



ALL SAINTS CATHOLIC SCHOOL

Music Development Plan

2024/2025

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Contents

Overview.....	3
Part A: Curriculum Music.....	3
Curriculum Overview.....	3
Year 7.....	4
Year 8.....	4
Year 9.....	5
Year 10 & Year 11.....	6
Time allocated.....	6
Special Educational Needs & Disabilities.....	6
Links to Local Music Hub.....	6
Music Qualifications.....	6
Part B: Co-curricular Music.....	7
Instrumental & Vocal Groups & Clubs.....	7
Peripatetic Offer.....	8
Instrument Choices.....	8
Charging and Remissions Information.....	8
Application and Support.....	8
Part C: Musical Experiences.....	9
Part D: In the Future.....	10

Overview

This is an overview that outlines some of the key information regarding Music at All Saints Catholic School:

Detail	Information
Academic year that this summary covers	Academic Year 2024 – 2025
Date this summary was published	14 th June, 2024
Date this summary will be reviewed	14 th June, 2025
Name of the school music lead	Joseph Waikh
Name of school leadership team member with responsibility for music	Geraldine McCoy
Name of Local Music Hub	Community Music Service , Barking and Dagenham

Part A: Curriculum Music

This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [All Saints Catholic School](#) website. The website also details the time allocated for curriculum music for each key stage and term of the academic year.

At All Saints School, the music curriculum has its foundations based on the National Curriculum with elements from the, incorporating 'elements from the [Model Music Curriculum](#)' (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

Within the music curriculum, the golden threads of singing and instrumental development - encompassing both solo and ensemble playing - are intricately woven throughout. The curriculum is designed with a focus on sequencing these skills using an interleaved structure to ensure a cohesive and progressive learning experience where skills are continuously revisited and built upon further.

Curriculum Overview

YEAR 7		
INTRO TO MUSIC	INSTRUMENTS OF THE WORLD	BAND SKILLS
<i>Students learn the basic elements of music (MAD T Shirt) about instruments of the orchestra through singing as an ensemble, listening to programmatic music, composing a descriptive piece of music about a train journey and developing their keyboard skills.</i>	<i>Students learn about instruments of the world through West African Drumming, A Cappella singing, and playing the Ukulele.</i>	<i>Students develop their understanding of how to play instruments as a class ensemble and then learn to maintain their own part within a band.</i>
YEAR 8		

KEYBOARD SKILLS	BAND SKILLS	MULTIMEDIA
<i>Students learn about the Western Classical Tradition through Keyboard performances. This develops their understanding of Music theory and analysis. .</i>	<i>Students learn about the origins and key features of Blues music. They learn to play blues music and then learn to compose a Blues Song by using stylistic features of the blues within a small ensemble. Students then expand their experience by performing a popular piece of Music in a small ensemble.</i>	<i>Students learn the different forms and devices in which music is presented through multimedia</i>
YEAR 9		
FILM MUSIC	SONG WRITING	PERFORMING AND APPRAISING
<i>A huge part of the GCSE, students learn about various musical styles and conventions so that they can identify musical forms.</i>	<i>Students create their own compositions using structured guidance. Students perform their compositions at the end of the unit..</i>	<i>Students learn features of Music theatre and appraise examples of Music theatre. Copying the song writing conventions, students compose their own pieces of Music and perform them as an ensemble.</i>

Year 7

Term 1

Introducing key terminology and the building blocks of music – MAD T SHIRT. This will give students the language to understand and describe the music that they hear and create throughout every aspect of their music education. Rhythm and vocal skills built as a foundation musical skill Practically exploring the elements of music through programmatic music, learning music notation and keyboard skills. Students can practically develop fine motor skills and correct technique for keyboard. Students are able to practically engage with melody, rhythm and other elements of music and gain initial performance experiences on instruments. Keyboard - C major, mostly step movement, limited chords, supported notation reading, chords & melody – Starting to use 2 hands in a basic way. Ukulele – TAB, simple rhythms, slow/ moderate tempo & transitions.

Term 2

Students explore music from around the World – singing, rhythm, ensemble skills, MAD T SHIRT, improvisation inspired by West African and Caribbean music. School has a large percentage of children with West African heritage – cultural capital. Students can practically develop fine motor skills and correct technique for Ukulele. Ukulele – TAB, simple rhythms, slow/ moderate tempo & transitions.

Term 3

Development of instrumental skills through the use of a musical genre that the students are very familiar with to engage and enthuse as well as link to GCSE area of study. Students are working very independently using “musical futures style” – guitar, drum kit, ukulele, voice and keyboard. Reading of lead sheet/ chord symbols as appropriate. Ensemble skills, timing and small group live bands. Song writing – development of melodic compositional skill through the medium of voice for the first time. Lyric writing, vocal specific compositional techniques – syllabic, melisma & word painting. Group work.

Year 8

Term 1

Western classical music - cultural capital, important musical tradition, improving students keyboard skills, wider musical understanding, notation reading. Develop listening skills building upon MAD T SHIRT, remove the stigma of classical music being elitist. Students develop key skills on the keyboard. Work with a wider range of notes and rhythms, develop technique, combine chords and melody, use of chromaticism/ other key signatures. Ukulele developed with chords and melody.

