

# Music development plan summary: Waddesdon Church of England School

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	February 2025
Date this summary will be reviewed	Autumn 2025
Name of the school music lead	Ben Judson
Name of school leadership team member with responsibility for music (if different)	Charlie Cahill (Deputy Headteacher)
Name of local music hub	Bucks Music Trust
Name of other music education organisation(s) (if partnership in place)	XYZ Music Academy

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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

*KS3 (Years 7 & 8) - 1 lesson per week*

*KS4 (Years 9, 10 & 11) - 2 lessons per week*

*KS5 (Years 12 & 13) - 9 lessons per fortnight (one independent guided work)*

*In KS3, students build a foundation in music performance, composition, and listening/analysing through project-based learning. We aim to nurture a passion for music through a predominantly practical approach to lessons. We have a different focus each half term, with a performance or composition assessment at the end, as well as a knowledge/listening test based on the learning for that project.*

*In Year 7, we look at the following:*

*Term 1 – The Elements of Music (Performance)*

*Term 2 – The Story of Music [Western Art Music] (Composition)*

*Term 3 – Reggae (Performance)*

*Term 4 – 4 Chords (Performance)*

*Term 5 – Electronic Dance Music (Composition)*

*Term 6 – Blues (Composition)*

*In Year 8, we look at the following:*

*Term 1 – Funk (Performance)*

*Term 2 – Film Music & Leitmotifs (Composition)*

*Term 3 – Songwriting (Composition)*

*Term 4 – Band Performance Skills (Performance)*

*Term 5 – Indian Classical Music & Bhangra (Composition)*

*Term 6 – Freestyle (self-directed Performance or Composition)*

*Across the three key stages, we cover a wide range of traditional music styles within the music curriculum, including Western Art Music, Blues, Indian, Bhangra, Samba, Calypso, Greek, Israeli, Palestinian, Ghanian. We also look at a range of other styles, including Reggae, Funk, Pop, Dance, & Film/Game music. Collectively, these styles expose our students to different cultures and the historical context behind their development whilst providing them with a wider appreciation of different groups, their traditions, beliefs, successes and struggles. KS3 complete research tasks that require them to do reading into some of these styles, whilst KS4 & KS5 regularly engage with broader exploration of music, whether through watching videos, listening to podcasts or reading articles.*

*In KS4, we offer qualifications in both Music and Music Technology.*

*GCSE Music covers a broad range of musical styles without focusing on set works. OCR's rich syllabus provides learners with a wealth of musical knowledge, from film music to world music, from popular music ballads to rock anthems, and the concerto as found within western art music. Having such a variety of musical styles to study helps students understand wider musical concepts than perhaps using set works would allow. The listening exam is 40%, with performance and composition elements taking up 30% each. Students are required to compose from a brief for one of their pieces, which is good preparation for work within the industry. The other 'free' composition gives students a chance to show off their creativity without constraints. The performance aspect requires learners to perform both solo and as part of an ensemble, testing their individual skill and their ability to work with others.*

*Music Technology at GCSE level enables learners to develop skills, knowledge and understanding of the music technology industry. We follow the NCFE syllabus, a course that is suitable for learners who are motivated and challenged by learning through hands-on experiences and have a passion for popular music of all styles. The qualification allows learners to gain practical skills and knowledge in creating music using technology through completing 5 Content Areas, including DAW Skills, The Music Technology Industry, Musical Elements & Styles, Sound Creation & Multitrack Audio Recording. These are brought together in a synoptic non-examination assessment (NEA) that students complete in Year 11. This is internally assessed and is worth 60% of the course, with the remaining 40% covered by a knowledge exam.*

*In KS5, we aim for students to excel as well-rounded musicians who are creative and analytical, professional-standard performers, inspirational composers, and skilled producer/engineers, who seek to inspire and encourage the wider community.*

*We follow the BTEC Level 3 Extended Certificate in Music Performance specification. In a world where a musician must show diversity and adaptability, the BTEC course helps students understand the essential skills and knowledge they will need to survive within the industry. This vocational course is an excellent mode of preparation for a future within the music industry. Learners will have the opportunity to grow as performers, musicologists, event planners, composers and producers. The BTEC course is a challenging, formal, engaging and useful way of helping students understand the essential skills and knowledge they will need to survive within the music industry.*

*Students are taught the following topics in Year 12 and 13:*

*Unit 1: Practical Music Theory and Harmony (25% – Internally-assessed coursework)*

*Unit 2: Professional Practice in the Music Industry (25% – Externally-assessed coursework)*

