

Music development plan summary: Brentside High School

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	March 2025
Date this summary will be reviewed	July 2025
Name of the school music lead	Helen Reddaway
Name of school leadership team member with responsibility for music (if different)	Suki Nagra
Name of local music hub	Ealing Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

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.

As per the National Plan for Music Education, all students in Years 7 and 8 (Key Stage Three) receive two hours of Music lessons over a two-week timetable.

In Year 9 students receive five hours of Music or Music Technology lessons over a two-week timetable.

In Years 10 and 11 students receive four hours of Music or Music Technology lessons over a two-week timetable.

Students have the opportunity to study the following courses:

GCSE Music (AQA specification)

NCFE Level 1/2 Technical Award in Music Technology

The Music Department at Brentside High Schools aims to foster a deeper appreciation and understanding of music through a comprehensive and inclusive curriculum. Our intent is to inspire students to explore their musical potential, develop critical listening skills and engage creatively with diverse musical traditions and genres.

We aim to:

- Provide students with the technical and theoretical knowledge necessary to excel in performance, composition and musical analysis.
- Promote thinking and creativity through opportunities for improvisation, composition and collaborative projects.
- Introduce students to a wide range of musical styles and traditions from around the world, fostering respect and appreciation for cultural diversity.
- Develop students' confidence, discipline and teamwork through individual and ensemble performances, encouraging personal and social development.
- Utilise modern technology to enhance learning experiences, including using Yumu and Cubase as production software and online resources, such as Focus on Sound.
- Equip students with the skills and knowledge needed for further education and careers in music and related fields.

Our curriculum is designed to be inclusive, engaging and responsive to the needs and interests of all students, ensuring that every learner has the opportunity to succeed and thrive in their musical journey.

Throughout their time in the Music department students will be:

- Explore a wide range of musical genres, including class, jazz, rock, pop, world music and contemporary styles. This will help them appreciate the diversity of music.
- Studying the music from different cultures and historical periods, fostering a global perspective and cultural awareness.
- Developing proficiency in playing instruments, singing and ensemble work. Regular performances, such as at the Winter Concert and Arts Festival will provide practical experience.
- Composing and arranging music, encouraging creativity and innovation. Students will be able to express themselves through original compositions.
- Introduced to music theory and analysis to help students understand the structure and elements of music, enhancing their musical literacy.

Ensuring that all pupils, including those from disadvantaged backgrounds and those with Special Educational Needs and Disabilities (SEND), make good progress from their starting points is a key priority. With some reference to the EEF Literacy audit, the Music Department has clear plans in supporting these key groups of students.

1. Quality First Teaching

- **Adaptive Practice:** Tailoring lessons to meet the diverse needs of students by providing different levels of support and challenge. This includes using a variety of teaching methods to cater to different learning styles.
- **Scaffolding:** Breaking down complex tasks into manageable steps and providing temporary support to help students achieve their goals. This is particularly important for students with SEND.
- **Formative Assessment:** Regularly assessing students' understanding and progress to inform teaching and provide timely feedback. This helps identify areas where students need additional support.

2. Targeted Interventions

- **Small Group Tuition:** Providing additional support through small group sessions, focusing on specific skills or concepts that students find challenging. This is effective for both disadvantaged students and those with SEND.
- **One-to-One Support:** Offering personalised instruction for students who need intensive support. This can be particularly beneficial for students with significant learning difficulties.
- **Use of Teaching Assistants:** Deploying teaching assistants to provide targeted support during lessons, ensuring that students receive the help they need to succeed.

3. Inclusive Curriculum Design

- **Cultural Relevance:** Incorporating a diverse range of musical genres and traditions to ensure that all students see themselves reflected in the curriculum. This helps engage students from different backgrounds.
- **Accessible Resources:** Using resources that are accessible to all students, including those with SEND. This may involve using large print, audio resources, or assistive technology.
- **Flexible Grouping:** Organising students into flexible groups based on their needs and abilities, rather than fixed ability groups. This allows for more personalized learning experiences.

4. Professional Development

- **Training for Teachers:** Providing ongoing professional development for teachers to equip them with the skills and knowledge to support all students effectively. This includes training on inclusive teaching practices and strategies for supporting students with SEND. This will take place through departmental meetings.
- **Collaboration and Sharing Best Practices:** Encouraging teachers to collaborate and share effective strategies for supporting disadvantaged students and those with SEND.

