



DENBIGH SCHOOL



Music Development Plan

Denbigh School | 2024 – 2025

Date of adoption: 2024/2025

Review: To take place in September 2025

Lead for this plan: Michael Stroud

Music at Denbigh School

Curriculum Music

area	what happens now	what we would like to see	link to actions
<p>Overview</p>	<p>Scheme and curriculum intent are available online and can be accessed here: https://www.denbigh.net/education/faculties/creative-arts/</p> <p>KS3 lessons occur for Years 7 and 8 for one hour each week with a music teacher. KS4 runs from years 9 to 11 and in each year group students receive 2 hours of tuition per week. At A level, students receive music for 4 hours per week in year 12 and year 13.</p> <p>KS3 music is delivered by the Head of Music (HoD) who is full time and a music specialist, a part time music specialist teacher (currently 2 days per week), and 2 non-specialist music teachers (drama specialist). Year 9 music is delivered by a part-time specialist music teacher and years 10 and 11 are delivered by the HoD. Year 12 music is delivered by the HoD (3 hours per week) and by a part-time music specialist (1 hour per week), Year 13 music is delivered by the HoD.</p> <p>KS4 Music Technology is delivered by a Music Technology specialist and the current course is by NCFE. This course is taught over two hours per week. This is due to cease with no further years following this course from September 2024. A Level Music technology is taught by a Music Technology specialist and there is currently one group in year 12. This subject is taught over 4 hours per week.</p>	<p>Development of schemes to include more World Music elements (including Indian Music and Gamelan) Develop more opportunities for critical and evaluative listening.</p> <p>The provision for music is in line with the requirements for music across KS3, KS4 and A Level.</p> <p>More dedicated CPD and development of skills-based knowledge for part-time non-specialist staff. This can be school based or via external courses as required.</p> <p>A level music technology will be taught in years 12 and 13 from September 2024. Investigate running a new course for Music Technology at KS3 and/or KS4</p>	

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	<p>The department has access to Focus on Sound (provided by the MK Music Hub), Musical Contexts (via HoD account) and all resources are uploaded in digital format on the school's shared drive. There is use of Teams for homework setting and data-collection. There is use of a music technology suite containing 30 computers that run Cubase, Sibelius and Musescore.</p> <p>Two of the classrooms contain 16 keyboards for student use, and a digital piano. There is a Samba Kit, selection of African Drums, a percussion trolley (one class set) ,16 acoustic guitars, 3 electric guitars and 3 bass guitars. Some of the guitars are in a poor state of repair.</p> <p>Music assessment is provided mostly via verbal feedback in years 7 and 8. Teams is used to provide results for assignments, homework and online tests. The department follows the annual schedule of assessment in line with the school's policy.</p> <p>Assessment in KS4 is provided via verbal feedback, informal assessments in class relating to composition and performance, and assessed essays and other written work relating to music theory and set works from Edexcel GCSE Music.</p> <p>Feedback is most effective when it completed in a timely manner and provides students with clear guidance on how to develop and improve. Verbal feedback in KS3 is very effective with practical tasks and students have made significant progress in</p>	<p>N/A</p> <p>New keyboards need to be purchased for Mu3 as the keyboards are currently failing due to age. It would be good to expand the number of guitars available so that 15 acoustics, 1 electric, 1 bass are available for Mu1 and Mu3. Purchasing 30 ukuleles (15 for Mu1 and 15 for Mu3) would help to develop the current curriculum. These would all benefit from being wall mounted.</p> <p>N/A</p> <p>More structure homework setting across the three different year groups needs to take place. Year group trackers need to be updated more regularly.</p> <p>KS4 and A Level students require more assistance with essay writing skills and need a more graduated approach to developing their writing skills. Homework tasks need to be completed more regularly and more timely feedback should be provided.</p>	