*Unit 3: Ensemble Music (35% – Externally-assessed coursework)*

*Optional Unit: Composing Music / Music Performance Session Styles / Solo Performance / Improvising Music (15% – Internally-assessed coursework)*

*The A Level Music Technology course follows the Edexcel specification. It is a creative, exciting and inspiring programme that develops a wide range of production skills including recording and mixing techniques, composing using technology; synthesis and sampling. Students have access to industry standard studio equipment to complete coursework and build a portfolio of recordings, arrangements and compositions. In addition, they have the opportunity to sound engineer for live events, building skills and knowledge to serve them for further study and/or a career in the industry. There are four components to this course; Components 1 and 2 are coursework, totalling 40%, and components 3 and 4 are exams, totalling 60%:*

*Component 1 – Recording (20%)*

*Component 2 – Composition (20%)*

*Component 3 – Listening and Analysing (25%)*

*Component 4 – Producing and Analysing (35%)*

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

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

*The Music department offers a wide range of extra-curricular activities throughout the year. Weekly rehearsals with our different ensembles (e.g. Choir, Funk Band, Jazz Band, Orchestra, Worship Band & Samba Band) and performances in whole-school*

*assemblies form the backbone of these but there are also a large number of additional opportunities for students to perform.*

*All ensembles are free to join and are open to students from across the year groups, although the Funk and Jazz Bands are audition-entry only. The Choir has a regular attendance of 40+ students and is mandatory for all 6<sup>th</sup> Form BTEC Music students, who lead the rest by example and support the Music Department staff in running it. All other groups are well attended by students from across the school.*

*Waddesdon Music hosts a superb team of 13 peripatetic instrumental teachers who deliver tuition on a wider range of instruments, including voice, drum kit, piano, bass guitar, electric guitar, acoustic guitar, ukulele, trumpet, trombone, French horn, saxophone, clarinet, flute, oboe, violin, viola, cello, & double bass. Lessons are provided by Bucks Music Trust and XYZ Music Academy, as well as some independent teachers. They are all delivered in our practice rooms at different points throughout the school day and students are taught on a rotating basis, so that they do not miss the same curriculum lesson each week. Lessons are paid for by the parents of students directly to the organisation/teacher, although there are a number who are provided for by the school through Pupil Premium funding. In these cases, we can pay 50% of the cost of lessons whilst the provider covers the rest.*

*Students can use the practice rooms – each equipped with a drum kit, piano, and amplifiers – at lunch and break times to practice on their own or with groups they have formed. Often this will be working towards an assembly performance and older students regularly offer their free time to support and encourage the younger ones.*

## **Part C: Musical experiences**

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

*The Music Department are involved with several events throughout the school year. These include the whole school musical, for which they co-ordinate all singing and live music. Other in-house events include a Christmas carol service in Waddesdon church, the Big Gig (a showcase of all GCSE & 6<sup>th</sup> form student ensembles, as well as the departmental ensembles, approx 300 attendance) and WaddFest (school community festival with 3x stages exhibiting 3 hours of live music each, approx 1000 attendance). These events are open to the public and all but the carol service are ticketed, providing a source of income for the school. In addition, the Music Department are invited to arrange music for a number of events in the area that have become regular fixtures in our calendar, i.e. Oxford Diocese commissioning service at Christchurch College cathedral, Wednesday Club Christmas party (for OAPs), concert at Quainton church, DJ'ing for Waddesdon Primary's school disco & Year 6 prom, & festivals in the*

*surrounding area (e.g. Grendon Underwood festival, QuaintFest, Chiltern Hills Rally, Aylesbury's Live In The Park).*

*As part of our BTEC Level 3 Extended Certificate in Music (Performing) programme, we also have regular talks from a number of industry professionals, including the tour manager for the BBC Symphony Orchestra, a full-time violinist with the London Philharmonic, a music producer, an up-and-coming solo artist, an award-winning songwriter, a sound engineer, and an instrumental tuition business owner.*

## **In the future**

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

- *We are exploring the possibility of giving all of Year 7 the chance to learn a musical instrument. This is an exciting idea, pending funding and resourcing.*
- *This will lead to a Year 7 Orchestra where all students receive a foundation in musical education and performance beyond what many schools offer.*
- *We are looking to embed the A Level Music Technology course, as it is currently in its first year and we want it to be something that continues long into the future.*
- *With the new 6<sup>th</sup> form building, we are exploring any possible opportunities to expand the current practice room arrangement to ensure that there are enough spaces for all peripatetic lessons and curriculum lessons.*