



Music Development Plan

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Ben Gbadebo
Name of school leadership team member with responsibility for music (if different)	Mel Korbay
Name of local music hub	Waltham Forest Music Service

Part A: Curriculum Music

At Lammas we are committed to nurturing a passion for music and inspiring our students through the delivery of a clearly planned curriculum, designed to develop their musical knowledge and skills.

In KS3 all students are given the opportunity to develop and build upon their KS2 musical knowledge and skills. Music is taught weekly as a discrete subject and is enhanced through access to extra-curricular clubs and events.

In KS4, students have the option of studying music at either GCSE or via the Pearson BTEC Tech Award Level 1/2 in Music Practice course.

Musical education sits within the Creative Arts faculty alongside Art and Drama and Design & Technology and the four subjects provide a substantive opportunity to all students for the development and enhancement of creative skills, self-expression and confidence-building.

KS3 lessons develop a breadth of musical skills which range from using rhythmical notation, to playing musical instruments, singing and vocal techniques, digital music production and sound engineering.

In KS3, students learn about the importance of different types of rhythms in music theoretically, as well as applying these skills practically through the use of musical instruments. Students are encouraged to join ensembles and create music 'in teams'.

Students learn about different musical *genres*, and the history of music overtime as well its impact upon society e.g. protest songs.

Musical education is fully inclusive at Lammas and we ensure that **all** students are able to participate in Music lessons. It is our belief that, regardless of educational need or ability, all students have the capacity to enjoy and create music. 1:1 support work, private practice rooms and accessible instruments mean that any child can engage in a musical education. The KS3 curriculum is sequenced in such a way as to build knowledge, skills and performance confidence over time.

We expect all students at Lammas, to strive for excellence in music. Whether they have studied music in the past, or not, all are encouraged to reflect upon and recall poignant musical stimuli within the music room.

Students across KS3 & 4 showcase their musical talents in end of year performances, seasonal concerts, at Parents Evenings, in practical examination performances and in assemblies to peers.



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The Music department has an informed curriculum based on the foundation of model music curriculum (March 2021), for Key-Stage 3.

Our KS3 Curriculum:

The KS3 Music curriculum is based on the [DfE Foundation Model Music Curriculum \(March 2021\)](#), which prioritises teaching students how to:

- perform;
- listen to and review;
- evaluate music across a range of historical periods, genres, styles and traditions

In addition, students learn:

- compositional skills;
- musical notation;
- how to sing, rap and use their voices to create and compose personalised music;
- how to play a musical instrument;
- music theory
- how to produce music
- the impact of musical elements such as melody, dynamics, articulations, tempo, rhythm timbre, structure, tonality

At KS3, pupil progress is measured termly against age-related expectations using ongoing teacher (*formative*) assessment and termly *summative* assessments. The KS3 curriculum is designed to feed seamlessly into the KS4 Music pathways at GCSE or BTEC.

In KS3 are taught:

- to understand rhythmic notation in pulse and rhythms;
- to learn the different types of rhythms; polyrhythms, progressive and alternating rhythms and syncopation;
- to apply their understanding of rhythms practically and using percussion instruments such as *djembe, tambourine, maracas* and *snare drums*
- to understand musical notation and sight read through learning how to play keyboards and an exposure to a breadth of musical genres (Classical, Blues, Christmas Carols etc.);
- how to compose music from scratch and develop song-writing skills (including the application of figurative language e.g. similes, metaphors, alliteration etc.);
- harmony and chords within music and an understanding of tonality (distinguishing major and minor scales through improvisation);
- film music and production (the creation of leitmotifs/motifs);
- musical elements and their impact (e.g. melody, harmony, texture);
- how to build tension in music through music production;
- the impact and social relevance of *genres* of music over time- i.e. hip-hop, rap, dance music, salsa, blues and pop;
- the role music has played in history and politics (protest songs through the perspective of movements such as apartheid, BLM, and Civil rights);
- to use DAW (Digital Audio Workstations) e.g. *Bandlab, Logic Pro, Soundtrap*.

