# Music development plan summary: Ashley High School

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | September, 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Reetta Foulkes |
| Name of school leadership team member with responsibility for music (if different) | Nikki Lightfoot |
| Name of local music hub | Accent Music Hub, Warrington |

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

Music is taught as part of Creative Studies in KS3, with each group receiving 2 lessons a week, every other half term. Creative Studies combines the subjects of Art and Music to form an exciting approach to developing creativity that builds on their strengths and interests. Creative Studies takes a multi-sensory approach which benefits students with learning difficulties and sensory impairments. Both Music and Art use elements like rhythm, balance, harmony and contrast. These are discussed in both lessons which allows students to develop common vocabulary to understand and analyse creative works. Art and Music lessons together nurture emotional intelligence and critical thinking skills, fostering well-rounded individuals.

At Ashley School, 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 special educational setting.

Within the music curriculum, different parts of music including singing and instrumental development are taught throughout KS3. The curriculum is designed with a focus on developing these skills and revisiting them in different years, creating a progressive learning experience.

**Curriculum Overview**

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| Year 7 | | |
| Listening skills and Rhythm (Mamma Mia) | Reggae/Musical workshop | Exploring instruments of the orchestra |
| All the learning is focused around one song: Mamma Mia by Abba. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. The pupils will learn to listen and appraise various songs, play together as a class and talk about the music they have heard using correct musical language. | This unit of work consists of an introduction to Reggae through the song ’3 Little Birds’ by Bob Marley, and taking part in a music workshop supported by the Accent Music Hub. Pupils will get the opportunity to play together and work towards a celebratory concert, where they will get to perform to others and showcase their learning from the workshop. | This unit of work will give the pupils an introduction to the western orchestra, the layout of it and different instrument families. Pupils will also be able to listen to various pieces of classical music, as well as popular music played by an orchestra. |
| Year 8 | | |
| Pop/Soul Music (Happy) | Keyboard Practical | Rock Anthems |
| Pupils will be introduced to pop/soul music through the song ‘Happy’ by Pharrell Williams. The unit presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Students will be able to practice playing multiple classroom instruments, and learn how to play together as a group. | Pupils will start to learn practical keyboard skills, and start to learn how to read sheet music. | The basis of this unit is the rock anthem ‘Livin’ on a Prayer’. Pupils will learn to play the song using various classroom instruments and the keyboard. Pupils will be able to listen to various rock songs and learn how to compare them with each other. |
| Year 9 | | |
| African Drumming (Djembes) | Ukulele Practical | Songs about Civil Rights (Blackbird) |
| Pupils will learn the traditions of African Drumming and will learn to play the Djembe with accurate rhythm and beat. | Pupils will learn the basics of how to play the ukulele, learning the basic chords and techniques to play a tuned instruments. | The half-term is focused around the song ‘Blackbird’ by the Beatles, a song about civil rights. The pupils will listen and appraise a new song by the Beatles each week, as well as learning to play the song ‘Blackbird’ on multiple instruments. Pupils will also be taught how to understand lyrics and interpret the meaning of them. |

**Music in other subjects**

At Ashley School, we recognise the importance of pupils being aware that music is everywhere in life. Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual’s identity and positive interaction with music can develop pupils’ competence as learners and increase their self-esteem. Where possible Music planning is linked to different subjects and themes that the pupils are learning about. Many subject areas incorporate music into classroom lessons as they recognise the benefits of this including it helping calming and improving mood, improving cognitive development, supporting emotional development and developing imagination and creativity.

## Part B: Co-curricular music

**After School Music Clubs**

After school Music Club is offered to pupils in all Key Stages. Due to the size of the school and barriers presented by transport (many of our students are transported to and from school by the LA) it is not always feasible to run. The offer remains each term.

**Peripatetic Music Lessons**

If a pupil is identified as expressing an interest in individual lessons on any particular instrument during their annual review, Ashley School will work with the Warrington Music hub to support and facilitate the lessons. The cost of the lessons would be requested from the parents of the pupil, with potential Pupil Premium funds used to subsidise the tuition.

## Part C: Musical experiences

At Ashley School we offer all pupils in KS3 a live music experience each year. There is either a concert organised in school which the pupils can attend as members of the audience, or if possible, we take the pupils out for a concert. The yearly offer depends on each year group and what their individual needs and interests are.

When applicable, the school will use Pupil Premium funding to subsidise the cost of the experiences to the pupils and their parents. Ashley School works in partnership with the local music hub to support our pupils in receiving these experiences.

## In the future

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

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| Area of Improvement | Action to be taken | Responsibility | Time Frame | Date Completed |
| Adaptive resources | To look into the needs of the future cohorts, and how the pupils can be supported to engage in music lessons with different adaptations | Reetta Foulkes | 2024-2025 |  |
| DAW use | Look into different Digital Audio Workstation (DAW) options, and include those elements into the music SOW | Reetta Foulkes | 2024-2025 |  |
| Networking with SEN schools in the area | Work in collaboration with other SEN schools in the local area, sharing resources, good practice and potentially perform for each other | Reetta Foulkes | 2024-2025 |  |
| More after school options (e.g. school band or choir) | Widen the offer of after school clubs, based on the interests of the pupils and potential support from the Warrington Music Hub. | Reetta Foulkes | 2025 |  |