

# Ormiston Horizon Academy Music Development Plan

## **Overview**

<b>Detail</b>	<b>Information</b>
Academic Year that this summary covers	2024/2025
Date this summary was published	January 2025
Date this summary will be reviewed	September 2025
Name of the school music lead	Abbey Smith
Name of school leadership team member with responsibility for music (if different)	Nicola Whiston
Name of Local Music Hub	City Music Service
Name of other music education organisation(s) (if partnership in place)	None

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 and how much time is spent teaching 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.

At Ormiston Horizon Academy, the music curriculum has its foundations based on the National Curriculum 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.

Within the music curriculum, the golden threads of singing and instrumental development - encompassing both solo and ensemble playing - are intricately woven throughout. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience. The KS3 curriculum leads into the skills required for BTEC Music Practice.

## Curriculum overview

<b>Year 7</b>		
<b>Term 1: Musical Basics</b>	<b>Term 2: Keyboard Skills</b>	<b>Term 3: Ukulele</b>
Reading and writing music notation, performing using good vocal technique, singing as an ensemble.	Reading and writing music notation, performing using proper piano and keyboard technique.	Understanding correct ukulele technique, improving timing, following a lead sheet.
<b>Year 8</b>		
Term 1 and 2a: Muscal Basics and Keyboard Skills		Term 2b and 3: Blues Music
Reading and writing music notation, performing using correct piano technique.		The origin and history of Blues music in a cultural, social and musical context. Ensemble skills, knowledge and application of chords and key features of blues music.
<b>Year 9</b>		
Term 1 and 2a: Creative Covers		Term 2b and 3: Songwriting
Ensemble skills, instrumental skills on keyboard, ukulele and vocals, following a lead sheet, understanding the basics of modern pop music, understanding and applying the musical elements.		Understanding and application of the musical elements, ensemble skills, knowledge and application of chord progressions, instrumental skills, lyric writing.

### Year 7

The development of singing begins in the first term of year 7, where students participate in whole class singing activities. In addition to learning good vocal technique and singing in unison, students further refine their skills by singing in canon and harmony, which teaches them the complexities of timing and harmony in a group setting. This foundational experience helps them understand the basics of vocal harmony and group performance. Students also learn how to project and refine their voice and begin to gain a basic knowledge of musical elements such as rhythm, pitch and dynamics.

In addition to the practical work, students in year 7 will learn the basics of music theory, including traditional pitch and rhythm notation in treble and bass clef. This will be the foundation of the theoretical knowledge that will underpin their learning throughout the key stages.

In the second term, students begin to explore keyboard skills, learning the correct techniques and fingering patterns for playing the keyboard or piano with both hands simultaneously. In addition to developing keyboard skills, it also allows them the opportunity to apply the theory knowledge they are developing to practical work and develops their ability in reading music notation. This term also broadens the students'

repertoire as they are exposed to a range of artists and composers from Beethoven to modern pop songwriters, in both listening and practical activities.

In the third term, students will begin to learn the basics of playing the ukulele. In this term, students will learn about the different component parts of a ukulele and learn how to play basic chords with correct technique. This unit will require students to work both independently and as an ensemble to critically listen to and refine their skills. Students will be learning a range of basic chords and applying them to pop songs, meaning their understanding of harmony, timing and ensemble skills will be improved. Furthermore, this unit will teach students how to successfully follow a lead sheet. By doing this, students will be exposed to two means of written music, used in both a traditional and popular music setting, in their first year of studying music.

## **Year 8**

In the first half of year 8 this year, students will be learning similar content to year 7 students due to having significant gaps in their prior knowledge. During this time, they will be learning the foundational skills of reading pitch and notation in written music. Students will also learn how to apply the correct techniques and fingering patterns for playing the keyboard or piano with both hands simultaneously. In addition to developing keyboard skills, it also allows them the opportunity to apply the theoretical knowledge they are developing to practical work, improving their ability in reading music notation. Like in year 7, this will widen the students' repertoire as they are exposed to a range of artists and composers, in both listening and practical activities.

