

# Music development plan: Ormiston Meridian Academy

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	09/2024
Date this summary will be reviewed	08/2025
Name of the school music lead	Mr A. Jones
Name of school leadership team member with responsibility for music (if different)	Mr S. Darlington
Name of local music hub	City Music Services Stoke-on-Trent, The Music Hub
Name of other music education organisation(s) (if partnership in place)	In Harmony. Young Sounds.

## Part A: Curriculum music

### Overview

This plan sets out the aims, objectives, and guidelines for music education at Ormiston Meridian Academy, a secondary academy catering to students aged 11-16. It outlines how the music curriculum will be delivered, ensuring high standards of music education for all students, supporting both academic development and personal growth.

### Introduction

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps students understand themselves and relate to others, forging important links between the home, school and the wider world.

The teaching of music develops students' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Through the teaching of music, Ormiston Meridian Academy sets out to help students develop their skills in the creation, performance, appreciation and listening to music.

## **Purpose of the Plan**

To provide a broad, balanced, and inclusive music curriculum that meets the needs of all learners.

To promote creativity, teamwork, and confidence through music.

To enhance cultural awareness and appreciation for different musical traditions and genres.

To provide opportunities for extracurricular involvement in music, including clubs, performances, and other events.

## **Aims of Music Education**

Music education at Ormiston Meridian Academy aims to:

Foster a lifelong love for music.

Develop technical and creative skills in performing, composing, and appraising music.

Enhance students' understanding of a wide range of musical genres, cultures, and histories.

Promote personal, social, and emotional development through collaborative music-making activities.

Offer opportunities for students to develop their musical skills both inside and outside of the classroom.

## **Curriculum and Lesson Structure**

Music is taught in line with the National Curriculum for Music in England. The following key areas will be covered:

Key Stage 3 (Years 7-9):

Performance: Developing vocal and instrumental skills, including group performances.

Composition: Introducing students to composing techniques, including melody, harmony, and rhythm.

Listening and Appraising: Listening to a wide range of music from different times and places, with an emphasis on understanding and critiquing music.

Music Technology: Introducing music software for recording and creating compositions.

Key Stage 4 (Years 10-11) – BTEC Music:

Performance: Solo and ensemble performances are a core element of assessment.

**Composition:** Students will complete set compositions and free compositions to meet exam criteria.

**Listening and Appraising:** Students will study musical works and broader music theory, including musical elements and historical context.

**Music Theory and History:** In-depth study of musical forms, styles, and the context behind key works.

**Extra-curricular Opportunities:** Students will be encouraged to participate in school ensembles, choirs, and performances to enhance their skills and exam success.

## **Assessment**

Assessment in music follows both formative and summative approaches:

*Formative Assessment:* Ongoing feedback during practical work, including peer and self-assessment.

*Summative Assessment:* Termly assessments based on performances, compositions, and appraising activities.

**BTEC Music Practice Assessment:** For Key Stage 4, students are assessed based on examination board criteria, which includes practical (performance, production and composition) and written assessments.

## **Inclusion and Accessibility**

**Differentiation:** Lessons will be planned to cater to a wide range of abilities. Tasks will be adapted to ensure all students, including those with special educational needs and disabilities (SEND), can access the curriculum and achieve their full potential.

**Gifted and Talented Students:** Those demonstrating exceptional talent in music will be provided with extension activities and opportunities for more advanced performances, external competitions, and additional qualifications.

## **Resources and Facilities**

A well-equipped music room with instruments including keyboards, guitars, percussion instruments, and access to music technology such as computers with digital audio workstations (DAWs) for composition and recording. A dedicated performance space for rehearsals and concerts. Including access to specialist music teachers and visiting peripatetic instrumental instructors.

## **Health and Safety**

Students will be provided with safe practices for handling instruments and sound equipment.

Regular checks will be made on the condition of instruments and technology.

Teachers will supervise students closely during practical activities, especially those involving electronic equipment or higher-risk instruments.

### **Monitoring and Evaluation**

The effectiveness of music teaching and learning will be monitored through:

Regular reviews of the music curriculum and assessment processes.

Lesson observations and student feedback.

Tracking of student progress and attainment in music.

Review of extra-curricular music provision and student participation rates.

### **Staff Development**

Continuous professional development (CPD) will be offered to music staff to ensure they are up to date with current teaching practices, technology, and music theory.

Opportunities for collaborative planning with other departments and schools to share best practices.

### **Parental Engagement**

Parents are encouraged to:

Support their child's music learning at home by encouraging practice and engagement with music outside of school.

Attend school performances and provide feedback on the musical development of their child.

Consider instrumental tuition and encourage participation in extra-curricular music activities.

### **Review of Policy**

This policy will be reviewed annually by the Head of Music and Senior Leadership Team to ensure it remains up to date and relevant to the needs of the students.

## Part B: Co-curricular music.

### Extra-curricular Music Activities

Instrumental Lessons: The school will facilitate peripatetic lessons for a wide range of instruments, including voice, guitar, piano, drums, and wind instruments.

Music Clubs: Various clubs will be offered, including choir, orchestra, rock band, and music technology groups.

School Productions and Concerts: Opportunities for students to showcase their work in concerts, productions, and local community events.

Music Trips: Students will have the opportunity to attend musical performances and workshops, broadening their musical experiences.

### Music and the Wider School Community

Music will play a central role in the cultural life of the school by:

Contributing to assemblies and school events.

Enhancing other curriculum areas through cross-curricular projects, e.g., music and drama, music and history.

Supporting the mental well-being of students through creative and expressive opportunities.

Engaging with the local community through performances and collaborations with other schools and local music initiatives.

## Part C: Musical experiences

- Students can participate in or attend a performance of our school production
- Students performing at open evenings, our end of term Christmas or summer celebrations.
- Performance in other schools •
- Our primary In Harmony programme cumulates in a performance with local primary schools performing to their parent and care givers.

## In the future

- **Increase Access to Instruments and Resources:** Provide free or heavily subsidised access to musical instruments, sheet music, and digital tools. This could be achieved through partnerships with local music stores, charities, or grant funding (Young Sounds UK). Additionally, ensure that students have access to quality practice spaces and recording equipment. Greater use of PP funds to aid individual students' musical development especially BTEC students.
- **Tailor curriculum to student interests and cultural backgrounds:** Try and further develop the music curriculum that reflects the diverse musical interests and cultural backgrounds of our students. Further incorporating genres like hip-hop, R&B, and world music, and include opportunities for students to explore music that resonates with their personal experiences.
- **Offer extracurricular opportunities and mentorship:** Create more after-school music programs, clubs, or workshops that allow students to explore different aspects of music, from performance to production. Pair students with mentors, such as local musicians or music educators, who can provide guidance, inspiration, and career advice.
- **Pupil Premium funding, we propose several targeted initiatives.** Firstly, we aim to provide access to instrumental lessons for Key Stage 4 Pupil Premium students, ensuring equitable opportunities to develop musical skills, broaden personal achievements and increase exam attainment.
- **Increase students' cultural capital and post-16 pathways** by organising diverse musical events, workshops, and collaborations with post-secondary institutions, helping students explore music-related careers and further education options.
- **Increase in curriculum time and staffing** to expand course offerings and individual support.
- **Create a dedicated music technology room**, equipped with state-of-the-art recording and production tools, enhancing hands-on learning in music technology.
- **Increasing the number of iPads available for teaching and recording** to provide students with modern tools for composition, collaboration, and performance, fostering a more interactive and engaging learning environment.

Together, these initiatives will help to create a vibrant and inclusive music department that prepares students for a range of future opportunities in music.