Adaptive Practice for all students

Adapting resources to meet the diverse needs of learners in music is essential for ensuring that every student can access and benefit from the curriculum. Here are some strategies we use:

1. Differentiated Materials

- **Varied Difficulty Levels:** Providing resources at different levels of difficulty to cater to students' varying abilities. For example, offering simplified sheet music for beginners and more complex pieces for advanced students.
- **Alternative Formats:** Using resources in multiple formats, such as audio recordings, visual aids, and interactive software.
- **Flexible Grouping:** Organising students into flexible groups based on their needs and abilities, allowing for more personalised and targeted instruction.

Inclusive Content

- **Cultural Diversity:** Including a wide range of musical genres and traditions in the curriculum to ensure that all students see themselves reflected in the content. This helps engage students from different backgrounds and fosters a sense of inclusion.
- **Representation:** Using resources that feature diverse musicians and composers, highlighting contributions from various cultures and communities.
- **Additional Support:** Offering extra support through teaching assistants, one-to-one sessions, and small group tuition to ensure that SEND students receive the help they need to succeed.

6. Continuous Feedback and Assessment

- **Regular Monitoring:** Continuously assessing students' progress and adapting resources based on their needs. This helps identify areas where students may need additional support or different resources.
- **Constructive Feedback:** Providing regular, constructive feedback to help students understand their strengths and areas for improvement, and to guide their learning journey.

7. Collaboration and Professional Development

- **Teacher Collaboration:** Encouraging teachers to collaborate and share effective strategies for adapting resources. This helps ensure that all students receive the best possible support.
- **Professional Development:** Providing ongoing training for teachers on inclusive teaching practices and the use of assistive technology.

8. Modelling

Modelling involves demonstrating musical skills, techniques, and concepts to students, providing them with a clear example to emulate. In a music lesson, modelling can take various forms:

- **Performance Demonstrations:** The teacher performs a piece of music, showcasing proper technique, expression, and interpretation. This helps students understand the desired outcome and sets a standard for their own performances.
- **Step-by-Step Instruction:** The teacher breaks down complex musical tasks into smaller, manageable steps, demonstrating each step clearly.
- **Use of Exemplars:** Providing students with high-quality recordings or videos of professional musicians performing the pieces they are learning. This helps students visualise and hear what they are aiming to achieve.
- **Scaffolding** involves providing temporary support to students as they learn new skills and concepts, gradually removing the support as they become more proficient. In a music lesson, scaffolding can include:
 - **Guided Practice:** The teacher works with students through challenging sections of music, offering guidance and feedback. This might involve playing along with students, providing rhythmic or melodic cues, or using call-and-response techniques.
 - **Visual Aids:** Using visual aids such as diagrams, charts, and annotated sheet music to help students understand musical concepts and structures. For example, highlighting key changes or dynamic markings in a score.
 - **Chunking:** Breaking down a piece of music into smaller sections and focusing on one section at a time. This makes learning more manageable and allows students to build confidence as they master each part.
 - **Prompting and Questioning:** Asking guiding questions and providing prompts to encourage students to think critically about their playing and make adjustments. For example, asking, "What dynamic marking is indicated here?" or "How can you improve your finger positioning?"

Part B: Extra-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 the opportunity to learn a wide range of instruments through provision provided by Ealing Music Service. At present, students currently receive piano lessons. These lessons are either 15 minute individual lessons or 30 minute individual lessons. Lessons are charged directly to parents via ParentPay.

All students are able to access extra-curricular groups in Music:

- Vocal group
- Keyboard club
- String group
- School production

All extra-curricular activities are free to participate in.

Students are welcome to use the practice rooms before school, at breaktime, at lunchtime and after-school to rehearse.

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.

To ensure that all students are able to access a variety of musical experiences, costs are kept to a minimum (free where possible) and pupil premium funding used to ensure that cost is not a barrier to participation.

Plans for this year:

- Trip to see Aladdin for Year 10 at the Lyric Hammersmith
- Annual Winter Concert – free to all and students are encouraged to come and watch if not participating
- School production of *Oliver*. £3/£2 –students are encouraged to come and watch if not participating.
- Voice in a Million at Wembley Arena.
- Ealing Music Service performance event at the Royal Albert Hall

- Summer Arts Festival - free to all and students are encouraged to come and watch if not participating

Trips to be planned for the summer term.

In the future

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

- Half-termly smaller, informal concerts to give more students the opportunity to perform to others.
- Increase numbers participating in extra-curricular activities.
- Increase participation in instrumental lessons, looking at how we can use pupil premium funding to subsidise this.