

ST CLEMENT'S HIGH SCHOOL: MUSIC DEVELOPMENT PLAN 2024-25

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“Music is a universal language that embodies one of the highest forms of creativity”

Intent

It is my strong belief that all students should be given the opportunity to take part in all forms of musical activity, encompassing the interlinked strands of performance, composition, listening and appraising, in order to express their own creativity and to appreciate and interact with the myriad of different cultures around them.

Vision

The vision for my department is to allow the students to experience a full range of musical styles and genres, inking the more familiar to the unknown, exploring through performance, composition and listening, discovering the music in different forms of media and in everyday life, linking to different subjects across the curriculum including how events in history, developments in technology and exploration of the world have changed and enhanced the music of today.

Music is fundamental to being a human-being. It incorporates expression and creativity whilst developing key life skills such as teamwork and cooperation and, at St Clement's High School, the subject is one that is valued and embraced for student development, both academically, culturally and socially (The 'Whole Child'). Music is commonly described as “The universal language” and this is because it is central to almost all cultures and religions throughout the world. Music is all around us, not just on the radio, in the concert halls and at festivals but also in all television and films, adverts and even as background music within shops and restaurants. However, Music in education is about so much more than Rock, Pop, Classical RAP etc. Music is about sounds and how they are put together.

In classroom lessons, it is about exploring all the types of Music, learning to appreciate how they are created and performed as well as experimenting through practical exercises both on instruments and using Technology. In line with the National Curriculum all our units of work fall into one or more of the following categories: -

- Performing
- Composing
- Listening and Appraising

Singing and Listening Exercises are an integral part of lessons at Key Stage 3 developing both musical and confidence skills.

Away from the classroom St Clement's provides an instrumental and singing programme that is second to none with a range of lessons, schemes and subsidies available to our students to start their journey as musicians. We then promote a culture of group playing with a range of instrumental and vocal ensembles within school, across the trust and in the wider community. This gives clear progression routes for all our students to explore, and improve their musicianship skills, whether they wish to follow music as a career, or want to enjoy it as a hobby.

Music is a unique subject in that it is scientifically proven to assist in so many areas including improved Wellbeing, Language Abilities, Emotional Resilience and Empathy. It involves working both independently and collaboratively in groups and this helps develop important life-skills that are transferred into all future careers and pathways. These develop a growth mind-set as well as social skills and self-esteem.

Aims

The students are encouraged to become curious, resilient and reflective learners, developing their rehearsal and performance skills, both on their own and as active members of ensembles, analysing and critically evaluating the effectiveness of their performances and compositions, as well as how music can create and enhance a wide variety of emotions. Students experiment with different styles and genres within performance and composition work, using their listening and analysis skills to enhance understanding of how a range of influences have impacted different musical styles from a variety of cultures and gaining a deeper knowledge of the wealth of musical experiences available to them

PRIORITIES	To improve quality of education at St Clement's High School by improvements in:	A) Curricular Music Provision B) Extra-Curricular Music Provision C) Musical Experiences
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A. CURRICULAR MUSIC PROVISION

INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
i. Key Stage 3 (Years 7-9) are given 1-hour per week (<i>or equivalent</i>) with GCSE offered for KS4 ii. KS3 Curriculum is fully sequenced giving a broad range of musical skills. However, the transition between primary feeders and secondary could be improved for continuity of education. iii. Insufficient formal teaching of composition techniques at Key Stage 3 result in challenges at Key Stage 4.	i. Increase in KS4 take-up to numbers in excess of national average (5.4% in 2022) across all secondaries. ii. Curriculum to follow seamlessly from KS2 to KS3. Good understanding of all feeder primary music curriculums. iii. All secondary students have some skill in formal composition utilising the elements of music & staff notation.	i. Review Year 9 curriculum and look into promotion of music to current Year 9. ii. Work with WNAT Music lead to investigate the possibilities of a transition unit, SOL, between primary and secondary - perhaps post SATS, to ensure a smooth curriculum journey from KS2 to KS3. Some training of primary staff may be required. iii. Review for opportunities within curriculum where this can be introduced and revisited a couple of times per year to build compositional skills. iii. Investigate opportunities for working with other visiting professionals to promote composition	Half Term 6 <i>(May 2025)</i> Ongoing throughout year.	JKE	ii. Curriculum journey will be fully mapped and students will all be in a similar position ahead of their entry into KS3 at St Clement's iii. More interest in KS4 - students have less worries about continuing with Music at GCSE. Students find more success at GCSE music in composition area - which is worth 30% of their qualification. Students have a full range of opportunities to improve their confidence with composition			R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>
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iv. Singing and Instrumental learning are an integral part of our Curriculum lessons including Ukuleles and Keyboards as well as full range of Music Technology options	v. Improved feedback to singing resulting in improving quality - high quality singing at the heart of the curriculum	v. Appropriate song choice and staff development to develop the young singers through their school journey.	Ongoing throughout year	JKE (RNO)	V. Students within St Clement's have a love of singing and are given significant opportunities to explore this. Other health benefits too.			R <input type="checkbox"/> A <input type="checkbox"/> G <input type="checkbox"/>

