

Music Development Plan Summary: *Hodge Hill College*

Overview

Detail	Information
Academic year that this summary covers	KS3 (Year 7, 8 and 9)
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Timothy Longstaff
Name of school leadership team member with responsibility for music (if different)	Tamanna Abdul-Karim
Name of local music hub	Services for Music
Name of other music education organisation(s) (if partnership in place)	

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.

Music is taught once a week as part of the Performing Arts Curriculum. Within this, it is taught beside and linked to the subject of Drama. Lessons are taught practically, this focuses students learning on ability and theoretical knowledge through 'doing'.

Lessons focus on the three main areas of Music: Rhythm, Melody and Harmony.

In Year 7, students learn African drumming which allows them to focus on the rhythmic aspects of pulse, tempo and combining rhythms (polyrhythms), this also develops their group work and communication skills. Year 7 students also learn about singing and singing rudiments to practise their melodic and aural skills. Throughout the year students' progress to using glockenspiels, by which they can improve aural and melodic skills and understand musical notes. Students also learn about Bhangra music which provides an introduction to guitar and Chaal rhythms, combining all three musical areas.

In Year 8, students practise singing early on in the year to refresh ideas and further practise group work, aural skills and building confidence. Students continue to use glockenspiels with a focus on creating more complex melodies and combining notes (harmony). Students revisit guitar which allows them to study chords and chord sequences and begin to use pianos so they can learn about chords (harmony) from a more theoretical standing. These topics are also taught with attention on creating a foundation for students to progress independently. Year 8 students will be introduced to Samba music which highlights more complex rhythmic ideas, instruments and the combination of timbre (different sounds). By the end of Year 8 students will move onto Hip Hop music which will teach them about rap and the basics of recording music, along with a foundational look into the music industry. Students will learn to use GarageBand which is a recording software that is free with any Apple Products and can be applied to a professional standard.

Finally, Year 9 students will first continue their look into the music industry with deeper ideas such as jobs and skills. Students will then further develop guitar and chords through reggae and protest music, with students eventually creating their own chord sequence and protest song. Students will be introduced to the ideas of tones and semitones plus major and minor scales as they learn about Indian Ragas which will further develop their theoretical knowledge of melody, harmony and improvisational skills. Year 9 finishes with student looking into recording music again as they explore film music and how film scores are written and created.

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.

Students have a number of opportunities outside of lessons.

Pupils can elect to be part of fully funded peripatetic lessons in which they have the choice to learn Guitar, Singing or Dhol. All lessons are at least 20 minutes long and take place during the school day. The Peripatetic lesson rota changes each week so student do not miss the same lessons every week and their learning is not impacted. Dhol and Singing lesson are taught by external teachers with experience in the music industry using their instruments. Guitar is taught by the Head of Music at Hodge Hill College who likewise has professional experience and knowledge with this instrument. These lessons also provide the students the opportunity to perform, for example with Guitarist performing at open evenings; Dhol drummers playing in school productions or Singers taking part in talents shows individually or as part of the school choir.

Furthermore, all students have the opportunity to be part of school productions such as talent shows, the school choir or the school musical. These productions mean that

students can join afterschool clubs to rehearse and perform with the like-minded of all ages.

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.

There have been a number of musical events that have taken place. Students have the chance to be part of the school musical or talent show, which is performed to various year groups of the school and also performed to parents and friends of the school. There are also performances for charity weeks, taking place during break times, to raise money and awareness.

Previous musical trips include leaving school to see pantomimes and a performance at Birmingham Symphony Hall, giving students a range of professional concerts to experience. We aim to continue with these experiences this year.

Students will have the opportunity to take part in musical workshops to creatively develop their musical understanding and can perform in a number Performing Arts school events.

The Music curriculum develops a student's cultural capital. Students learn a range of different musical styles and genres such as Indian Ragas, African Djembe Music, Minimalism and more. Students have the opportunity to learn and showcase an instrument and specifically develop their creative skill. Music is also played at the end of the school day from a variety of cultures to broaden students' experience and appreciation of music.

In the future

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

For the Future, we intent to expand and improve the extra-curricular side of the student's musical education.

Students already have the opportunity to access fully funded peripatetic lessons in singing, Dhol and Guitar but we would like to keep improving their experience with these instrumental lessons. There are also opportunities planned to create and nurture a school choir, allowing pupils the chance to sing and enjoy music as a group.

Students do have to chance to get involved with Hodge Hill's Got Talent which is the school talent show or take part in the school play which have added musical performance aspects. As stated, students will also have the chance to accompany the

Performing Arts department as we plan out Pantomime school tip or elect to take part in a music workshop.

We strive to create a full and varied musical experience at Hodge Hill College and will continue develop more occasions to progress, perform and experience to subject of music.

Further information (optional)

N/a