



# Music Development Plan Summary 2024-2025

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## Overview

Below is an overview that outlines some of the key information regarding music at Gladesmore Community School:

Detail	Information
<b>Academic year that this summary covers</b>	Academic Year 2024 – 2025
<b>Date this summary was published</b>	1st June, 2024
<b>Date this summary will be reviewed</b>	1st June, 2025
<b>Name of the school music lead</b>	Ty Lowe
<b>Name of school leadership team member with responsibility for music</b>	Goldwater Ojokor
<b>Name of Local Music Hub</b>	<a href="#">Haringey Music Service</a>

## 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 Gladesmore Community School website [Link to Music Page](#)

At Gladesmore Community 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 to the young people that we serve in Tottenham.

All students and teachers are active 'Musicians in the classroom.' The most natural way to learn is through play; yet this can be easily forgotten in the classroom. The Department recognises and values the importance and consistency of informed practical performance. We always make sure that music making through understanding of music is at the heart of learning and teaching. Practical music is developed by our students' understanding of a wide range of styles of music from Great composers, western classical tradition, music styles from around the world and musical history. We aim to expose them to a broad range of styles that are celebrated in their home communities and ones that allow them to have a broader understanding of musical appreciation.

## Curriculum Overview Key stage 3

Unit	Year 7	Year 8	Year 9	Year 7 FDN	Year 8 FDN	Year 9 FDN
<b>1</b>	Finding your voice: Singing Skills	Hooks and Riffs in Popular Music	Where is the love? Music for social change in the world.	Building blocks of Music	Keyboard skills- Vamoosh	Keyboard skills- Vamoosh
<b>2</b>	Intro to keyboards: Ode to Joy	12 bar blues: Journey of the blues to pop	Themes and variations- Pachelbel's Canon	Intro to keyboards: Ode to Joy	Keyboard Skills: Vivaldi Spring	Hooks and riffs
<b>3</b> to celebrate Bob Marley's 80th Anniversary	Music of Bob Marley- No Woman No Cry	Music of Bob Marley- Three little birds	Music of Bob Marley- One Love	Music of Bob Marley 1	Music of Bob Marley 2	Music of Bob Marley 3
<b>4</b>	Music of West Africa- Djembe drumming and tuned percussion	Music of Latin and Central America	Jazz Improvisation	West African Drumming	Lion sleeps tonight- Xyloph ones	Samba
<b>5</b>	Soul Music: Lean on me	Garageband- Music Technology	Intro to Logic Pro: Remixing	Balafon- Tuned percussion	Garageband- Music Technology	Music Technology- Remixing
<b>6</b>	Introduction to Music Technology: Form and structure/Layers and texture	Film Music- Leitmotifs	Great British Songbook: Pop music and songwriting	Garageband	Film Music- James Bond	Music through the decades

It is important that their skills are nurtured and developed as they make their transition from primary to secondary education. All students in key stage 3 and 4 are taught in a wide range of musical styles and genres, improving their skills on various instruments. They will develop notation skills and use of classroom instruments. Performance and understanding are a major focus.

Our students explore singing skills, keyboard skills including composing, through Keyboard and Guitar skills, rhythmic and percussion performance and composition. Students will learn about western classical music, contemporary music and various genres of music (including reggae, salsa, African, blues and classical) and will build on their composing and improvising skills. Students have progressed from Gladesmore and gone onto study Level 3 courses such as, A Level and BTEC courses and then progressing to University, Further education institutions or Music Colleges.

All students in key stage 3 are taught in a wide range of musical styles and genres, improving their skills on various instruments.

All students are expected to participate fully in lessons and practical work is regularly performed in front of their class and to wider audiences.

In all years, the students will develop their skills in music technology through different schemes and tasks in the schemes of work.

### Year 7

In year 7 their skills are nurtured and developed as they make their transition from primary to secondary education. In this year students build on their vocal technique, singing and percussion skills. They will develop notation skills and use of classroom instruments. In the first year Performance and understanding is more of a focus.

### Year 8

In year 8 students learn singing skills, keyboard skills including composing, through Keyboard and Guitar skills, rhythmic and percussion performance and composition. Students will learn about western classical music, contemporary music and world music (including reggae, salsa, African, blues and classical) and will build on their composing and improvising skills.

### Year 9

In Year 9 students learn about singing, composing on different instruments and keyboard, jazz, the blues and improvisation. They will develop their ensemble and solo performance skills and be given opportunity for independent practice on their instruments and free-composition. Students will also expand on Listening and Appraising to allow them to build on the skills of musical analysis and music theory.