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	<p>keyboard skills and ensemble awareness. KS4 and A Level students have developed their writing skills and are producing more developed and coherent arguments. However, this progress has been patchy for KS4 and A Level students. At A Level, harmony work has developed well, and the use of the Year 12 Harmony workbook has been extremely effective.</p>	<p>Update assessment plan for Year 9, 10, 11,12 and 13 in September 2024.</p>	
Singing	<p>All students in KS3 have the opportunity to sing in relevant SoW. There has been lots of voluntary singing in Year 8 this year during class time and there has been good uptake for this from both boys and girls. This is particularly true of the schemes based around constructing songs and creating cover songs. There is less opportunity for KS4 students to engage in singing activities and this is completed at the discretion of the teacher. Students in Year 12 and 13 are required to singing when completing harmony exercises in class and also as part of the 6th Form choir. Students do not currently hear adults sing enough. The HoD often sings when playing keyboard, guitar or Ukulele as required as demonstration and modelling of good practice. This is not true of all current members of staff.</p>	<p>Develop opportunities to sing as part of KS4 music within class. Provide more opportunities for KS3 students to engage in singing in all current topics. Singing needs to feel more natural for more students. This is something that will need to embed over time.</p>	1
Instrumental music	<p>Students in KS3 have opportunities to perform using keyboards every lesson. There are also opportunities for students to use guitars, ukuleles and drums based on the current topic being followed. KS4 and A Level students regularly use keyboards and their own 1st/2nd study instruments within all lessons. Students develop awareness of treble clef notation, chords symbols and triadic patterns (usually in root position). Some students are able to develop this</p>	<p>The SoW should provide more opportunities for students to explore using a greater range of instruments. A Level students should be provided with more time to develop their keyboard skills – particularly for use with harmony work.</p>	1

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	<p>further by performing on keyboard with two hands (bass line in left and tune in right or bass in left and chords in right or chords in left and tune in right). Students in KS3 develop some guitar and ukulele skills but this is currently patchy due to a lack of instruments. Students in KS4 and A Level develop awareness of treble, bass, alto and tenor clefs, chordal structures, inversions etc. as required via keyboard</p>		
<p>Technology</p>	<p>The current music technology teaching for KS3 is limited to keyboard functions. This is a little variable between the two classrooms as in Mu3 there several different models of keyboard.</p> <p>The use of different keyboard functions for KS3 is encouraged for every lesson including recording, instrument sound, split keyboard, accompaniment balance etc.</p> <p>This use of technology produces a more professional sounding performance and provides improved motivation for the students.</p> <p>No other resources in terms of music technology are available for KS3.</p> <p>KS4 and A Level students have access to computer-based software including Cubase, Musescore and Sibelius. These resources are used as required on a lesson-by-lesson bases.</p>	<p>More technology should be available for KS3 students, and it would be beneficial for Year 8 students to study a topic on sequencing using Cubase. There are currently issues with this taking place including staff training, timetabling problems and the use of Mu2 for cover lessons as a school computer room.</p> <p>Updated version of MuseScore 4 (now version 4.3 and the current version is 3)</p>	<p>4</p>
<p>Opportunities to experience live music performance</p>	<p>Students can hear live performances by teachers and peers within a classroom setting on a weekly basis as required. Students can participate in school trips and performances outside of school. This has included participation in a composition project for current Year 9 students including a performance of composition work by the Ligeti String Quartet.</p> <p>These opportunities are provided by the Creative Arts faculty. These opportunities take place throughout the</p>		<p>1</p>

area	what happens now	what we would like to see	link to actions
	school year. This is sometimes funded by the school and sometimes funded with contributions from parents.		