In the second half of year 8, students will be learning about the context and idiomatic features of blues music. Engaging in the genre, students will learn about the history of Blues music and the significance of this in today's world, both musically and culturally. Students develop their musical ability both individually and as part of a larger ensemble. Concurrently, students delve into the intricacies of chord structures using keyboards and ukuleles. However, there is always the option for students to use guitars, bass guitars and other instruments they may study outside of music lesson time in this project. Through solo rehearsals and collaborative efforts within larger groups, students not only develop their musical skills but also foster a sense of teamwork and unique artistic expression. They will develop knowledge of and ability to play chords and chord progressions (specifically the 12 bar blues), basslines and riffs as well as developing their knowledge of the blues scale and ability to improvise using this. They will also continue to develop their theory and notation knowledge by reading sheet music, broadening their skills to reading chords and chord diagrams and writing down improvised melodies. They rehearse these skills individually before combining them in a group performance. Students will also learn how to compose lyrics, in a Blues style

using the AAB structure as a formula to support their ideas, and to ensure that these fit into their group composition. This comprehensive approach empowers students to cultivate confidence, creativity, and a profound appreciation for the universal language of music.

### **Year 9**

During the first half of year 9 students will be producing creative covers of modern pop songs as a group. This will continue to develop key musical techniques on both keyboards, ukuleles, vocals and any other instruments that students have chosen to learn outside of school. During this unit, students will be continuing to develop and apply their knowledge of chords and following written music, as learnt in previous years. Students will also broaden their understanding of various chord progressions used in popular music and the effect they can have on the listener. This unit further improves ensemble skills as students will be rehearsing both independently to learn their part and then collaboratively to create a performance. The musical elements are also pertinent when studying this and will be taught and applied by students comprehensively in both their rehearsals and performances. Students will conclude this project by performing to the class to showcase their efforts, thus building confidence and performance skills and etiquette.

In the second half of the year, students further develop their skills in composition and arrangement, focusing specifically on the skill of song writing. Students will be working both individually and collaboratively to create chord progressions, lyrics, basslines and riffs that align with their creative intentions. Drawing upon their understanding of musical notation and chords, students employ these tools to create compositions that effectively convey mood, atmosphere, and narrative within the medium of a pop song. Here, students will also continually advance their ensemble and performance skills building confidence and competency as musicians, writers and performers. This providing the foundations for competent songwriting and arranging skills that are so necessary in the study of BTEC Music Practice.

### **Year 10 and 11**

In KS4 students study the Pearson BTEC Tech Award in Music Practice. During this course, students will study 5 specific musical genres in detail, thoroughly investigating how the musical elements are applied in each of these genres. This will be done through explanation, listening activities and independent research and practice. Students will apply this knowledge of the musical elements, producing three short musical products that demonstrate their skills in live performance, production, and composition. This progress and understanding will be collated in a document presenting students' work.

Students will then move on to a component centred around skills development, where they will track and monitor their rehearsal process. During this, students will identify areas for improvement and work proactively to address these, encouraging them to become reflective musical practitioners. In addition to this, students will frequently evaluate their progress and how they have utilised professional skills, essential to working in the music industry. Students will create a further two musical products as a result of this skills development in the form of a live performance and original composition that align with a brief.

For the final component, students will be responding to another musical brief which involves selecting a song and transforming it into a different genre. Both the song and genre are stated by the exam board. In this, students will demonstrate their understanding of key features of specific genres and apply them, using a combination of live and production techniques. Students will also prepare, plan and evaluate their progress in depth, narrating and justifying their creative processes, to convey their intentions as a musician, arranger and producer.

This course provides students with a thorough understanding of the musical elements and how they are seen in a variety of genres and how they apply to all music. Students gain a varied repertoire of styles, influencing their music tastes, inspirations and skills. As a learner, all students gain attributes that are critical to working effectively in the music industry in a variety of areas, particularly performance, production and composition.

### **Timetable**

At Ormiston Horizon Academy, KS3 students receive one music lesson per fortnight, lasting between 50 and 60 minutes, depending on when the lesson is on the timetable. KS4 music students receive 5 lessons per fortnight, also lasting between 50 and 60 minutes. Additional intervention sessions are set throughout the academic year as after school sessions and full days off timetable for KS4 students to boost their outcomes.

