

Music Development Plan for Archbishop Tenison's Church of England High School

Fostering musical excellence through strategic planning, innovative teaching, rigorous assessment, and high-quality co-curricular experiences that enhance academic progress, creativity, cultural capital, and well-being.

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Music Hub Partner: Croydon Music and Arts

1. Music Curriculum & GCSE Recruitment

Our music curriculum is aligned with the **National Plan for Music Education (NPME)**, which was refreshed and published in June 2022. The NPME outlines the need for all students to have access to high-quality music education that includes at least **one hour of music per week** for Key Stages 1 to 3. We are committed to moving towards this target for Year 9, alongside expanding GCSE music recruitment efforts and enhancing student engagement through structured initiatives.

- **Diverse Genres and Techniques:** The curriculum covers a broad range of musical genres, from classical to contemporary and world music, ensuring students develop a deep cultural understanding and appreciation. **Additionally, we will explore the role of music in Christian worship and its cultural significance, introducing students to sacred music traditions, including choral works, hymns, and gospel music, fostering their understanding of music's role in Christian history.**

- **Pathways to GCSE and Beyond:** The curriculum is designed with a clear progression from KS3 to KS4, offering students the opportunity to pursue music qualifications such as GCSE and further vocational qualifications. This supports the NPME's objective of providing access to music qualifications.
- **Technology Integration:** We incorporate digital music platforms such as GarageBand, Logic Pro, and Sibelius into our curriculum, giving students the tools to compose, produce, and engage with music through modern technological approaches.
- **Rigorous Assessment:**
 - **Formative and Summative Assessments:** Regular assessments are built into the curriculum, ensuring that students are continuously evaluated through practical performance assessments, theoretical understanding, and composition projects. These assessments are designed to be challenging and encourage reflective learning.
 - **Feedback and Progress Tracking:** Teachers provide structured feedback after each assessment, helping students identify their strengths and areas for improvement. Progress is tracked regularly through a combination of peer and teacher evaluations, ensuring that students are consistently developing their musical skills.
 - **External Moderation:** Where relevant, external moderation, such as for the **Arts Award, RSL Course** will ensure that students' work meets high standards and is aligned with national expectations.
- **Recruiting for GCSE Music:**
 - **Taster Sessions and Promotions:** We will run taster sessions, and events during Options Evenings to promote the benefits of studying GCSE music. These will highlight the broad opportunities available within the subject, from performance and composition to music technology.
 - **Music Ambassador Programme:** A new **Music Ambassador Programme** will be introduced, providing students with a voice in shaping the direction of the music department. Music Ambassadors will work closely with the music lead to share ideas, help organise events, and promote music across the school. This initiative will encourage student leadership, creativity, and engagement within the department.

2. Facilities and Equipment

We are committed to creating an inspiring and fully equipped environment that supports both the practical and theoretical elements of music education.

- **New Mac Suite:** We would like to install a new Mac suite to support music technology lessons, providing access to industry-standard software such as Logic Pro and GarageBand. This suite will allow students to explore music production, sound engineering, and digital composition.
- **Additional Music Room:** To accommodate increased participation and facilitate group activities, I would like an additional music room. This additional space will be used for instrumental tuition, ensemble rehearsals, and group work, enhancing our capacity to deliver high-quality practical music lessons.
- **Practice Spaces:** I want to enhance existing practice rooms, ensuring they are well-maintained and equipped for individual and group practice. These spaces will provide students with a dedicated environment to prepare for performances, assessments, and external exams.

3. Instrumental Learning

Instrumental learning is a key focus of our music development plan, and we are committed to expanding access to high-quality **1-to-1 instrumental lessons**. Our goal is to ensure that **at least 10% of the school population** is engaged in these lessons, making instrumental learning accessible to students of all income levels.

- **1-to-1 Instrumental Tuition:** Currently, all instrumental lessons at the school are delivered on a **1-to-1 basis** by highly skilled specialist teachers. These lessons allow for personalised instruction, enabling students to develop their instrumental skills and technique at their own pace.

- **Accessibility for All Income Levels:** To ensure a structured **financial assistance programme** to ensure that students from low-income households can access **1-to-1 instrumental lessons**. This programme will be supported through a combination of school funding, external grants, and partnerships with music hubs like **Croydon Music and Arts**. Our goal is to remove financial barriers and ensure that music education is accessible to all.
- **Increasing Participation:** Our target is to reach **10% participation** in instrumental lessons across the school. We will actively promote instrumental tuition through assemblies, demonstrations, and tailored communications with parents, encouraging wider uptake of lessons. This target aligns with our commitment to fostering musical excellence and ensuring that all students can engage with music more deeply.
- **Music Pass System:** To facilitate independent practice, the **Music Pass System** will be further promoted and increased. This system allows students to practice during breaks and lunchtimes, provided they have parental consent and adhere to specific guidelines. The music pass promotes structured and supervised use of practice spaces, giving students more flexibility to develop their instrumental skills outside of lesson time.
- **Performance Opportunities:** Students who are learning instruments will regularly perform in both formal and informal settings, including school concerts and community events. This will help build their confidence and improve their performance skills.

