

# Chatham and Clarendon School Music Development Plan 2024/5

Academic year that this summary covers	2024/25
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Molly Hollman
Name of school leadership team member with responsibility for music (if different)	Clark Goodwin
Name of local music hub	Kent Music

## AIMS

To inspire and cultivate a lifelong love and appreciation for music in all students by providing a comprehensive, engaging, and inclusive music education program.

To offer a diverse range of musical experiences, develop students' musical skills and knowledge, and promote creativity, collaboration, and critical thinking through music education.

## Goals and Objectives

### 1. Enhance Curriculum and Instruction

- Continue to develop a diverse and inclusive music curriculum that covers various genres, cultures, and historical periods. Ensure that there is relevance to current music cultures and that there is progression throughout all key stages.
- Continue to incorporate technology and multimedia resources to enhance music learning.
- Continue to offer professional development opportunities for music teachers to stay current with best practices and pedagogical advancements.

### 2. Student Participation and Engagement

- Continue to publicize and raise awareness of student ensembles so that all students are aware of what happens musically at the school and feel encouraged to join in.
- Organize regular performances, concerts, and recitals to showcase student talent.
- Encourage student-led music projects and compositions.

**For 2024/25 - Organise a student led SSAA choir.**

### 3. Foster a Supportive Music Community

- Continue to strengthen partnerships with local music organizations, universities, and professional musicians.
- Continue to engage parents and the community through concerts, performances and the annual school production

**For 2024/5 - Set up a CCGS Music Instagram page**

#### **4. Provide Access to Quality Resources**

- Ensure students have access to quality instruments, sheet music, and other necessary materials. Continue to push for the replacement of music department computers which are now over 15 years old.
- Upgrade and maintain music facilities, including practice rooms, performance spaces, and recording equipment as and when necessary.
- Continue with the system for regular maintenance and repair of school-owned instruments.

#### **5. Promote Music Literacy and Appreciation**

- Continue to integrate music theory, history, and appreciation into the curriculum.
- Continue to use interdisciplinary approaches to connect music with other subjects such as history, literature, and science. (eg Year 8 blues – slave trade in History)
- Continue to encourage critical listening and analysis of diverse musical styles and performances, particularly as part of the teaching at GCSE and A level
- Continue to use the MMC to inspire curriculum music choices and underline student milestones.

## **Part A – Curriculum Music**

### **Current Provision at KS3, 4 and 5**

- KS3 – All students receive one hour of music a week.
- KS4 – One set, receiving 3 lessons a week in Year 10 and 2 a week in Year 11.
- KS5 – One set, receiving 4 lessons a week.

KS3 Schemes of work from a pupil perspective:

#### **Music in Year 7, 8 and 9 – What will I learn?**

- I will gain a knowledge and understanding of the main elements of music which will allow access to practical tasks including composition, performance and singing.
- I will discover how music has developed around the world from 600AD to the present, and the influences on these developments.
- I will study contemporary musical styles and explore how modern audiences engage with music.

## **Year 7 – Fundamental Elements of Music**

- The basics of rhythm and pitch so that I can learn to read music
- The Harry Potter Orchestra
- Scales – the building blocks of all music
- How we can write music down – paper, software, scores
- Composing music for effect, Performing, Singing, Listening
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## **Year 8 – How music develops through history and across different cultures and societies.**

- The development of music and musical styles throughout European history
- An awareness of global music genres and styles
- The early 20<sup>th</sup> Century – how jazz became rock and pop
- Composing music for effect, Performing, Singing, Listening
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## **Year 9 – Contemporary musical forms and genres**

- The history of pop and rock music
- Contemporary composition styles – rock and pop and EDM
- Music and Media – film music and music for video games
- Music on the stage – How Opera became Musical Theatre
- Composing music for effect, Performing, Singing, Listening