<p>v. Continue to work on singing at KS3 with areas of development identified to students with improvements made based on targets e.g. improving vowel sounds.</p>							
<p>vi. Consider all SEND to encourage inclusion.</p> <p>vii. Provision has inconsistencies and against national plan, weaknesses are especially apparent in Equipment (adapted instruments) and Teaching strategies (especially those with autistic students).</p>	<p>viii. Work towards all students of SEND have the same access to music curriculum and musical opportunities as non-SEND students.</p>	<p>vii. Invest in more adaptive equipment - significant investment needed but possibility of some funding from Norfolk Music Hub and consultation with RNO</p> <p>Identify the challenges for each student and how we address them. Continue to investigate the use of Music Technology within the curriculum to aid this</p> <p>Funding application to be made via Norfolk Music Hub if appropriate.</p> <p>Identify the barriers to instrumental lessons for SEND</p> <p>Identify CPD opportunities to support teaching strategies for autistic students. Potential training provider identified who is Chiltern Music Therapy.</p>	<p>July 2025</p>	<p>JKE (RNO)</p>	<p>vii. SEND students will have greater access to the music curriculum and Extra-Curricular activities.</p>		<p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>

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B. EXTRA-CURRICULAR MUSIC PROVISION

INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
<p>i. Instrumental lessons are promoted and uptake is generally good.</p> <p>ii. 'MITI' scheme in WNAT feeder primaries is significant, however a proportion do not continue lessons into secondaries. However, our main feeder school is not part of WNAT and does not currently run the scheme.</p> <p>iii. Instrumental and Singing lessons engaging a variety of students within the school from all cohorts. However, there are drop-offs at certain points.</p> <p>iv. Transition Ensembles are in place to provide opportunities for young instrumentalists (primary and early secondary) to come together.</p> <p>v. Progression routes are available for all instrumentalists through school groups, trust ensembles, other community</p>	<p>ii. Percentage of 'MITI' scheme students continuing lessons into Year 7 at St Clement's to be greater.</p> <p>iii. Increase take-up of Instrumental/Singing over three years and address drop-offs at key points.</p> <p>Iv/v. Opportunities are available for all musicians to be involved in ensemble playing including SEND.</p>	<p>(There is a 'Lead Peripatetic Tutor' for WNAT with responsibility of overseeing and improving instrumental take up and provision)</p> <p>ii. Work with the Lead Peri tutor undertake discussions with primaries, peripatetic tutors and 'parental voice' to look at reasons for transition 'drop-off'.</p> <p>ii. Work with main feeder primary to look at possible MITI provision and possible further collaborations</p> <p>li/iii. Review of subsidies to encourage continued learning including introduction of Instrumental scholarships.</p> <p>v. Review ensemble provision within St Clement's, using SV to inform possible opportunities, especially within Year 7. Promote other opportunities within WNAT including participation in WNAT 'Trust Orchestra' for key trust events.</p> <p>Promote community and Music Hub opportunities for further progression.</p>	July 2025	<p>JKE (RNO) (BHO)</p>	<p>ii/iii. Increased take up and 'continuation' of instrumental and singing tuition. Further uptake and participation in a range of extra-curricular opportunities within St Clement's and across WNAT</p> <p>Iv/v/vi. Students to join together and experience the enjoyment of rehearsing and performing and rehearsing with others, thus increasing progress and experiences (See Section C – 'Musical Experiences')</p>			<p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>
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<p>groups and the Norfolk Music Hub.</p> <p>vi. Extra-Curricular groups and ensembles engage a range of students every week. Groups include:</p> <ul style="list-style-type: none"> • St Clement's band • Beginner Band • St Clement's Singers • Musical Theatre Group • Karaoke Club • Soloists <p>vii. Instrumental and Singing Exams are available including ABRSM Trinity and RSL, held at Springwood</p>								
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C. MUSICAL EXPERIENCES

INFORMATION	IDENTIFY	INTERVENTION			IMPACT		EVALUATION	
Where are we now?	Where do we want to be?	How will we get there?	Timescale	Lead	What will be the impact?	Review	Status Notes – Actual Impact	RAG
<p>i. St Clement's undertakes concerts and recitals regularly. Entry is free, with donations for a chosen charity to keep them affordable for all.</p> <p>ii. St Clement's students are also involved in two trust events per year (Christmas and Summer) featuring groups from all trust schools; both primary and</p>	<p>i/ii/iii. Continued public performances to family and friends and the wider community.</p> <p>vi/vii. All students to experience the joy of professional performances throughout the school year.</p>	<p>New performance opportunities</p> <p>Reintroduce Big Sing in KS3 assemblies with a link to the House system</p> <p>Assist planning and promotion of a 'West Norfolk Academies Trust Young Musician of the Year' event to promote solo and small ensemble playing.</p>	Ongoing	JKE (RNO)	<p>Increased opportunity for all students to engage in performances, both as active performers and also as active listeners.</p> <p>All students within trust schools to experience professional performances to excite and enthuse all types of music.</p>			R <input type="checkbox"/>
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<p>secondary, both free of charge to attendees.</p> <p>iii. Alongside school and trust events students from St Clement's are engaged in community events including performing for and with the residents of Terrington lodge at Christmas, local Rotary 'Schools Make Music' and the Royal Norfolk Show. Each of these give performance experiences outside of the school environment.</p> <p>vii. Leaders look for appropriate workshop and Concert trips. These are organised for students regularly and include orchestral concerts, musical theatre and smaller professional groups both within the Kings Lynn area, larger professional venues in Norfolk and London and further afield. This includes projects with the Norfolk Music Hub and a Workshop collaboration with the Kings Lynn Festival.</p>		<p>Work with RNO to continue investigations to see high quality performances both in the form of external visits and also internally with visiting musicians and groups.</p> <p>Work with RNO and WNAT to build relationships with local music festivals (including Kings Lynn Festival) and other organisations for further performance opportunities both as performers and audience members.</p> <p>Work with RNO and WNAT to liaise with Norfolk Music Hub for workshop, masterclass and project opportunities across the trust.</p>					<p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>	<p>R <input type="checkbox"/></p> <p>A <input type="checkbox"/></p> <p>G <input type="checkbox"/></p>
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