### Year 10 & Year 11

Students study OCR GCSE Music, it is designed for students who have an interest in music making, music performance and/or composition and those who have a passion for music technology.

The GCSE Course is a highly exciting Course but at the same time will be very challenging. It involves a combination of Coursework and Examinations and covers all areas of performing, composing, music technology and listening work. All work involves some aspect of internal moderation and marking by teachers as well as external marking by OCR Exam Board Examiners.

This course is being offered by the Music Department and there is a requirement that you should be able and willing to perform at a high standard on their main instrument in order that they would be able to make sufficient progress on this course. **It is suggested that they will need to have access to your instrument at home to practice, for example, keyboard players will need a keyboard at home.**

The GCSE Course is made up of mandatory units/areas of study and two of these will be externally assessed.

<b>CONTENT OVERVIEW</b>	<b>ASSESSMENT OVERVIEW</b>	
<ul style="list-style-type: none"> <li>· Performance on the learner's chosen instrument.</li> <li>· Composition to a brief set by the learner.</li> </ul>	<p style="text-align: center;"><b>Integrated Portfolio</b></p> <ul style="list-style-type: none"> <li>· 60 Marks</li> <li>· Non-exam assessment</li> </ul>	<b>30% of total GCSE</b>
<ul style="list-style-type: none"> <li>· Ensemble performance.</li> <li>· Composition to an OCR set brief.</li> </ul>	<p style="text-align: center;"><b>Practical component</b></p> <ul style="list-style-type: none"> <li>· 60 Marks</li> <li>· Non-exam assessment</li> </ul>	<b>30% of total GCSE</b>
<ul style="list-style-type: none"> <li>· Listening and appraising. A written paper, with CD.</li> <li>· Aural recognition</li> </ul>	<p style="text-align: center;"><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>· 80 Marks</li> <li>· 1 hour and 30 minutes written paper</li> </ul>	<b>40% of total GCSE</b>

### Time allocated

At Gladesmore Community School we follow a one week timetable of hour of music a week for Key stage 3 and 3 hours per week for Key stage 4.

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
1 x 60 minutes	1 x 60 minutes	1 x 60 minutes	3 x 60 minutes	3 x 60 minutes

### Special Educational Needs & Disabilities

At Gladesmore Community School, 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. We have an inclusive Foundation curriculum in music that mirrors the curriculum for music Key stage 3 with adaptations to the schemes of work. This is reviewed annually to tailor to the needs of the students that are in the foundation tier year to year.

## Links to Local Music Hub

Gladesmore Community School collaborates closely with Haringey Music service who also provides the school with peripatetic teachers. Haringey music service provides cost-effective instrument rental for individual students and we are looking to include a whole class music provision this academic year for select classes supported by the music service. In the past, we have utilised these resources in diverse capacities, such as through West African percussion, brass, and strings. A link to Hub website can be found here: [Haringey Music Service](#)

## Music Qualifications

Gladesmore Community School offers students the opportunity to pursue Music GCSE in 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 Gladesmore Community School's KS4 curriculum can be found here: <https://www.gladesmore.com/page/?title=Music&pid=338>

## Part B: Co-curricular Music

This section addresses the opportunity pupils at Gladesmore Community School have to sing and play music outside of lesson time. Within Gladesmore Community 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

Gladesmore Community School offers 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.

Enrichment and out of lesson learning is integral to the development of young musicians at Gladesmore Community School.

These opportunities allow collaboration and personal development on instruments and this development will feed back into the classroom, as students are encouraged to use outside musical attributes in lessons and the wider school, through performances and workshops.

We encourage students with an interest in music to take part in extracurricular groups. This is where they have the opportunity to work with other musicians and develop their skills. It promotes our department ethos, 'There is no arts without collaboration.'

#### **Extra-Curricular clubs:**

<b>Provision Provided</b>	<b>When?</b>	<b>Available to:</b>	<b>Provider</b>
<b>Rock Band</b>	Tuesday Lunch time	ALL	Haringey music Service
<b>Jam Band</b>	Thursday Lunch time	ALL	Haringey music Service
<b>Key stage 3 Choir</b>	Thursday After School (2-45-3.45pm)	ALL	TLE/Singing teacher
<b>Violin Ensemble</b>	Wednesday Lunch Time	ALL	Haringey music Service
<b>Guitar Ensemble</b>	Wednesday Lunch Time	ALL	AES
<b>Training Guitar Ensemble</b>	Wednesday After School	ALL	TLE
<b>Music Technology</b>	Tuesday Lunch time	ALL	Felix (Peri Teacher)
<b>Open Rehearsals</b>	Monday, Tuesday, Friday Lunch time	ALL	All staff

## Peripatetic Offer

Gladesmore Community 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 on a one-to-one basis.