**At GCSE and A level we follow the EDUQAS specification and Edexcel for Music Technology A level.**

## Part B – Co-curricular Music

### Current co-curricular provision

	<b>Lunchtime 1.45-2.10pm</b>	<b>After School 3.15-4.00pm</b>
Monday	<p><b>Brass Ensemble</b> – Music Studio <i>For any students playing a brass instrument</i></p> <p><b>Rock Choir</b> – MU5</p>	<p><b>Music Coursework and Revision Clinic</b></p> <p>For students taking GCSE or A level music who wish to get extra support or work on coursework.</p>
Tuesday	<p><b>Flute Ensemble</b> – <i>Music Studio</i></p>	<p><b>Choir</b> (Years 7-13) <i>In Chatham House Dining Hall – lower school site. Usually over 100 members!</i></p> <p><b>*Advanced Vocal Ensemble*</b> (4-4.30pm) <i>For advanced singers who are having voice lessons, entry by audition – see Ms Hollman. (MHo)</i></p>
Wednesday	<p><b>Strings and Things</b> – MU2 <i>(rehearsals for the school production)</i></p>	<p><b>Percussion School at 4pm in music studio</b> <i>(run by an external provider, small fee involved). All levels welcome. Students waiting for the session are welcome to do homework in the music department beforehand. Contact lorrainebakerdrums@hotmail.co.uk<sup>[1]</sup></i></p>
Thursday	<p><i>(rehearsals for the school production)</i></p>	<p><b>*Senior Wind Band*</b> <i>(wind/brass/percussion Grade 3/4 and above) (Music Studio)</i></p>

Friday	<b>*Low voices Choir* MUI</b> <i>(tenors and basses, run by Mr Darrock)</i>	<b>*Jazz Band*</b> (AG/OG) <i>Music Studio</i> (wind/brass Grade 3 and above)
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**Continue to run trips to see concerts and musicals, currently two (Joseph and the Technicolour Dreamcoat and Music at the Movies Concert planned for 2024/5**

## STEP ONE – CREATING A VISION FOR MUSIC IN YOUR SCHOOL

### What is a vision

In the busy day-to-day life of a Music department, it can be difficult to see beyond the demands of teaching your classes, dealing with students and colleagues, and managing administrative tasks. However, it is essential that you find time to step back and look at the bigger picture and spend some time reflecting on your current position and thinking about where you see your department in the future.

The decision that you make will become the vision for your department.

### Why is it important

A vision allows your department to work towards the same goal. This can often be a challenge in a music department as there are often so many areas of focus. If you lead a team, it's beneficial to complete this process together because it not only provides you with different opinions and ideas but also creates a more supportive environment where staff are invested in the long-term vision. If you have sole responsibility for music you may benefit from collaborating or linking with another school. Your Music Education Hub can help you to facilitate this if you don't know where to start. If that is not possible or you prefer to work independently then a vision will help you to keep track of your goals and progress towards them.

It's important to consider your school's ethos and vision when completing your departmental plans so that your vision aligns with the school's overall aims.

### Things to consider when creating your vision

What do you think the purpose of studying music is?

How do you want your pupils to be changed by music?

What is your ultimate goal?

How does your department contribute to the school ethos?

How do you envisage all elements of musical provision working together: 1-1 tuition, small group tuition whole class and curriculum music.

### Our vision for Music

To inspire and cultivate a lifelong love and appreciation for music in all students by providing a comprehensive, engaging, and inclusive music education program.

To offer a diverse range of musical experiences, develop students' musical skills and knowledge, and promote creativity, collaboration, and critical thinking through music education.

To give all students the opportunity to access and enjoy music, both inside and outside the classroom.

## STEP TWO: MUSIC PROVISION SELF ASSESSMENT

Please use the following checklist to self-assess your school music provision.

For each category decide if your school has achieved Band One, Two or Three. The descriptors have been designed to work in a cumulative way. To meet the requirements for band three you must also meet all those for bands one and two. Additionally, you need to meet all the criteria in a band before you can say it is achieved.

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups across Key Stages as guided by the National Curriculum.	Yes
		2	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.	Yes
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local primary schools.	Yes
	Singing	1	There are opportunities for singing throughout KS3 and 4 curriculums.	Yes
		2	Singing is embedded into KS3 schemes of work, including the teaching of healthy singing.	Yes
		3	The school is considered at 'singing school' as it plays an integral role to school life and serves the local community.	Yes
	Assessment	1	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Yes
		2	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress.  There are opportunities for self and peer assessment planned into all music lessons.	Yes
		3	The department has a bespoke assessment policy that assesses musically and appropriately and is in alignment with school assessment strategy.	Yes
	Timetabling	1	All curriculum music lessons are timetabled for 60+ minutes.	Yes
		2	Curriculum music in your school has the minimum of one weekly session per year group throughout the year	Yes
		3	All curriculum music lessons take place in a specialised music environment.	Yes

