

Music development plan summary: *Maiden Erlegh Chiltern Edge*

Overview

Detail	Information
Academic year that this summary covers	2024 – 2025
Date this summary was published	October 2024
Date this summary will be reviewed	October 2025
Name of the school music lead	Becki Brown (teacher of music)
Name of school leadership team member with responsibility for music (if different)	Judy Hills (AHT – line manager of performing arts department)
Name of local music hub	

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.

Students in Key Stage Three (years 7, 8 & 9) have one hour timetabled music per week in the music room. The music room is equipped with electronic keyboards, ukuleles, guitars and percussion instruments. There are no student computers in the music room, but laptops can sometimes be used at key stage four. The scheme of work is designed to reflect both the national curriculum and elements of the model music curriculum. Once the model music curriculum is embedded in primary schools, it is hoped that the students will enter secondary school with a wider understanding of music and greater skills in performing and composing. This scheme has been completely rewritten since the current music teacher joined in September 2022.

The three years of the key stage are designed to ensure access to, study of and performance/composition of classical music, popular music and music from around the world. The autumn term in each year focusses on introducing, developing and refining students instrumental and ensemble skills. The spring term

in each year focuses on melody and rhythm and then the summer term is focussed on creativity. A wide range of musical style and genres are covered through this as can be seen below. A variety of whole class ensembles, small group, paired work and solo work is utilised. There is a balance of performing, composing and responding to music. All lessons are taught by the same teacher to ensure consistency of approach.

Key Stage Three Scheme of Learning in Music

	Autumn Term	Spring Term	Summer Term
Year 7	Instrumental & band skills (Introducing)	Melody and rhythm (Introducing)	Musical stories
Incorporating	Find your voice and Just Play, including baseline assessment (listening and practical)	Learning about notations through Stomp rhythms and Pentatonic melodies	Programme music, learning themes from classical pieces and then composing our own. Prokofiev, Saint-Saens, Dukas etc
Assessed through	Baseline assessment (listening and practical) Ensemble pieces with 2 or 3 songs together with chords accompaniment	Rhythmic group compositions and individual / pair melodic compositions	Solo or pair keyboard assessment of performance piece, solo or pair composition programme music piece
Year 8	Instrumental & band skills (Developing)	Repetition and development in melody and rhythm	Soundtracks
Incorporating	Hooks and riffs, bass lines and working towards band performances of rock'n'roll piece	Polyrhythms, improvisation, minimalism	Music for stage and screen, learning motifs and then composing to film clips
Assessed through	Instrumental blues group performances, also Pachelbel two hands performance piece.	Performing as drum circle, Tubular bells and composing melodies over blues backing	Performance of film motifs / themes and composition work to silent clips

Year 9	Instrumental & band skills (Refining)	Rhythms & melodies of the World	Creativity
Incorporating	Comparing and contrasting Beatles & Britpop Battle of the Bands competition	Reggae and Samba music	Classical / popular fusions and 4 chord song writing
Assessed through	Vocal and instrumental group performances. Battle of the Bands with whole year group final	Melodic / band performances and rhythmic composition work	Re-arranging / remixing Classical themes into popular music and composing own songs

Key stage four music has been re-established at MECE with a cohort of 10 students in year 10 studying Eduqas GCSE. Students receive 1 hour of music per week plus one registration slot and one lunchtime. The scheme of work has been written to account for this and is below.

		Autumn 1 - 7 weeks	Autumn 2 - 6.5 weeks	Spring 1 - 6 weeks	Spring 2 - 6 weeks	Summer 1 - 5 weeks	Summer 2 - 7.5 weeks
10	Performing 30%	Developing performance skills		Begin ensemble performances	Solo & ensemble practice and recordings		Finalise Ensemble performances
	Composing 30%	Composition exercises, noteflight skills and tasks & prepare for composition: melody, harmony, rhythm, structure, style etc	Composition 1				Begin finalising recording, score & paperwork for comp 2
	Appraising 40%	Introduction, theory, harmony, musical language & elements	Area of Study 1 & Set work 1	Area of Study 4 and set work 2	Area of Study 2	Area of Study 3	Area of Study 4 and set work 2
11	Performing 30%	Solo practice and recordings			Final date for recording performances (end of March)		
	Composing 30%	Composition 1 (set brief)			Final recording, score & paperwork for comp 2 (end of March)		
	Appraising 40%	Area of Study 1 & Set work 1	Areas of Study 2 & 3	Set works and listening and appraising exam practice			

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.

Outside the classroom, we currently have a piano teacher who teaches weekly individual lessons to a small number of students. We are exploring the possibility of working with an organisation who provide guitar, bass guitar, drum and vocal lessons. These are paid for by the families of the students involved. Due to the economic situation, numbers of students who can take music lessons are smaller than once they were.

The music rooms are open at lunchtimes for students to make use of. Currently (Autumn 2024) Monday lunch is GCSE Music students, Tuesday lunch is Buggy Malone singing rehearsals and Wednesday lunch for KS3 music students every other week. There are a few student bands who make very good use of this facility and also a good number of individuals who find music to be their spiritual home. The current music teacher is part time, and the music room is only open the days she is in.

Once the school show is over, a choir and/or ukulele group will run on Tuesday lunchtimes.

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.

Additional opportunities outside the classroom include the school production, held jointly with drama in December of each calendar year. Since the current music staff have been in post shows have been A Christmas Carol (Dec. '22) and Mary Poppins Jr (Dec. '23). Buggy Malone will be our show in Dec. '24.

For the past two years and this academic year we have our House Music Competition as a highlight of the year. Students rehearse in their lesson times, and lunchtimes, for four weeks in the summer term followed by class finals. A mixture of solo and group pieces were then performed in front of the whole of year seven and judges selected the winners. A new initiative in Autumn 2023 was to hold a Battle of the Bands competition for year nine. Again, rehearsals were held in class time and lunchtimes and class finals led to the grand final in front of the whole of year nine with winners being selected by judges. This will happen again in Autumn 2024.

Additional performance opportunities have included soloists and ensembles at Prize Giving, Open Evening, assemblies and a Performing Arts Evening in Spring 2023.

In the future

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

Ideally, there would be GCSE groups in both years 10 and 11. This will only be possible if the numbers recruited are considered viable by the trust. As student involvement and resources are increased in music, it should be possible to have a greater number of ensembles formed. As mentioned above, hopefully more instrumental lessons will be offered soon. It would be lovely to offer students the opportunity to experience professional musicians performing and we will look into this.