Music Development Plan

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Intent

At Kingsdale, the primary goal of the Music department is to inspire and equip all pupils with the skills, knowledge, and enthusiasm to develop a lifelong love for music. Every student, regardless of background or ability, is entitled to a high-quality, engaging music education. By offering both core music lessons and a wide range of extracurricular opportunities, we aim to provide students with the tools to excel in music at all levels, from GCSE to A-level and beyond.

Key Principles:

- **High-Quality Music Education:** Every student receives excellent teaching in both theoretical and practical aspects of music.
- **Diverse Musical Opportunities:** Pupils are encouraged to explore a variety of musical genres, enhancing their understanding of music in both cultural and historical contexts.
- **Pathways to Excellence:** The curriculum is designed to equip students with the skills to thrive in academic music qualifications, such as GCSE and A-level.
- **Fostering Lifelong Passion:** We seek to ignite and nurture a love for music, supporting students' personal growth and identity through their musical journey.

Implementation

Our Music curriculum spans from Key Stage 3 (KS3) to Key Stage 5 (KS5) and is designed around three primary strands: **Performing, Composing, and Listening.** These strands are integrated and revisited throughout a student's journey, allowing for deep learning and progression.

Key Strands:

1. **Performing:** Developing skills in instrumental and vocal performance.
2. **Composing:** Encouraging students to compose original music and explore different compositional techniques.
3. **Listening:** Fostering a deep understanding of music through analysis, appreciation, and critical listening.

Curriculum Design:

- **KS3:** The curriculum begins with basic performing and composing, focusing on fundamental musical keywords and concepts. Students explore a range of musical styles, both Western and global, gradually building their knowledge and skills. This foundation prepares students for the more complex topics encountered at KS4 and KS5.
- **KS4 and KS5:** Students are encouraged to form personal connections with music and music technology. We support students in developing critical and creative thinking, helping them engage with a broad spectrum of musical contexts. At these levels, students deepen their understanding of music's role in different cultures and its capacity for personal and collective expression.

Each half-term, students undergo assessments in performing, composing, and listening, with practical work filmed for reflection and self-assessment. These

assessments directly align with GCSE and A-level expectations, ensuring consistency and preparing students for their final exams.

Teaching Methodology:

- **Kingsdale Lesson Model:** Every lesson follows a clear structure of "I do, we do, you do," enabling students to build knowledge progressively with increasing independence.
- **Rosenshine's Principles:** We use evidence-based teaching practices, ensuring clarity of instruction and frequent checks for understanding.

Key Objectives for Development:

1. ### Improving the Quality of Education:
   We are reviewing and enhancing the **KS3 Programme of Study**, including a refreshed approach to the curriculum and unit sequencing. Changes include:
   - Spreading out content more evenly around January, including an updated focus on **Italian and Eastern European folk music** in the European Folk unit.
   - **Year 8 Carousel Curriculum:** Increasing access to equipment and offering a wider variety of instruments such as ukulele.
   - **Year 9 and 10 Composition Curriculum:** Ensuring each half-term assessment focuses on specific marking criteria to improve student focus and achievement.
   - Regular review of **Schemes of Work (SoWs)** during weekly department meetings to reflect on their effectiveness.
2. ### Raising Student Outcomes:
   We aim to embed **effective Assessment for Learning** approaches and focus on:
   - **Tracking spreadsheets** for Year 9 and above to monitor scholarship provision and exam grades. Personalized interventions will be developed based on data to address specific areas of weakness.
   - **KS5 Support Sessions** to provide additional help to students struggling with coursework.
   - **Year 11 Topic Tests by Element** with a focus on mini essays to improve written analysis skills.
3. ### Improving Standards of Learning, Teaching & Staff Development:
   Our aim is to improve consistency in teaching through enhanced mentoring and pedagogical development:
   - **PGCE Mentoring:** Two new PGCE mentors in the department will support new teachers in their development.
   - **Moderation Groups for Essays:** Staff will collaborate to assess essay exemplars, share feedback, and improve grading consistency.
   - **Collaboration with Other Schools:** Supporting external moderation for coursework to further develop our internal practices.
   - Sharing and developing **new lesson plans** through collective feedback from staff.

4. ## Refining the Culture of Quality Assurance of Teaching and Learning (QATL):
   We will continue to focus on improving our Quality Assurance practices, including:
   - **More Team Teaching:** Using shared classes, particularly in Year 9, to promote consistency and collaborative teaching practices.
   - **Collapsing Classes for Larger Projects:** Organising projects that involve multiple classes to foster collaboration.
   - **Regular Curriculum Reflection:** Reflecting on curriculum implementation during departmental meetings to ensure quality.
5. ## Engaging Students as Owners of Their Learning:
   Our focus is on developing metacognitive strategies and supporting students in taking ownership of their learning:
   - **Wider Reading and Listening Lists:** Curating extended reading and listening lists that pre-teach topics and expose students to a range of musical contexts.
   - **Presentations:** Students in Year 9 and Year 12 will create presentations on specific topics to share their learning with peers.
   - **Flashcards and Self-Assessment Tools:** Using tools like flashcards to reinforce key concepts and **composition self-assessment sheets** to help students reflect on their creative work.
6. ## Enhancing Cultural Capital and Careers Education:
   We aim to embed cultural capital within the curriculum, with a particular focus on career pathways:
   - **KSO and Trips of a Lifetime:** Offering enriching experiences such as international tours and performances (e.g., in Namibia and Brazil) to expose students to global musical cultures.
   - **School Musical and Cross-Curricular Collaboration:** Using the school musical as a vehicle for cross-curricular collaboration, encouraging students to engage in all aspects of performance.
   - **Opera Trips and Industry Workshops:** Students will have opportunities to attend professional opera performances and participate in workshops with industry professionals and alumni.
   - **Independent Research Projects:** Students will undertake independent research projects, such as on Romantic composers or The Beatles, to develop their understanding of music history and culture.