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition (1-1 and small group)	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings on an annual basis.	Yes
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. Opportunities for your pupils to perform in both formal and informal settings on a termly basis.	Yes
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Regular opportunities for your pupils to perform in both formal and informal settings, at ie: once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	Yes
	Instrumental vocal ensemble provision	1	The school provides an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble. The instrumental ensemble is regularly attended by a minimum of 5 pupils. Vocal ensembles are inclusive. Ensembles are led by a competent musician. There is an annual showcase/concert which could be in collaboration with another department.	Yes
		2	The school has more than one instrumental ensemble. The instrumental ensembles are regularly attended by a minimum of 10 pupils. The vocal offer provides opportunities for progression eg: close harmony groups or senior choirs and practises healthy singing. It is planned that the ensembles rehearse and perform a range of styles and genres. There is an opportunity for the ensembles to perform to parents or peers.	Yes
		3	School provides ensemble opportunities that cater for all instruments taught in 1-1 lessons. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers. Non-departmental staff take part in rehearsals and concerts alongside pupils or could sing in a staff choir.	Yes



Area	Category	Band	Descriptor	Achieved
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff (head of department/lead music teacher) who holds qualifications for music at degree level, not a senior leader who has responsibility for music and advocates for the subject across the school	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	Yes
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	In progress
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Yes
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	Yes
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	Yes
	Value of Music	1	Music only plays a small role or no role at all in school life	No
		2	Music occasionally plays a role in school life	No
		3	Music is an important part of everyday life	Yes
	Inclusion	1	Schools signpost learners to KM bursary for 1-1 learning All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support through resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	Yes
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.	Yes

			Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.	
	Resources and equipment (physical)	1	There are limited instrumental resources within the school, possibly only a part set of class instruments. The department has access to a limited number of computers/Macs/iPads etc. which may be sourced from/be in another department.	No
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources). The department has computers/Macs/iPads etc. solely for their use. There is relevant and up to date software that is accessible for whole classes to use simultaneously. There are resources to support the everyday running of the music department including upkeep of instruments. There is a dedicated space for 1-1/small group music tuition within the school.	Yes
		3	The school has a wide range of instruments (owned or hired) which are used regularly during curriculum time and 1-1 instrumental provision. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning. The department has a technology suite/studio and if required the expertise for running this space is outsourced (music technician). There are dedicated spaces for 1-1/small group music tuition within the school.	Yes
	Budget	1	There is limited budget for music provision outside of funding from Kent Music that is used to resource the department to deliver curriculum music only.	No
		2	The budget (including Kent Music funding/fundraising) is planned to support the delivery of the music curriculum and supports resourcing the school.	Yes
		3	There is a significant budget (including Kent Music funding/fundraising) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	Yes
	CPD	1	The lead member of staff for music undertakes music specific CPD every year	In progress
		2	The lead member of staff shares upskilling other staff members within their own department as a result of their CPD attendance.	In progress
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	In progress
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	Yes

		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).	Yes
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	Yes

### STEP THREE: PLAN OF ACTION

Reflect on your findings from the self-assessment process. Take some time to select between one and four areas for development and however many categories you need to develop which you can detail in the drop-down boxes below.

Create a plan using the table which will support you as you develop your selected areas. This plan could be linked with the School Improvement Plan (SIP) or could be part of your own departmental plans.

If you would like additional support with creating your plan you are welcome to contact your Area Manager. Kent Music also offers a range of free CPD opportunities for music teachers across Kent. Please do visit our website for more information on what courses are on offer.

Area	Category	Actions <i>Meaningful tasks that contribute towards achieving the given objective</i>	Deadline	KPIs/Evaluation Criteria <i>Ways of monitoring progress/ achieving your objective</i>	RAG
School Life and Opportunities	Value of Music	To work more with the governor in charge of music to get support with the subject at extra-curricular level	July/2025	Set up a meeting with the governor in charge of music.	
School Life and Opportunities	Partnerships	To increase publicity for our department regards the school social media accounts and website and to get more local music partnerships	July/2025	Arrange a meeting with Regency Productions to discuss a collaboration. Do a workshop with Joseph Gardner Hodges productions.	
School Life and Opportunities	Value of Music	To get more of our ensembles performing in assemblies so that students see the value of music and that they can get involved.	July/2025	Start in September getting the Lower Voices ensemble to perform in the Year 12 assembly.	
Click to choose an area	Click for a category				
Click to choose an area	Click for a category				

