



## SMITHDON HIGH SCHOOL: MUSIC DEVELOPMENT PLAN 2024-25

*Teacher of Music: Andrea Miller*

*Trust Director of Music: Robin Norman*

### **Our Vision:**

Music is fundamental to being a human-being. It incorporates expression and creativity whilst developing key life skills such as teamwork and cooperation and, at Smithdon High School, the subject is one that is valued and embraced for student development, both academically, culturally and socially (The 'Whole Child').

Music is commonly described as "The universal language" and this is because it is central to almost all cultures and religions throughout the world. Music is all around us, not just on the radio, in the concert halls and at festivals but also in all television and films, adverts and even as background music within shops and restaurants. It is literally everywhere!

However, Music in education is about so much more than Rock, Pop, Classical RAP etc. Music is about sounds and how they are put together.

Music is one of the most vibrant departments at Smithdon. It is very rare not to hear music being rehearsed and performed before and after school as well at break and lunch throughout the department area. In classroom lessons, it is about exploring all the types of Music, learning to appreciate how they are created and performed as well as experimenting through practical exercises both on instruments and using Technology. In line with the National Curriculum all our units of work fall into one or more of the following categories: -

- Performing
- Composing
- Listening and Appraising

Singing and Listening Exercises are an integral part of lessons at Key Stage 3 developing both musical and confidence skills.

Away from the classroom Smithdon provides an instrumental and singing programme that is second to none with a range of lessons, schemes and subsidies available to our students to start their journey as musicians. We then promote a culture of group playing with a range of instrumental and vocal ensembles within school, across the trust and in the wider community. This gives clear progression routes for all our students to explore, and improve their musicianship skills, whether they wish to follow music as a career, or want to enjoy it as a hobby.

Music is a unique subject in that it is scientifically proven to assist in so many areas including improved Wellbeing, Language Abilities, Emotional Resilience and Empathy. It involves working both independently and collaboratively in groups and this helps develop important life-skills that are transferred into all future careers and pathways. These develop a growth mind-set as well as social skills and self-esteem.

Exam boards: GCSE – Eduqas

<b>PRIORITIES</b>	<b>To improve quality of education at Smithdon High School by improvements in:</b>	<b>A) Curricular Music Provision</b> B) Extra-Curricular Music Provision C) Musical Experiences
-------------------	--	---

## A. CURRICULAR MUSIC PROVISION

INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
i. Key Stage 3 (Years 7-9) are given 1-hour per week ( <i>or equivalent</i> ) with GCSE and offered beyond for KS4. A-Level Music and Music Technology offered at KS5 in the Trust Sixth Form Centre at Springwood High School.  ii. KS3 Curriculum is fully sequenced giving a broad range of musical skills. However, the transition between primary feeders and secondary could be improved for continuity of education.  iii. Insufficient formal teaching of composition techniques at Key Stage 3 result in challenges at Key Stage 4.	i. Increase in KS4 take-up to numbers in excess of national average (5.4% in 2022) across all secondaries.  ii. Curriculum to follow seamlessly from KS2 to KS3.  Good understanding of all feeder primary music curriculums.  iii. All secondary students have some skill in formal composition utilising the elements of music & staff notation.	i. Review Year 9 curriculum and Promotion of subjects going forward.  ii. Investigate the possibilities of a transition unit, SOL, between primary and secondary - perhaps post SATS, to ensure a smooth curriculum journey from KS2 to KS3. Some training of primary staff will be required.  iii. Review for opportunities within curriculum where this can be introduced and revisited a couple of times per year to build compositional skills.	Half Term 6 (May 2025)   Ongoing throughout year.	AM	ii. Curriculum journey will be fully mapped and students will all be in a similar position ahead of their entry into KS3 at Smithdon.  iii. More interest in KS4 - students have less worries about continuing with Music at GCSE.  Students find more success at GCSE music in composition area - which is worth 30% of their qualification.			R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
								R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
								R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
iv. Singing and Instrumental learning are an integral part of our Curriculum lessons including Ukuleles, Keyboards and Percussion Instruments as well as full range of Music Technology options  v. Continue to work on singing at KS3 with areas of development identified to students with	v. Improved feedback to singing resulting in improving quality - high quality singing at the heart of the curriculum	v. Appropriate song choice and staff development to develop the young singers through their school journey.	Ongoing throughout year	All Music Staff	V. Students within Smithdon have a love of singing and are given significant opportunities to explore this. Other health benefits too.			R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

improvements made based on targets eg. improving vowel sounds.								
vi. Consider all SEND to encourage inclusion.  vii. Provision has inconsistencies and against national plan, weaknesses are especially apparent in Equipment (adapted instruments) and Teaching strategies (especially those with autistic students).	viii. Work towards all students of SEND have the same access to music curriculum and musical opportunities as non-SEND students.	vii. Invest in more adaptive equipment - significant investment needed but possibility of some funding from Norfolk Music Hub  Identify the challenges for each student and how we address them.  Funding application to be made via Norfolk Music Hub if appropriate.  Identify the barriers to instrumental lessons for SEND - this is low.  Identify CPD opportunities to support teaching strategies for autistic students. Potential training provider identified who is Chiltern Music Therapy.	July 2025	AM/RN	vii. SEND students will have greater access to the music curriculum and Extra-Curricular activities..			R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

