

# Music development plan summary: ECKINGTON School

## Overview

Detail	Information
Academic year that this summary covers	24-25
Date this summary was published	SEPT 2024
Date this summary will be reviewed	JULY 2024
Name of the school music lead	JOE MARRIOT
Name of school leadership team member with responsibility for music (if different)	HELENA PARTRIDGE/ EMMA PICKARD
Name of local music hub	DERBY & DERBYSHIRE MUSIC PARTNERSHIP
Name of other music education organisation(s) (if partnership in place)	NA

This is a summary of how our school delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students’ music education.

## Part A: Curriculum music

### MUSIC CURRICULUM AT ECKINGTON SCHOOL

Time per week is allocated for curriculum music for each key stage:

- KS3 bi-weekly lessons (*this currently falls short of what the DFE recommends, and we hope to change this in the future to 1 hour a week*)
- KS4 5 lessons over 2 weeks
- KS5 10 lessons over 2 weeks

The music curriculum at Eckington School is informed by some aspects the Model Music Curriculum. It is set out in relation to performance, composition and listening. This year we hope to develop the singing aspect of the curriculum further.

We have partnership with Derby & Derbyshire Music Partnership who advises the school and supports music curriculum.

## KS3 MUSIC CURRICULUM:

A link to our curriculum on the website can be found here: [Eckington School - Courses \(chorustrust.org\)](http://Eckington School - Courses (chorustrust.org))

Staff notation is a strength of our curriculum and is consistently taught throughout KS3. Year 7 have had an introduction to Italian dynamics (***mp and mf***). Year 7s have an introduction to ukuleles. The only singing we teach at present is mainly unison singing as students play the ukuleles.

Students have an opportunity to learn to sing or play an instrument during the performance sections in our schemes of work. More needs to be implemented regarding singing in the KS3 curriculum.

### Year 7

Terms 1-2 standard notation & keyboard skills, rhythm and performing with notation.

Terms 3-4 motifs and ukelele

Terms 5-6 rhythm and percussion, and band skills

### Year 8

Term 1-2 blues and Caribbean music

(musical context- world music guides resources)

Terms 3-4 film music and popular music

Terms 5-6 form structure, song writing & exploring melodies

### Year 9

Term 1-2 theme and variation, and reggae

Term 3-4 video game music

Term 5-6 what makes a good song, exploring popular music

## Music qualifications and awards students can study and achieve at Eckington School:

**Graded music exams** (peripatetic teachers) - we offer graded music exam preparation with the peri teachers for all key stages. Peri teachers can work through GCSE or A-level material with the students to ensure they have the best grade in their performance section of the exam or the composition.

BTEC Music Practice (Pearson) Level 2 - A link to our KS4 music qualifications can be found here: [Eckington School - Courses \(chorustrust.org\)](http://Eckington School - Courses (chorustrust.org))

RSL Music Practitioners (currently not available at Year 12) - a link to our KS5 music curriculum can be found here: [Eckington School - Courses \(chorustrust.org\)](http://Eckington School - Courses (chorustrust.org))

## SEND support at Eckington School:

At Eckington School we see **Music** to be an important area for **students** with difficulties and disabilities of all kinds, **identifying previously hidden abilities** they may possess and **providing opportunities** for **ENJOYMENT** and **ACHIEVEMENT** and the **CULTIVATION OF SELF-CONFIDENCE** by **nurturing CREATIVITY** which can be missing from other areas of the curriculum.

**Our primary focus in the arts is to have AMBITION for our SEND students and allow them to THRIVE in an INCLUSIVE and SAFE SPACE which is unique to other areas of the school.**

The **development of the senses is central to the music curriculum**, using sight, touch, emotional response and intellect to **learn about different elements of visual, auditory and kinaesthetic language**. For **students with SEND at Eckington School, as with all students, personal experience and personal response is a starting point for any activity.**

We believe in **explicit instruction, consistency in routines and expectations, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology within a COHERANT and SEQUENCED CURRICULUM which meets all student's needs.**

**Music has a rare and unique ability to bring people together;** making can make a whole **class, school and community feel connected to others and part of something bigger.** This celebrates the inclusion of **students with special educational needs and disabilities.** **Music can support emotional wellbeing,** it can be used to explore individual emotional expression and creativity. **It can be a safe medium to explore more difficult emotions and can be used to learn about self-regulation.** This can promote a level of self-awareness and therefore increase self-esteem and confidence.

