

Music development plan summary: Waseley Hills High School

Overview

Detail	Information
Academic year that this summary covers	2023-24
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mr Kevin White
Name of school leadership team member with responsibility for music (if different)	Mrs G Loveridge
Name of local music hub	Seven Arts
Name of other music education organisation(s) (if partnership in place)	Music Academy Midlands

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.

In Music at Waseley Hills High School, we aim to develop and foster independent, resilient, and creative students that who are confident and eager to enjoy music.

Our curriculum builds upon previous knowledge as the students move up year groups, and in all cases, revisits previous skills and knowledge to embed the learning. This is achieved through the 3 main components running through all schemes of work: Performing, composing, and listening & appraising.

In KS3 student receive 1x 50-minute lesson per week

Year 7

Students begin their musical journey studying rhythm and pulse through a stomp unit of work. Students learn to read and write basic stave rhythmic notation in common time.

Students then perform their own rhythms in a small ensemble using the Boom whackers to create a short rhythmic piece based around a simple structure and ostinato/unison patterns.

Students are also introduced to the musical elements to help them develop a rhythmic composition.

In the second half term students then focus on the additional musical elements of Pitch and melody.

Students will be able to locate notes on the keyboard, read notation to a basic level, and perform melodies using the keyboard. These foundational musical elements are the core that runs through the entire curriculum.

In the spring term students explore music technology, we use Mixcraft at Waseley Hills, and learn about the Baroque piece Canon in D Major as well as orchestral instruments. This fundamental knowledge will allow them to understand using computer software and technology for years to come.

The final term will see the students put all their knowledge and expertise to use when writing a song using 4 chords. Year 7 also get to learn a new instrument (ukulele) which is a good link to primary school, generally seeing some students already having learnt some basic skills on the instrument.

Year 8

Year 8 music begins with a rhythm focused unit, like Unit 1 in Year 7. Returning to rhythm consolidates students' understanding of the role of this crucial element in all music.

Students will learn specific drum technique when using the djembe drums and learn a traditional West African (Guinea) drumming piece. This unit is excellent building confidence in performing and using improvisation. In the second half term Students improve their ability using music software through studying minimalism. Students create a composition based around repeated ideas that are adapted over the duration of the music and work to understand different textures in music.

The spring term is spent studying unit world of film music, through performing popular themes and clips of music for inspiration and culminates in an original composed score to a film clip. This unit really focuses on creating mood and emotion and looks at how composers create certain atmospheres and emotions for specific scenes, with an emphasis on timbre. Students develop keyboard techniques and use music technology to explore this medium.

The Summer term has a group performance focusing on studying the Blues. Focuses Students initially learn the harmonic language on the keyboard and expand to use a variety of instruments playing the 12-bar blues structure and expanding their knowledge of improvisation. Harmony is extended from year 7 and students are also required to perform as part of an ensemble whilst also composing their own blues song.

Year 9

Year 9 start the year off studying how Hooks and Riffs are used within popular music. This develops on from the specific genres in year 8 (Blues & West African drumming) and the rhythm and pulse unit in year 7 where ostinato was a dominant compositional technique. Students look at specific Hooks and riffs in the first term to build up a musical vocabulary and analyse effective hooks and riffs before creating their own within an ensemble using a typical rock band instrumentation.

Students then spend the second term using music software to create some programme music with a space theme in a rondo structure. This unit nicely develops on from the film music unit in year 8 and allows students to explore the effects and extended features of the Mixcraft program.

The Spring term is spent developing the art of composition using a starting point (stimulus) and is a great lead into GCSE Music. Students will learn how to develop ideas and how to manipulate the musical elements to create a larger scale work, using ideas from previous units.

The summer and final term of music at KS3 is spent refining instrumental ensemble skills studying song arranging and writing. The students put all their previous knowledge into a group song. This allows students to develop technique on different instruments, working in different genres, and developing their song writing skills.

GCSE Year 10 & 11

At KS4 we follow the GCSE Music OCR specification. Again, this exam board has the same 3 fundamental components running through the course: performance, composition, and listening and appraising. This is excellent for the students moving on from KS3 as this has been the foci through the last 3 years.

Students study and develop on their own chosen instrument – performing as an individual and within a group setting. Students study different compositional techniques and composing in different genres which culminate in two pieces of coursework; composition of their choice and a set brief composition set by the examination board.

The listening and appraising part of the course sees the students studying about 4 areas of music: Conventions of pop, Concerto through time, rhythms of the world, and film and video game music. These are excellent areas of study and generally introduce at some point in KS3, so students see themselves developing or prior knowledge.

Music is allocated 3 x 50-minute lessons at KS4 with extra time when coursework deadlines are imminent to refine and perfect.

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.

At Waseley Hills High School we are on an uphill trajectory to get students performing music and involved in the performing arts. We have seen a sharp increase in students wanting to get involved and we are hoping this is going to continue to grow for many years to come.

Students can access individual/small group tuition outside of music curriculum lessons from the Seven Arts music hub or Music Academy Midlands. These are lessons paid for by parents of the students that are wanting to develop their music making further. These additional lessons can be done in school for 20/30 minutes blocks once per week. There is also the ability to go to the centres and not miss other curriculum lessons in school.

In music we currently offer a diverse range of co-curricular music.

Choir

Musical theatre vocal group

School musical rehearsals

School orchestra/band

Year 7 band

Year 8 band

Year 9 band

Year 10 band

All clubs are attended weekly throughout the year and help to develop students' music making. They usually culminate in a performance in an assembly or an end of term showcase/concert.

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.

Here at Waseley Hills High School we are continually trying to develop and demonstrate the students' musical abilities. We have a lot of talented individuals, and it is important to give them the opportunities to share their talent with a wider audience.

We currently have musical performances in year group assemblies. These are generally at the end of the term or half term.

We have a Christmas showcase/concert here at Waseley Hills and in 2022 we also organised a carol concert at the Parish of St Chad, Rubery. This allowed the school to host two different styles of concert and cater for all performing styles.

Music is a big part of the whole school production and allows a lot of students to sing and help with the performance of the music in the annual school musical production.

In the Summer, the schools host a showcase to display the work and dedication from performing arts students throughout the year. It is a great culmination to the end of a musical year.

We also have some ad hoc performances that students can partake in, especially being part of the Central Region Schools Trust, we have collaborated performing at trust events and choir also performed at a Governors meeting.

In the future

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

The Waseley Hills High School Music department is really seeing an increase in music making, both creating and performing. Although we have seen wonderful concerts, performances, and even a musical in the last couple of years, we want more.

The department is going to develop:

- Working with the local music hub (seven Arts) and Music Academy Midlands to get more students learning an instrument outside of curriculum lessons.

- An increase of student participation in school events. We get a good number of students partaking in whole school events (concerts, school shows, showcases) but this number could be greater, which in turn will inspire others to be involved.
- Extra-curricular trips to see live music making. It is important that students experience this to build their cultural capital.