Impact

The impact of our music curriculum is continually reviewed through internal and external feedback, ensuring that the provision meets the needs of our students and reflects the values of the school.

Monitoring and Evaluation:

- **Departmental Reviews:** Regular meetings ensure that teaching strategies are effective and adapt to the needs of pupils.
- **Consultation with Stakeholders:** We consult with key parties, such as the SSLP learning group, to assess the effectiveness of our curriculum.
- **Student Progress:** The high uptake of Music at GCSE and A-level, coupled with consistent excellent results, demonstrates the effectiveness of our curriculum in preparing students for further study at esteemed universities and conservatoires.

Extra-Curricular Impact:

- **Wide Range of Ensembles:** Over 30 musical ensembles cater to all skill levels, offering ample opportunities for performance.
- **Concerts and Outreach:** We organise over 30 concerts annually, with professional recordings to showcase our students' talents. These events include performances at prestigious venues like the Royal Albert Hall and international tours to places like Namibia and Brazil.
- **Scholarships and Talent Development:** Through our scholarship programme, we provide opportunities for students from diverse backgrounds to engage with music on a deeper level.

Cultural and Ethos Impact:

Music plays a central role in the school's ethos, with its inclusion in the wider school culture reflecting our commitment to excellence and inclusivity. The extracurricular offerings and performances foster a strong sense of community and identity among pupils.

Assessment

We assess students' progress through four key strands: **Performing (AO1), Composing (AO2), Listening (AO3),** and **Appraising (AO4).** Assessment is ongoing, with both formative and summative evaluations embedded throughout the curriculum.

Assessment Strategy:

- **Performing (AO1):** Students learn to perform pieces, demonstrating technical and expressive skills.
- **Composing (AO2):** Students create original compositions using techniques learned in class.

- **Listening (AO3) and Appraising (AO4):** Through listening tests and appraisals, students demonstrate their understanding of musical concepts, terminology, and contexts.

Assessment Structure:

- **Half-Termly Assessments:** Each unit culminates in a performance, composition, and listening assessment, allowing students to demonstrate their learning in a variety of ways.
- **Mini-Exams:** Listening and appraising tests are marked in class, with students reflecting on their results and setting targets for improvement.
- **Feedback and Reflection:** All performances and compositions are filmed for self and peer assessment. Verbal feedback is provided throughout lessons, and written feedback is used to inform future learning.

Rationale for Assessment:

- **Consistency Across Year Groups:** Using the same assessment objectives from KS3 to A-level ensures continuity and reliability in monitoring student progress.
- **Exam Preparation:** Assessments are designed to mirror the format of GCSE and A-level exams, particularly focusing on key skills like essay writing and critical listening.
- **Data-Driven Adjustments:** Results from assessments inform planning and adaptations to the curriculum, ensuring it meets the needs of all students.

Planned Areas for Development

The following areas have been identified for further development to ensure that all students have the opportunity to succeed in Music.

Key Objectives:

1. **Improve the Quality of Education** through a refreshed KS3 Programme of Study and expansion of equipment access.
2. **Raise Student Outcomes** through the use of tracking spreadsheets and personalised intervention plans for Year 9 and above.
3. **Enhance Staff Development** with mentoring, moderation groups, and a focus on high-impact teaching methods.
4. **Refine the Quality Assurance of Teaching and Learning** through team teaching, class collapses for larger projects, and curriculum reflections.
5. **Engage Students as Owners of Their Learning** through metacognitive strategies and independent projects.
6. **Enhance Cultural Capital** through expanded career education, performance opportunities, and cultural trips.

Strengths of the Music Department

The Music department consistently demonstrates excellence across a wide range of areas, with notable strengths including:

- **Exam Results:** High grades at GCSE and A-level, as well as exceptional performance in instrumental exams.
- **Extra-Curricular Offer:** An extensive range of musical ensembles and performance opportunities, catering to all abilities.
- **Curriculum Design:** Schemes of work are well-pitched and differentiated, ensuring that students are challenged appropriately.
- **Cross-Curricular Links:** Music theory and aural skills are emphasized across all year groups, ensuring a strong foundation for GCSE and A-level analysis.
- **Consistent Assessment:** Half-termly assessments across all strands ensure regular checks on student progress, maintaining high expectations and reinforcing key concepts.
- **Support for High-Ability Pupils:** The department offers extra support and enrichment for high-achieving students, including instrumental lessons and targeted opportunities for progression.
- **Regular Review and Adaptation:** Schemes of work are regularly reviewed and updated to reflect best practices and ensure continued progress.

By continuing to build on these strengths, the department aims to provide all students with an outstanding music education that prepares them for success both in school and beyond.