Term 2

Important cultural capital, history of music & social, cultural context. Musical improvisation using blues scale, syncopated rhythms, understanding of structure, melody and harmony. Highly structured use of pentatonic to introduce initial compositional ideas. Combination of melody, chords, start of ensemble. Band skills – developing ensemble skills using blues genre – finding students “gift” or enthusiasm for an instrument. Giving all students the opportunity to try the typical band instruments & develop those skills. Keyboard – development of melody and chords together Drum kit – introduction to the instrument use of bass, snare & hi-hat Guitar – introduction to playing chords – 3 string & 6 Voice – Development of singing skills, harmony and potentially rap.

Term 3

Video game and advertising music is something that is often quite ostinato based, genre heavy and built using leitmotif with development. Strong links to MAD T SHIRT with a real focus on impact on the listener. This unit allows students to analyse why melodies move in the way they do – ascending, descending, conjunct, disjunct, major/ minor, staccato or legato and re-create themes based on this. Genres – horror, adventure & adventure computer game, motif development & contrasting themes – heroes/ villains/ battles.

Year 9

Term 1

Film music is linked to both video game music and the Western Classical tradition. It is easily accessible and allows students opportunities to both perform and compose using leitmotifs, complex rhythms, and chromaticism. It appears on the GCSE specification and is closely linked to impact on the listener – allowing students to develop their understanding of the impact music has on people’s emotions.

Term 2

MAD T SHIRT Musical theatre listening and appraising to show how vocal music can be used as a development of film music. Development of instrumental skills through the use of a musical genre that the students are very familiar with to engage and enthuse as well as link to GCSE area of study. Students are working very independently using newly learned conventions on song writing to compose their own songs using guitar, drum kit, voice and keyboard. Reading of lead sheet/

chord symbols as appropriate. Ensemble skills, timing and small group live bands. Increased difficulty, extended chords, use of other key signatures, wider range, more complex rhythms or faster tempo – less teacher led. Small group performances.

Term 3

Students can use a combination of all the skills they have learnt throughout the KS3 music curriculum. Students final project to be a combination of composition and performance through the medium of live bands. Students will have had the opportunity to build up skills on an instrument of their choice (or multiple) to a high level and to use their knowledge of compositional techniques, vocal compositional techniques, structure, chords/ harmony, pop music, song writing & narrative as well as all of the MAD T SHIRT elements of music. Finishing a performance and recording of their group's song.

Year 10 & Year 11

All Saints Catholic School follows the Eduqas GCSE Music qualification at Key Stage 4 (KS4). Students delve into more advanced and specialised aspects of the subject, building upon the foundational knowledge acquired in earlier stages. The curriculum often includes a deeper exploration of music theory, encompassing advanced topics such as harmonic analysis, advanced notation, and composition techniques. Practical skills continue to be refined, with a focus on more complex instrumental or vocal techniques. Compositional creativity is encouraged, and students may undertake more sophisticated projects, experimenting with different musical forms and structures. Aural skills become more nuanced, allowing students to discern intricate elements within a piece of music. Music history is often studied in greater detail, with a focus on specific eras, genres, and influential composers. In addition, KS4 music education frequently incorporates the use of technology in music production and composition, introducing students to software tools and recording techniques. Practical performance remains a crucial aspect, with opportunities for solo and ensemble work, contributing to the development of confidence and stage presence. Overall, KS4 music education aims to provide students with a comprehensive and advanced understanding of music, nurturing their technical proficiency, creativity, and appreciation for the rich tapestry of musical expression.

Time allocated

At All Saints we follow a two-week timetable with 100-minute lessons, and so the time allocated for each subject is **per fortnight**.

Year 7	Year 8	Year 9	Year 10	Year 11
1 x 100 minutes	1 x 100 minutes	1 x 100 minutes	3 x 100 minutes	3 x 100 minutes

Special Educational Needs & Disabilities

At All Saints, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes. The GOV.UK website research review series outlines potential barriers that students with special educational needs and disabilities may encounter in music lessons, along with specific strategies to overcome these barriers. These can be found here: <https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music>

Links to Local Music Hub

All Saints school collaborates closely with CMS (Community Music Service Barking & Dagenham). CMS provides cost-effective instrument rental for whole-class use and facilitates the engagement of instrumental teachers to deliver tuition to students, fostering whole-school ensemble participation in our orchestra and choirs. A link to the CMS website can be found here: <https://www.lbbd.gov.uk/schools-and-learning/schools-borough/community-music-service>

Music Qualifications

All Saints offers students the opportunity to pursue the academic EDUQAS GCSE Level in Music during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with peripatetic teachers, should they choose to engage in this opportunity. A link to All Saints School's KS4 curriculum can be found here: <https://www.allsaintsschool.co.uk/home/curriculum/subjects/music/>

Part B: Co-curricular Music

This section addresses the opportunity pupils at All Saints School have to sing and play music outside of lesson time. Within All Saints, students have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental groups, as well as co-curricular clubs that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups & Clubs

All Saints offer a range of instrumental and vocal groups as well as clubs that are offered free of charge which are open to all students across all year groups. Rehearsals and clubs take place in specialist music areas such as the music department, the peripatetic instrumental rooms, or the main hall where appropriate.