<b>PRIORITIES</b>	To improve quality of education at Smithdon High School by improvements in:	A) Curricular Music Provision B) Extra-Curricular Music Provision C) Musical Experiences
-------------------	---	--

## B. EXTRA-CURRICULAR MUSIC PROVISION

INFORMATION		IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG	
i. Instrumental lessons are going well at Smithdon, building music at the school.	ii. Percentage of 'MITI' scheme students continuing lessons into Smithdon to be raised.	Appointment of 'Lead Peripatetic Tutor' with responsibility of	July 2025	RN/AM	li/iii. Increased take up and 'continuation' of instrumental and singing tuition.			R <input type="checkbox"/> A <input type="checkbox"/>	

<p>ii. 'MITI' scheme in Smithdon feeder primaries is significant, however a proportion do not continue lessons into secondaries.</p> <p>iii. Instrumental and Singing lessons engaging c. 9.9% of the school; above the national average of 8%. There are also drop-offs at certain points.</p> <p>iv. Transition Ensembles are in place to provide opportunities for young instrumentalists (primary and early secondary) to come together.</p> <p>v. Progression routes are available for all instrumentalists through school groups, trust ensembles, other community groups and the Norfolk Music Hub.</p> <p>vi. Extra-Curricular groups and ensembles engage a large number of students each week. Groups include:</p> <ul style="list-style-type: none"> <li>• Transition/Beginner Ensembles</li> <li>• School Choir</li> <li>• Show Choir</li> <li>• Musical Theatre Productions</li> <li>• Student-led Rock Bands</li> <li>• Ukulele Group</li> </ul> <p>vii. Instrumental and Singing Exams are available including ABRSM Trinity and RSL, held within Trust at Springwood High School</p>	<p>iii. Increase take-up of Instrumental/Singing to c.15% of over three years and address drop-offs at key points.</p> <p>Iv/v. Opportunities are available for all musicians to be involved in ensemble playing including SEND.</p>	<p>overseeing and improving instrumental</p> <p>ii. Appointed Lead Peri tutor undertake discussions with primaries, peripatetic tutors and 'parental voice' to look at reasons for transition 'drop-off'.</p> <p>Ii/iii. Review of subsidies to encourage continued learning including introduction of Instrumental scholarships.</p> <p>v. Review ensemble provision for opportunities to expand, introduce WNAT 'Trust Orchestra' for key trust events.</p> <p>Promote community and Music Hub opportunities for further progression.</p>			<p>Iv/v/vi. Students to join together and experience the enjoyment of rehearsing and performing and rehearsing with others, thus increasing progress and experiences (See Section C – 'Musical Experiences')</p>		<p>G <input type="checkbox"/></p> <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p> <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p> <p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>
--	--	---	--	--	--	--	---

<b>PRIORITIES</b>	<b>To improve quality of education at Smithdon High School by improvements in:</b>	A) Curricular Music Provision B) Extra-Curricular Music Provision <b>C) Musical Experiences</b>
-------------------	--	---

## C. MUSICAL EXPERIENCES

INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
<p>i. Smithdon undertakes concerts and recitals regularly (several times per term) , entry fees are minimal for these to keep them affordable for all.</p> <p>v. Smithdon students are also involved in two trust events per year (Christmas and Summer) featuring groups from all trust schools; both primary and secondary, both free of charge to attendees.</p> <p>vi. Alongside school and trust events students from Smithdon are engaged in community events such as nursing home performances and other local community venues.Each of these give performance experiences outside of the school environment.</p> <p>vii. Leaders look for appropriate workshop and Concert trips. These are organised for students regularly and include orchestral concerts, musical theatre and smaller professional groups both within the Kings Lynn area, larger professional venues in Norfolk and, indeed, London and further</p>	<p>iv. Continued public performances to family and friends and the wider community.</p> <p>vi/vii. All students to experience the joy of professional performances throughout the school year.</p>	<p>iv. New Performance opportunities</p> <p>Introduce Singing in assemblies as a whole year group.</p> <p>v. Plan, and introduce, a ‘West Norfolk Academies Trust Young Musician of the Year’ event to promote solo and small ensemble playing.</p> <p>vi/vii. Music Lead to continue investigations to see high quality performances both in the form of external visits and also internally with visiting musicians and groups.</p> <p>vi. Build relationships with local music groups) and other organisations for further performance opportunities both as performers and audience members.</p> <p>vii. Liaise with Norfolk Music Hub for workshop, masterclass and project opportunities across the trust.</p>	Ongoing	AH	<p>iv-vi: Increased opportunity for all schools to engage in performances, both as active performers and also as active listeners.</p> <p>vii. All students within trust schools to experience professional performances to excite and enthuse all types of music.</p>			R <input type="checkbox"/>
								A <input type="checkbox"/>
								G <input type="checkbox"/>
								R <input type="checkbox"/>
								A <input type="checkbox"/>
								G <input type="checkbox"/>
								R <input type="checkbox"/>
								A <input type="checkbox"/>
								G <input type="checkbox"/>

afield (including, on occasion, foreign trips). This includes projects with the Norfolk Music Hub and a Workshop collaboration with the Kings Lynn Festival.								
--	--	--	--	--	--	--	--	--