Our KS4 Curriculum:

The optional Pearson Edexcel BTEC in Music Practice, is broken into three modules across a two-year curriculum covering:

- Component 1: Exploring Music Products and Styles
- Component 2: Music Development and Skills
- Component 3: Responding to a Music Brief



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In KS4 students are taught:

- to explore a variety of different musical products such as live performance, audio recording, music in the media, original song and composition, DAW Projects;
- to understand musical elements and the impact it has within music of different genres as well as being able to justify the reasons why;
- to play musical instruments to further develop skills in KS3 through learning application of music theory behind piano, keyboards, djembe, drums, guitar etc.;
- to learn music production and sound engineering skills through creating compositions using DAW software *Logix Pro*, *Band Lab* and *Sound Trap*;
- to understand how to respond to a music brief, tailoring musical composition to fit the correct targeted audience;
- understand a variety of musical styles and identifying the types of musical elements used in the song pieces;
- building on performance skills, and instrumental skills, vocal skills and production skills;
- Analysing key features used in music styles, assessing how genres of music impact their creative decisions;
- exploring different creative musical responses to components 1,2,3;
- film scores and creating leitmotifs and motifs for music;
- learning to sing, rap and build on vocal skills and recording compositions;
- to understand careers in music, and the music industry development.

Overall aims of the Music Department at Lammas:

- For students to find joy and happiness learning musical skills;
- To enable students to build ensemble groups and to enjoy working collaboratively with others;
- To learn music production and sound engineering skills;
- To understand that music can be generated vocally, conventionally and digitally;
- To nurture the unique performers, composers, musical creators and soloists;
- To develop an understanding of sight-reading music and musical notation;
- To be able to evaluate depth the impact of musical elements on a variety of different genres of music.
- To learn to play musical a musical instrument (piano, keyboard, drums, djembe, ukulele, guitars- classical, bass and electric);
- To participate in extra-curricular clubs, and extra-curricular activities;
- To nurture confidence and creative flair;
- To appreciate the importance music has played in history over time;
- To understand key tier 2, tier 3 vocabulary within Music;
- To develop composition skills;
- To be inspired and compose;
- To develop as critical thinkers, distinguishing how music has and can be evolved.

Assessment:

Students are continually assessed in Music lessons and against Age Related Expectations which are directly attributable to the skills and knowledge outlined in the [DfE Foundation Model Music Curriculum \(March 2021\)](#). This evidence is used to inform termly data-input cycles but 'formative' assessments also help the teacher to gauge understanding and ability and adapt future planning. In-class discussion and dialogue are essential and enable, as well as the teacher to evaluate progress. Written annual reports provide both parents and future teachers with information about pupil achievement within Music. The Music teacher is present at all Parents Evenings (KS3 and 4) to provide families with termly updates on achievements as well as targets in Music.



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Part B: Extra-curricular music

We offer extra-curricular clubs (lunch and after school) and activities including keyboard, drumming, singing, rapping and 1:1 or small group peripatetic music lessons for drums, guitar, and piano. An increasing proportion of are involved in and are benefiting from these music enrichment sessions outside of teaching and school hours.

Throughout the course of the academic year, in Key Stage 3 are encouraged to participate in Musical performances during assemblies, seasonal concerts, Trust-wide collaborations and show-case events such as Open Evenings and Parents Evenings. Music interventions are available for Key-stage 4 students focussing on key components of their examination coursework submission.

have access to 1:1 or small group work within the Music Department focussed on:

- Instruments practice: keyboard, guitar, drums and ukulele;
- Voice, song writing, music production and performance skills
- Rehearsal time individual or in groups within the music room or practice rooms.

Part C: Musical experiences

To further enhance our musical experiences, we offer lunch and after school clubs which enable student access to a range of musical instruments and also the facility to practice, explore and further develop musical confidence, competence and creativity.

At Lammas the musical experiences that are planned throughout the academic year, include regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to musical theatre and concerts outside of the school.

Lammas and our East London Collegiate Primaries within the Griffin Schools Trust, are partners with the Waltham Forest Music Service, who regularly promote and provide access to a wide range of musical opportunities and events for our students.

In the Future

The Lammas Choir:

In the future, Lammas aims to introduce and embed its very own Choir within the school's culture. The Lammas Choir will consist of students of all ages; a team of musicians with unique skills and a communal passion for performance! The choir will exemplify talented vocalists and musicians and its existence will become a *proud tradition* of our school.

Learning New Musical Instruments (A Subsidised Peripatetic Provision):

We intend to increase engagement with and uptake amongst students in the learning of new musical instruments (such as string, wind, brass and percussion). At Lammas we understand that learning a new instrument can be a costly (and often privately-funded) provision but we will seek to explore opportunities and investment to reduce these barriers to access and enable equitable access to musical instrument learning for those who are passionate to learn.

We want musical performances and *repertoire* to feature routinely in the school calendar of events and the talents of musical students to feature readily in the successes of the school and our attainment outcomes.

For any further information please contact school@thelammas.com.