- **Choirs**

The Chamber choir and Gospel choir are school-wide singing groups open to students from all year groups. The repertoire includes songs specifically chosen to accommodate multiple-part harmonies, providing a rich and layered vocal experience. Additionally, the groups offer numerous

opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. These inclusive groups foster a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making.

- **Orchestra**

All Saints Orchestra is an ensemble that integrates traditional orchestral instruments with rock and pop instruments. Students perform using written notation, tablature, or chords, preparing for performances at various school and community events. This diverse group provides a platform for students to develop their musical skills in a collaborative setting, blending different musical styles and techniques. This group largely occupied by students that participate in tuition lessons, but is open to all that play an instrument to a sufficient standard.

- **Band Practice**

Students have the opportunity to form their own bands with peers, supported by dedicated teacher guidance. Practice room space is made available to facilitate the development of their ensemble, instrumental, and vocal skills. This structured environment encourages students to refine their musical abilities and collaborate effectively, preparing them for performances and further musical pursuits. This is available to all year groups.

- **School Musical**

Students have the opportunity to showcase their talents either in a main singing role or as part of the chorus/ensemble cast. Weekly rehearsals are held where students receive vocal coaching and performance direction in order for them to deliver quality performances for a live audience. This semi-professional experience gives students first hand experiences of participating in musical theatre. Every student that auditions gets a part, whether that's a bigger role or a smaller ensemble role; the school musical is entirely inclusive and is hugely popular with students.

Peripatetic Offer

All Saints school offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment with bespoke and customised tuition.

Instrument Choices

- **Piano and Keyboard:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin, viola, cello, and double bass lessons emphasise

technique, musicality, and ensemble playing.

- **Brass:** Trumpet, trombone, and tenor horn instruction focuses on embouchure, breath control, and ensemble playing.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information

All Saints charges a subsidised fee for peripatetic music lessons to cover the costs of hiring specialist instructors. CMS and the local authority provide funding to the school in order for us to offer the subsidised cost. We have a fixed approach, meaning that all students pay the same subsidised fee and that all lessons are the same amount of time.

- Lessons are 20 minutes per week
- Lessons cost £30 per term (£90 per year)

Free School Meals: In certain circumstances, such as for students that access free-school meals, or those in care, music tuition may be offered free of charge. Parents or carers can apply for this support through the school's finance department.

Instrument Hire: Instruments can be hired through the Barking & Dagenham Music Hub. Information about these fees can be found [here](#).

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete an application form provided by the music department. Information, as well as terms and conditions, can be found on the school website found [here](#).

Peripatetic lessons at All Saints school are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students receive high-quality instruction tailored to their individual needs, ensuring that every child has the opportunity to develop their musical abilities to the fullest.

Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events.

Within the academic year there are several additional musical opportunities that take place.

- **Singing as part of Assemblies**
 - Students across all year groups are encouraged to participate in singing during Reward Assemblies through the Chamber and Gospel choirs. This platform allows them to showcase their talents and share the pieces they have rehearsed within the choir. It is an opportunity for students to gain confidence performing whilst celebrating their achievements in a supportive environment.
- **Carol Service**
 - All Saints school's annual Carol Service offers students the chance to perform before a public audience. This prestigious event includes ensemble and solo acts, and ensures a high standard of performances. The orchestra is invited to present their work, providing them with valuable performance experience. The Carol Service is a highlight of the school's cultural calendar, fostering a sense of community and pride among students, staff, and attendees.
- **Summer Show**
 - During the Summer Festival, students are invited to make musical contributions, performing pieces they have been diligently practising throughout the year. This event features a variety of ensemble and solo acts, allowing students to demonstrate their musical progress and creativity alongside the community. The show's atmosphere encourages participation and celebrates the diverse musical talents within the school.
- **Trips to Musicals and Performances**
 - All Saints school offers students the chance to attend live musicals and music performances spanning a range of genres. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips are organised for a small fee – students that come from low- income families are offered subsidised or free tickets on a case-by-case basis.
- **Annual School Musical**
 - Every year the school produces a semi-professional production of a well-known musical – giving students the opportunity to develop their individual musical skill and participate in a whole school event that receives much exposure and recognition. In previous years students have performed in Hairspray, Matilda, High school Musical, Sister Act to name a few; not only increasing their cultural capital but also giving them the opportunities to appreciate some of the more well-known musical theatre audiences up and down the country have enjoyed.

Part D: In the Future

- Continuous development of KS3 Curriculum in line with the most up to date guidance.

- Continue to build and develop Music Co-Curricular quality over time, as expertise and experience develops in our students
- Continue to raise profile of Music and raise aspirations of pupils in order to succeed in attracting candidates to take up A Level music