## **Part B: Co-curricular music**

**Music tuition Eckington School offers outside of that taught in lesson time:**

Peripatetic music teachers in:

**Keyboard** (*Julie Stone*) *Not accredited*

**Guitar** (*Andy Stone*) *Accredited*

**Drums** (*David Hartland*) *Not Accredited*

At present parents pay for this tuition direct with the peri teachers. There are subsidiaries available for pupil premium students.

**Extra-curricular clubs: TBC**

Band skills

ukulele

**Practice and rehearsal rooms at Eckington School:**

We have 3 individual practice rooms for students to use individually and with peri teachers.

We have a larger practice room for ensemble/ group performances.

## Part C: Musical experiences

### Musical experiences planned for the academic year 2024-25 at Eckington School:

- Music performance evening KS4 (2<sup>nd</sup> April 2025)
- Music performance evening KS5 (11<sup>th</sup> March 2025)
- Music concert visit (10<sup>th</sup> Feb 2025) *Charged to parents' free/subsidise*

## In the future

The school's detailed development plan for music is linked here: [ECKINGTON MUSIC DEVELOPMENT PLAN V2.docx](#)

Our plan to incorporate the NATIONAL Plan for Music 7 features of high-quality music provision:

### Within the next 2 years:

- **Timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3.**  
*Why: We need this in order for our students to become classroom musicians. Music relies on students having regular practice which is practised and built upon on a weekly basis. Big gaps in lessons hinders their progress.*  
*How: Faculty lead to discuss needs with school leaders and put into place for future job opportunity for a second music teacher once school is out of financial deficit.*
- **Access to lessons across a range of instruments, and voice.**  
*Why: To improve option numbers at KS4/5. To offer all students a rich music experience. To offer disadvantaged students the opportunity to excel in a subject different and more accessible to them.*  
*How: Faculty lead to discuss needs with school leaders. Funding will be needed for the following:*
  - *To invite musicians in to offer a wider opportunity through workshops based around instruments such as brass, drums, guitar. This will hopefully have a knock-on effect to more students wanting instrumental lessons.*
  - *To increase the numbers in what we currently offer and introduce singing and woodwind instruments.*
  - *Peris to deliver clubs in their specialism at lunchtime.*
  - *Financing/ subsidies for pupil premium, SEND students to have instrument lessons for targeted students who would benefit. (See subsidiaries booklet given by Derby and Derbyshire Music Partnership)*
- **A school choir or vocal ensemble.**

- **Why:** *To develop singing across the school and use these individuals in whole experiences such as awards evenings, Year 6 information evenings. To give students a wider musical experience.*
- **How:** *We want to develop a school choir/ ensemble. We would include singing/ vocals in an extracurricular club by the school funding per teacher to deliver the sessions. We will have music ranging from musical theatre to pop and choral music. Choir rehearsals would need to be every week. Faculty lead needs to meet with Senior Leadership Team to discuss possibility of funding to employ freelance per teacher for choir club/ rehearsals.*
- **A school ensemble, band, or group.**
  - **Why:** *To offer students an opportunity to develop band skills and extend their creative musical talents by performing in front of others, practising as a group.*
  - **How:** *We now have a dedicated music teacher who can offer lunch and after school practice times. We will offer weekly rehearsals and will promote the development of the band skills club through social media, assemblies and music lessons.*
- **A termly school performance.** *This is planned for when we are able to employ a second music teacher with a singing specialism and one other instrument.*

## Further information (optional)

The Department for Education [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Derbyshire Music Hub [music hub](#) local plan for music education in place from September 2024: TBC

Multi-academy trust -trust-wide music development plan: TBC