4. Choirs and Ensembles

We have a robust range of choirs and ensembles to support student participation in group music-making. We are also focused on expanding this offering to include more diverse musical experiences for all students.

Existing Choirs:

- **Year 7 Choir:** A beginner choir that introduces students to group singing, vocal technique, and performance.
- **Year 8 Choir:** Builds on the Year 7 choir, offering more advanced repertoire and vocal techniques to further develop students' singing skills.
- **Gospel Choir:** A dynamic ensemble focused on gospel music, providing students with opportunities to perform at school and community events. The choir embraces powerful vocal harmonies and expressive performances.

New Choirs and Ensembles:

- **Senior Choir:** We plan to develop a **Senior Choir**, aimed at students in Years 9 to 11, to tackle more challenging and varied repertoire, offering opportunities for higher-level vocal development and leadership within the group.
- **World Music Ensembles:** These ensembles will provide students with exposure to traditional and contemporary music from cultures around the world, including African drumming, *steel pans*, and Latin American percussion. This will enhance students' understanding of global music traditions and promote cultural diversity.
- **Wind Band:** A new **Wind Band** will be introduced, featuring students playing woodwind, brass, and percussion instruments. This ensemble will focus on performing classical and contemporary wind band repertoire and help students develop their ensemble playing and performance skills.
- **Rock/Pop Bands:** We will encourage the formation of **Rock/Pop Bands**, allowing students to engage with popular music genres. These bands will provide students with opportunities to perform music from rock, pop, and other contemporary styles, giving them practical experience in live performance, collaboration, and sound engineering.

5. Academic Progress

We believe that music education plays a significant role in supporting students' **academic progress** across the curriculum and contributes to their overall academic and personal development.

- **Development of Key Academic Skills:**
 - **Literacy:** Music education enhances literacy through activities like lyric analysis, reading music notation, and exploring the structure of compositions.
 - **Numeracy:** Rhythm and timing exercises in music strengthen numeracy skills by reinforcing patterns, sequences, and counting.
 - **Cognitive Development:** The process of learning an instrument or composing music improves memory, concentration, and problem-solving, which are vital for overall academic performance.
 - **Collaboration and Communication:** Group performance activities foster teamwork, communication, and leadership, all of which are essential for students' social and academic success.

- **Transferable Skills:** The skills developed through music education—creativity, critical thinking, and perseverance—are transferable to other subjects and areas of learning. These qualities help students become more resilient, adaptable, and successful learners across the school curriculum.
- **Cross-Curricular Learning:**
 - We will embed cross-curricular learning opportunities where students can apply their music knowledge and skills to other subjects like drama, English, and history. For example, studying the historical context of specific musical styles or using music to enhance drama performances. This encourages students to make meaningful connections between music and other academic disciplines.
- **Preparation for Further Education:** Music education is not only beneficial for GCSE and A-level studies but also lays the foundation for success in higher education and vocational courses. Students pursuing music qualifications gain valuable skills that prepare them for various academic and career pathways in creative industries and beyond.

6. Spiritual and Moral Development Through Music

We are committed to integrating **spiritual growth** and **moral development** into our music programme, reflecting the school's Christian ethos.

- **Music in Worship:** We aim to develop musical opportunities for students to actively contribute to **Christian worship** during school assemblies and services. Choirs and instrumentalists will have regular opportunities to perform music that reflects the **Christian ethos** of the school, fostering a sense of faith through their performances.
- **Exploring Music's Role in Faith:** We will introduce projects that explore the spiritual dimensions of music, reflecting on how music connects with **Christian values**, faith, and community. This will include the study of sacred music traditions, gospel music, and hymns, deepening students' understanding of music's role in **Christian worship** and history.

7. Well-Being

We recognise the importance of music education in supporting student well-being, offering a safe and creative outlet for self-expression and emotional growth.

- **Mental Health Benefits:** Music-making and performance have been shown to reduce stress and anxiety, providing students with an outlet for their emotions. The music department will support student well-being through informal music-making sessions that foster relaxation and social connection.
- **Inclusive and Supportive Environment:** The music department will ensure that all students, regardless of ability, feel included and supported in their musical journey. Opportunities for performance and collaboration will help build confidence and a sense of achievement.
- **Focus on Teamwork:** Through group performances, choirs, and ensembles, students will develop social skills, build friendships, and experience the joy of working together toward a shared goal, all of which contribute to their overall well-being.

8. Partnerships

We will build strong partnerships with local and national organisations, including **National Portfolio Organisations (NPOs)**, to enrich our students' music education.

- **Music Hub and External Agencies:** Collaborations with **Croydon Music and Arts**, other local and national music education organisations, and external agencies will provide additional resources, workshops, and performance opportunities. These partnerships will ensure that students have access to a wide range of musical experiences.
- **National Portfolio Organisations (NPOs):** We aim to partner with **National Portfolio Organisations** such as professional orchestras, opera companies, and music education charities to bring workshops, performances, and masterclasses to our students. This will provide access to high-quality professional experiences and further embed music in school life.