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
Overview	Denbigh School runs clubs for students after school. Some clubs are run during break where timetabling allows. Clubs are free for students to attend.		1
Ensembles	<p>Currently several different opportunities are provided to get involved in music making. These include:</p> <ol style="list-style-type: none"> 1. Jazz Band – SHS Tuesday 4-5pm 2. 6th Form Choir – SHS Wednesday 3-4pm 3. Choir – SHS Thursday 3-4pm 4. Orchestra – SHS Friday 3-4pm 5. Keyboard Club – Peri Staff Wednesday - Break 6. Guitar Club – Peri Staff - Break <p>Children and staff are regularly encouraged to participate through school advertisement of clubs and staff interaction.</p> <p>There have been few opportunities to provide performances throughout this year. Most performances have occurred for school events such as open evenings or awards or leavers assemblies.</p>	<p>Attendance at clubs has often been patchy and there are several opportunities for students to get involved in extra-curricular activities. More emphasis needs to be placed on clubs and attendance at the start of the year and poor attendance needs to be more proactively chased up.</p> <p>Moving forward, a regular programme of performing opportunities need to be put into place that showcase the music department. It would be good, over time, to move toward having:</p> <ol style="list-style-type: none"> 1. An autumn concert featuring the lower years in October/November 2. A Christmas Concert 3. A musical around February/March (Faculty wide) 4. Summer Showcase (Faculty wide) 5. A series of informal concerts throughout the year. 	1
Tuition	All instruments (including voice) are taught in school, and this is delivered by teachers from the MK Music Service. Lessons happen weekly on a rotating timetable which is published in school and is available online via teams for parents and children to check. The current		1



area	what happens now	what we would like to see	link to actions
	<p>take-up of lessons is around 120 students. The drop-out rate is low, and places are often filled by students on waiting lists. This is particularly true of guitar and drums. Students make good progress in their lessons and outcomes are monitored within the department as well as within the Music Service.</p> <p>Instrumental tuition is promoted through notices to tutors, teaching staff and posters.</p>		

Leadership

area	what happens now	what we would like to see	link to actions
Senior Leadership Team	<p>There is a member of SLT that is linked to the Performing Arts Faculty. This member of staff is responsible for overseeing progress and ensuring that data is informing practice.</p> <p>The understanding of Music as a curriculum area is limited in so far as the leadership structure is made up of members of staff that are not musicians.</p> <p>The understanding of extra- and co-curricular music is often limited, and this can lead to problems in gaining the necessary rehearsal spaces and times required to run performances and develop performing opportunities. Rooming is often a problem with Drama, Dance and Music often attempting to occupy the same spaces. Exams, meetings and other school events have been inhibiting factors in developing regular performance opportunities.</p>	<p>More opportunities to use performing spaces.</p>	<p>1</p>
Subject leadership	<p>Shaun Humphries leads the music department and has been in post from September 2023-August 2024. The curriculum was designed by the previous head of music, and it was communicated that this plan should remain in place. The curriculum has stayed the same during the year with some minor tweaks in how the content is delivered. The focus this year has shifted to a more practical application and awareness of instrumental skills. Delivered of the curriculum is monitored through meetings, learning walks, data tracking and assessment. Training needs and subject knowledge gaps are regularly monitored by the HoD through discussion and individual in-house training where required.</p>	<p>Michael Stroud will be responsible for leading the subject with Faculty leadership from Louise Lewis. The SLT link is Helen Brown.</p> <p>The staffing of the department has been in a state of flux with a HoD staying for only a year 2022-2023 and then another HoD staying for only a year 2023-2024. There has been changes in the staff with a member of staff leaving (full time but part-time non-specialist in music), a member of staff (non-specialist music) changing roles, a member of staff (music specialist) returning part-time from maternity leave and another member of staff returning from maternity leave part-time (non-specialist music)</p>	<p>2</p>

area	what happens now	what we would like to see	link to actions
		<p>Stability in staffing is needed for this department. The department has been static with little movement or growth. Time and space is required for the HoD to develop a stronger sense of identity for the music department in its own right.</p>	

Accommodation and resources

area	what happens now	what we would like to see	link to actions
Spaces for Music	<p>The Music Department is located in the new block near the Activity Studio and Meeting Hall. The Drama, Dance, Music and Music Technology departments share an office on the same floor. The At department is located upstairs in the block. These departments form the Creative Arts faculty. English currently occupies three classrooms in the same corridor as the music rooms. Mu1 is a dedicated music teaching room, and most lessons take place for KS3 in this room. Mu3 is also used for KS3 music and the occasional A Level lesson as well as for drama and regularly as a cover room. Mu2 is the Music Technology suite which is currently being used as a form room for year 7 students, Music and Music Technology teaching for KS4 and A Level Music and Music Technology. However, it is regularly used as a cover room by several departments. This has led to a significant amount of damage of equipment and time for repair. Instrumental lessons take place in a corridor in the middle of the music department in three designated practice rooms. Entry to this corridor is via a keypad.</p>	<p>Less use of the music rooms for cover by other subjects</p>	<p>1,2 and 4</p>
Resources available for Music	<p>The school regularly hires out performance spaces, practice rooms and access to classrooms in the Books, references, printed music, subscriptions etc Resources are cleaned, maintained, repaired and renewed by the music technician and HoD as appropriate Costs are discussed between HoD and the Music Technician and orders are placed by the music technician.</p>		