### **Part B: Co-curricular music**

This section addresses the opportunity pupils at Ormiston Horizon Academy have to sing and play music outside of lesson time. Extra-Curricular music activities at Ormiston Horizon Academy are offered free of charge which are open to all students across all year groups. Rehearsals and clubs take place in specialist performing arts studios and music areas, in the Performing Arts department.

### **School Band**

The school band is an invitation only ensemble where students perform challenging music, using written notation, tablature, or chords, on a variety of instruments with the view of preparing for performances at various school and community events. This

diverse group provides a collaborative yet aspirational platform for students to develop their musical skills in a smaller setting, blending different musical styles and techniques. This group rehearses each week is open to students from all year groups by invitation.

### **School Production**

The school production is an annual event that is open to all students from all year groups. There is an audition process to be part of the production, but everyone is allowed to take part, with principal roles being decided by the audition process. It is a huge collaborative project that fosters an environment of discipline and excitement where students can develop their music, dance, and drama skills as well as their performance, confidence and stagecraft.

### **Peripatetic Offer**

Ormiston Horizon Academy 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, encouraging a diverse and enriching learning environment on a one-to-one basis. Currently lessons for guitar, drums, keyboard, piano and strings are taking place however we are looking to continually expand this as our peripatetic offer develops. Parents receive a termly letter providing all the details required to sign their child up to peripatetic lessons that will suit them best.

### **Charging and Remissions Information**

Peripatetic lessons are delivered by The City Music Service to guarantee high quality and reliable lessons. The City Music Service charges the school termly, and parents pay through the school payment system. Lessons are charged at a standard fee of £41.50 per hour, however, costs vary based on the duration of the lesson and if the lesson is delivered to a group or on an individual basis. Frequent contact with parents and carers is made to ensure that students are using their lessons to their maximum potential. Peripatetic lessons at Ormiston Horizon Academy are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students receive high-quality instruction tailored to their individual needs, ensuring that every child has the opportunity to develop their musical abilities to the fullest.

### **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.

### **School production**

This is a large scale, licensed production of a full musical. Students can perform as part of the ensemble, or audition to play a principal role. Students continually develop their acting, singing and dance skills while being a part of this production. Students rehearse throughout the year and perform for 2 nights to paying audience, with the professional equipment and setting of a local theatre.

### **Masterclasses in post 16 settings**

At Ormiston Horizon Academy, we work with local colleges to provide opportunities for KS4 students to visit and develop their musical skills, boosting their confidence and outcomes in their BTEC. During these masterclasses, students are taught challenging content and can utilise the professional standard equipment at the college. Additionally, this gives pupils a clearer insight of further musical education and careers in the music industry.

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

Ormiston Horizon Academy offers students the chance to attend live 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.

### **Performance Opportunities**

Students across all year groups are encouraged to perform for other students at various school events, such as the Christmas Fayre and open evenings. This platform allows them to showcase their talents and share the pieces they have rehearsed. It is also an opportunity for students to gain confidence performing to an audience of their families, friends, teachers, and the local community.

### **Ormiston's Got Talent**

Students are invited annually to take part in the Ormiston Academy Trust's talent show, 'Ormiston's Got Talent'. Here, students can display their talents and compete with students from Ormiston schools across the country. After the audition stages, finalists perform to a large live audience in Birmingham, and have the chance to win fantastic prizes, including a prestigious shield, performing arts experiences, and a showcase performance the Trust's annual conference.

### **Part D: Future Development**

At Ormiston Horizon Academy, we are continually developing our music department and opportunities for students. Going forward, we plan to:

- Raise attainment in BTEC Music Practice through teaching a new and more robust KS3 music curriculum, as discussed in Part A. This curriculum ensures that all students have a perceptive understanding of a range of different musical genres, key vocabulary, instrumental skills and an awareness of the musical elements. Students will be exposed to written music, as notation, lead sheets and tablature to prepare them for the prospect of studying music in KS4.
- Encourage peripatetic uptake through regular communication with parents, clear displays of music throughout the school and regular trips to demonstrate the opportunity provided through learning an instrument.
- Improve practice spaces to suit all musicians and peripatetic lessons that take place in the school.
- Offer a broader range of extra-curricular activities to appeal to all students.
- Encourage students to participate in more community-based performances where possible
- Offer a performing arts reward system, for students that go above and beyond in music.