<b>Provision Provided</b>	<b>When?</b>	<b>Available to:</b>	<b>Provider</b>
<b>Contemporary/Classical Keyboards</b>	Mondays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Classical Piano</b>	Thursdays & Fridays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Singing</b>	Tuesdays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Classical Guitar</b>	Wednesdays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Electric &amp; Acoustic Guitar</b>	Monday/Wednesdays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Violin</b>	Mondays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Cello</b>	Tuesdays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Bass</b>	Wednesdays & Thursdays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Drums/Percussion</b>	Thursdays	All <i>(Termly fee required)</i>	Haringey music Service
<b>Steel pans</b>	TBC	All <i>(Termly fee required)</i>	Haringey music Service

### **How the lessons work?**

The lessons are subsidised by the school. They are offered as 20 minute one to one individual lessons with an external instrumental specialist. Students are taken out of lesson on a rotated timetable so they will not miss the same lesson.

### **What instruments do we offer?**

We have a full range of instrumental lessons to choose from. The most popular instrumental choices at our school are Piano, Voice, Violin, Cello, Electric Guitar, Classical Guitar, Drums. We do offer a wide range of instrumental choices; please refer to the application form for the full range of choices.

### **How much does it cost?**

Once a child is accepted onto the instrumental scheme the school will invoice for payment. We would never want the cost to stop any child from learning an instrument, we will always find a way to subsidize and in some cases offer free places for students to learn an instrument. Money is a barrier.

**Lessons are charged at £70 (10 x20 minute lessons across a term). If you are on free school meals or on income support you are charged £30.**

### **How to sign-up?**

online application form via/ Also available via the school website  
<https://forms.gle/nkhW4apaAkoGHp59A>

## **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.

#### **• Music as part of Rewards Assemblies**

Students across all year groups are encouraged to participate in singing during Reward Assemblies through the school. It is an opportunity for students to gain confidence performing whilst celebrating their achievements in a supportive environment.

#### **• Summer Concert**

Gladesmore Community School's annual Summer Concert offers students the chance to perform before a public audience. This prestigious event includes auditions for both ensemble and solo acts, ensuring a high standard of performances. Selected instrumental groups and soloists are invited to present their work, providing them with valuable performance experience. The Summer Concert is a highlight of the school's calendar, fostering a sense of community and pride among students, staff, and attendees.

#### **• Music assembly concert**

The annual music assembly is one of the biggest assemblies of the school year, a chance for all students to showcase their talents in an extended morning concert

to the whole school community. This is hosted and arranged by the students and has a range of performances across all year groups. This is open to everyone and is always a highlight for the school year.

#### • **Cultural day and cultural performances**

During the Summer term, students are invited to make musical contributions, performing pieces they have been diligently practicing throughout the year celebrating the diverse cultures that we have at school. This event features a variety of ensemble and solo acts, allowing students to demonstrate their musical progress and creativity alongside the community. This is a prime opportunity for our West African drumming groups to perform as well as steel pans and Saz players to showcase the rich diversity of music talent we have to offer

#### • **Trips to Musicals and Performances**

Gladesmore Community 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 range from free to a small fee – students that come from low income families are offered subsidised or free tickets on a case-by-case basis.

## **Part D: In the Future**

As a music department we feel that we provide the best provision for music for all our students, so all students are able to access the best opportunities while they study music with us.

We would like to introduce further ways to improve our provision that we offer and below are some of the ideas we will be looking to develop this year.

- To introduce more culturally diverse provisions in the curriculum and extra-curricular which reflect the students that we have in the school. Eg, more examples of women in music, LGBTQ+ musicians, music of the global majority and more examples of music that reflects the home cultures of our students.
- Create a department calendar that has all key info for department including extended hours provisions, mock exams, performances dates, deadlines etc
- Extra curricular and enrichment opportunities for all students at Gladesmore who wish to learn an instrument and one that reflects the students cultural and diverse backgrounds as well as exposing them to new opportunities. Introducing Steel pans and Saz back into the classroom and peripatetic lessons that reflect a large community of our students.
- We would like to build a professional recording studio and allow students access to create industry level recordings of their own work and music that they create in the classroom.

- Further build external relationships with outside organisations to have musical partnerships that could create further opportunities for our students. This could include local theatre groups, arts organisations, music studios, record companies and external musical ensembles .
- Planning of enrichment calendar that is music specific that allows us different opportunities throughout the year to plan workload for music staff to create exciting whole school events
- Providing opportunities for students that do not have access to instruments at home