Inclusion

area	what happens now	what we would like to see	link to actions
Overview	<p>The curriculum is differentiated to accommodate all learners, including those with Special Educational Needs and Disabilities (SEND). This includes the use of multi-sensory teaching methods, assistive technologies where applicable, and individualised learning plans (EHCP, PP, ADHD etc.). Lessons are designed to be inclusive, with activities adapted to various ability levels, ensuring that every student can participate and benefit from the music education program.</p> <p>The music curriculum is designed to be culturally responsive and inclusive, reflecting the diverse backgrounds of the school community. This includes selecting music from a wide range of genres, cultures, and historical periods.</p> <p>The school offers class music tuition in a variety of non-Western instruments and musical genres. This includes instruments such as the djembe, surdo, ganza etc, as well as genres like African drumming, and Latin American rhythms. These offerings are designed to reflect the heritage and traditions of the students, promoting a broader understanding of global music.</p> <p>The curriculum includes study units on music from different cultures, encouraging students to explore and appreciate the musical traditions of societies outside their own experiences.</p>	<p>Whether songs are sung in languages spoken by families in the school community</p> <p>Indian classical music</p>	2
Special Educational Needs and Disabilities	<p>The needs of children with SEND are assessed through a combination of formal evaluations, teacher observations, and consultations with SEND coordinators and specialists. Adjustments for children with SEND include providing assistive devices such as visual aids, and digital technology. Classroom environments are modified to ensure accessibility, and teaching strategies are tailored to meet individual</p>		2

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	<p>learning styles. Additionally, teaching assistants and SEND specialists support students during music lessons.</p> <p>The school has dedicated music facilities that are accessible to all students, including those with SEND.</p>		
Religion	<p>The music program respects and accommodates the religious beliefs and wishes of families. This includes being sensitive to the selection of musical pieces and activities that may conflict with religious practices. For instance, alternative assignments or activities are provided for students who may be unable to participate in certain performances or events due to religious reasons.</p>		2
Financial hardship	<p>Denbigh offers financial assistance for participation in instrumental/vocal tuition. This policy helps remove financial barriers for students who wish to pursue musical education and extracurricular activities.</p> <p>To support families facing the cost of living crisis, the school has implemented several measures. This includes offering flexible payment options for music-related expenses, providing information about external grants and subsidies, and organizing community fundraisers.</p>		2

Progression

area	what happens now	what we would like to see	link to actions
Overview	<p>Pupils are encouraged to learn music beyond the classroom through various initiatives such as after-school clubs, participation in school choirs, bands, and orchestras. The school also promotes external music competitions, workshops, and masterclasses with visiting musicians.</p> <p>The Music Department gathers information about students' musical interests through surveys, feedback sessions, and direct conversations with students and their families. This feedback is used to shape the music curriculum and extracurricular offerings, ensuring that they align with students' interests.</p> <p>Information about opportunities for musical progression is shared through parent-teacher meetings and information sessions.</p> <p>For pupils identified as more able in music, the school provides advanced opportunities such as specialised tuition, entry into higher-level competitions, and participation in elite ensembles. The music department also supports applications to prestigious music schools, universities and scholarship programs.</p> <p>The Music department conducts regular professional development needs assessments through feedback, and performance reviews. Based on the findings, targeted training sessions, workshops, and continuous professional development (CPD) programs are organised. Teachers are also encouraged to attend external courses and conferences to stay updated on best practices and new methodologies in music education.</p>		1, 2
Progression opportunities	The Music department offers a wide range of musical learning opportunities, including classroom music		1, 2 & 4

