from various year groups have the opportunity to participate in and attend these events, both as performers and audience members. We believe that exposure to live performances, whether on stage or in the audience, contributes to a well-rounded musical education and fosters a love for the arts.

Charging and Subsidies

While some events may require a nominal fee to cover costs, we strive to make these experiences accessible to all students. We offer subsidies or free access to events for families in specific circumstances, such as those eligible for pupil premium funding.

Partnerships

Our school partners with local music hubs, music education organisations, music organisations, and musicians to support and enhance these musical experiences. These collaborations allow us to provide diverse and engaging opportunities for our students, fostering their musical growth and appreciation.

In the future

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

At our school, we are committed to continuously improving our music education offerings, both within the curriculum and through co-curricular activities. We aim to create a comprehensive and engaging musical experience for our students by focusing on the following areas:

Curriculum Music

Enhance and diversify our curriculum by incorporating a broader range of music genres, styles, and cultures.

Regularly review and update our schemes of work to ensure they are relevant, inclusive, and engaging.

Encourage interdisciplinary connections between music and other subjects to deepen students' understanding and appreciation of music.

Co-curricular Music

Expand the variety of music tuition options available, including introducing new instruments and offering additional subsidies for students facing financial barriers.

Increase the number of ensembles and clubs to cater to students' diverse interests and skill levels, encouraging participation and inclusivity.

Strengthen partnerships with local musicians and music organisations, providing students with opportunities to collaborate and learn from professionals in the field.

Musical Experiences

Organise more concerts, shows, and performances throughout the academic year, creating platforms for students to showcase their talents and develop their stage presence.

Invite guest speakers and musicians to inspire our students and provide insights into various aspects of the music industry.

Offer workshops, masterclasses, and trips to concerts and musical events, exposing students to diverse musical styles and helping them connect their learning to real-world experiences.

Further information (optional)

As we continue to enhance our music education offerings and foster a vibrant musical environment at our school, we recognise the importance of collaboration and support from our partners in the local community. We are committed to working closely with the following organisations:

Local Music Hubs and Education Organisations

Hertfordshire Music Service: Our primary partner for peripatetic music tuition and collaboration on various musical events.

- Music Mark: A national organisation providing resources and support for music education in schools.
- ABRSM: Offering graded music exams and resources for students.
- Multi-Academy Trust Music Development Plan

As part of a multi-academy trust, our school follows a trust-wide music development plan.

Department for Education Resources

We encourage parents and students to explore the Department for Education's guide on getting involved in music in and out of school, as well as seeking additional support beyond the school.

We believe that these resources and partnerships will contribute to our school's ongoing commitment to providing high-quality music education and fostering a love for music among our students.