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	<p>lessons, individual and group instrumental tuition, choir and ensemble participation, technology-based music production courses. Additionally, the school organises performances, recitals, and music-related field trips to broaden students' experiences. The Music department signposts local opportunities such as ensembles run by the local Music Hub, community choirs, orchestras, and music festivals. Information about these opportunities is shared through noticeboards, encouraging students to participate and expand their musical horizons. Partnerships which help pupils' musical progression</p>		
Pupil tracking	<p>Musical progression is tracked through regular assessments, student portfolios, performance evaluations, and feedback from music teachers. The music department also considers students' engagement in extracurricular activities, participation in external events, and personal musical projects. This holistic approach ensures that all aspects of a student's musical journey are recognised and supported. Pupils who participate in external musical activities often share their experiences and skills by leading workshops, mentoring younger students, and performing in school assemblies. Their involvement serves as an inspiration to other learners, fostering a culture of aspiration and excellence in the school's music program.</p>		
Strategy development	<p>The music development strategy is monitored by the Head of the Music Department in collaboration with the Head of Faculty (HoF) and Senior Leadership Team (SLT). Regular progress reports are created, and key performance indicators are tracked to ensure that the strategy's objectives are being met. The monitoring process involves observations of music lessons and</p>	<p>To align the school's strategy with the Hub's and/or Multi-Academy Trust's (MAT's) Progression Strategy, the department needs to begin to engage in regular communication and collaboration with the MK Music Hub and MAT meetings.</p>	

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	<p>extracurricular activities, as well as the analysis of assessment data.</p> <p>The strategy is reviewed annually by a review committee consisting of the Head of the Music Department, the Head of Faculty and a member of the SLT. The review process includes evaluating the effectiveness of the current strategy, identifying areas for improvement, and setting new goals. Additionally, interim reviews may occur to ensure ongoing alignment with the school's objectives and to make any necessary adjustments.</p> <p>How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy</p>		

Objectives 2024/25

1. Develop extra-curricular opportunities, improve attendance at clubs and provide a wider range of performance opportunities
2. Develop the curriculum to include more World Music topics at KS3 (including Indian Music)
3. Develop teaching strategies and subject knowledge for Edexcel A-Level Music
4. Integrate modern music technology into the curriculum to enhance learning and creativity

Action Plan

action	link to objective	who	resources or cost	source	music hub support sought	complete by	
1	Develop a pattern of performance opportunities that are added to the school calendar in September 2024	1	Head of Music Creative Arts Concert Lead	Meeting with SLT link and HoF	N/A	N/A	September 2024
2	Advertise school clubs to tutors and via posters	1	Head of Music Creative Arts Concert Lead	Meeting with Creative Arts Concert Lead	Printing	N/A	Middle of September 2024
3	Develop World Music teaching and introduce an Indian Music SoW (implement in January 2025)	2	Head of Music	Planning time	N/A	N/A	December 2024
4	Develop timetabling to allow for KS3 to access Music Technology room for developing awareness of Cubase/MuseScore	4	Head of Music Head of Faculty SLT link	Meeting and planning time	N/A	N/A	December 2024
5	Purchase new music for ensembles as required	1	Head of Music	As necessary but in the region of £350	Music Shops online, arrangements photocopying	Access to hub library?	Ongoing
6	Develop current assessment strategies to provide greater student understanding of progress	2	Head of Music	Planning Time	N/A	N/A	Ongoing

CPD Plan

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Attend online CPD courses for Edexcel A Level Music	Head of Music	Objective 3	Online Course	Pearson Edexcel – Professional Development Academy	Free	As possible.
Attend online CPD courses for Edexcel A Level Music and GCSE Music	Second in Dept	Objective 3	Online Course	Pearson Edexcel – Professional Development Academy	Free	As possible
Attend External CPS Course	Head of Music or Second in Department	Objective 3	External Course	Teaching A-Level Music for the First Time (Or applicable other) – Keynote Educational	£269 +VAT	As possible