

Grace College Music Development Plan summary:

Overview

Detail	Information
Academic year that this summary covers	2024 – 2025
Date this summary was published	Sept 2024
Date this summary will be reviewed	July - Sept 2025
Name of the school music lead	Mr F Hodgson Head of Music Emmanuel and Grace College
Name of school leadership team member with responsibility for music (if different)	Ms P M Wells Director of Arts and Events
Name of local music hub	N/A
Name of other music education organisation(s) (if partnership in place)	Emmanuel College and Grace College ESF Gateshead partnership.

Grace College delivers music education to all our pupils across three areas – curriculum music, co-curricular provision, and musical experiences. The document outlines the current provision 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.

Key Stage 3

Our Key Stage 3 curriculum has been developed to incorporate Performing, Composing, Listening & Appraising, and Cultural Context. Units have been created using both non-statutory guidance for teaching music, and elements of the model music curriculum.

Each year-group receives one 50-minute lesson per week and covers a range of 4 or 5 schemes of work per year. This is to allow knowledge and skills to be embedded at a more suitable rate, whilst introducing a range of musical styles and cultures, promoting progress over time.

Students with disabilities or SEND needs have student profiles which informs staff of specific requirements, ensuring that music teaching is accessible for all. In Music, this will include the provision of practice rooms for students with hearing issues, scaffolded resources, laminated note sheets on the piano, and consideration of those with hearing impairments (wearing speech device, etc). Some SEND students are also accompanied by a Learning Support Assistant.

Year 7:

- **Introduction to the Language of Music.** This unit introduces students to the fundamentals of music. The “Elements of Music” are used in every single topic from Years 7-13. Students will learn the definitions to these elements and understand how to use them when analysing music. They will also study musical notation including note values and note names. The curriculum is heavily based on performance and composition; therefore, these are the essentials of knowledge to enable students to develop their performance skills. Students will perform pieces such as ‘Ode to Joy’ working on basic hand positioning and note reading. This unit also explores the orchestra and the four instrumental families (Brass, strings, woodwind and percussion). Students will learn about the sounds that these different instruments make and why a composer will choose specific instruments depending on their sonority. Students will listen to a range of different orchestral pieces and develop an understanding of the roles of different instruments; listening to and appraising set works whilst also being introduced to recital music skills.
- **The Voice.** There are a range of different voice pitches within vocal music including soprano, alto, tenor and bass, as well as treble, mezzo and baritone. Students will understand the musical term for texture (layers) and will have an understanding of how music is structured through songs. The exploration of texture will allow students to use technical vocabulary like ‘homophonic’ and ‘polyphonic’. Song structure is also a knowledge concept vital when studying vocal music.
- **Disney and Animation Musicals.** The world of music for the stage and for the screen and the fundamental differences between the two genres. Focus will specifically be on Disney musicals, exploring the history of Walt Disney and how he changed the form of the musical forever. Students will explore and understand, the songs, the lyrics, the story and the dancing and they impact these have on the audience.
- **Indian Music and Indian Fusion Music.** Music plays a large part in the culture of India. The main areas of this music are the raga and the tala as well as understanding the unique instruments used. Students may have never seen/heard these instruments before. Students will learn to analyse Indian music and be able to pick out these specific features in relation the elements of music. A lot of modern popular music contains influences of Indian music. Students will explore how and why popular artists may choose to use influences of Indian music in their work. Knowledge learnt from the first half of this half term will allow students to understand these concepts.

Year 8:

- **Nationalist and Programme Music**-Nationalist music refers to how specific composers wrote music to either illustrate the pride and patriotism they have for their country. Nationalism is when people are patriotic (have a strong love for their country) and this often shows in Music, Art and Literature. The element of programme music demonstrates how composers write for a specific purpose to tell a story or to portray a mood through instrumental music. Students will develop their practical skills during this unit and analyse a range of different composers from different countries.
- **Blues Music**-Blues music originated in the Deep South of the USA (1870s) created by African Americans from African music traditions. There will be context of the slave trade taught to get an understanding of how blues music first originated. Students will gain the knowledge of the structure of the blues music and the twelve-bar blues structure which is the basis for most popular music today. Students will discover how to play syncopated rhythms and improvise a melody using a blues scale.
- **The Progression of the Movie Musical**-Students will learn about the movie musical has developed into modern day films. Students will firstly look at the silent movie era and its influence on the future of musicals. They will discover Charlie Chaplin silent movies and the introduction to the ‘talkie’ era and

understand the development of technology and how it changed musicals forever. In addition, students will continue to develop their keyboard skills looking a range of musical songs.

- **African Music and African Fusion Music**-The focus is specifically African Music and African Fusion music. The first half term will focus on the culture of African music and its importance to their everyday life. African music is heavily rhythm based and the use of syncopation and call and response give African music its unique character. A range of new different instruments are used like the balafon and djembe. Students will use the percussion instruments to create syncopated patterns and ostinato rhythms in addition to keyboard work where they will discover African melodies, in particular, call and response. African music has also played a part in western popular music. Modern songs have taken influence from some of these syncopated rhythms and instruments. Students will explore how and why popular artists may choose to use influences of African music in their work. Knowledge learnt from the first half of this half term will allow students to understand these concepts.

Year 9:

- **Band Music**-Fanfares and marches are the focus of instrumental band music. The 'Musical Features' of each are explored, specifically focusing on the instrumentation, the tonality as well as rhythmic styles used in compositions. Developing tonality and introduction to scales – major, minor, mode, pentatonic and their emotive qualities. Students will discover who to compose for a specific brass instrument in the style of a march or fanfare.
- **Pop Music**-Students will understand what popular music is and how it originated, exploring the difference between 'popular' and 'pop'. Identifying the pop song structure: verse, chorus, bridge, outro, and the development of melody. In addition, understanding chord sequences; using major and minor chords to explore tonality. Students will discover how to compose a pop song using a 4-chord progression, broken chord accompaniment, melody line and lyrics.
- **Latin Fusion Music**-experiencing Latin American music and the sub-genres involved. Jazz and its influence on Latin Music, Samba music and why it is so important in Brazilian culture, the introduction of Bossa-Nova music. Understanding the use of improvisation and extended chords in these pieces. In modern western popular music, there is a great deal of Latin American influences which makes it extremely relatable to the students. Students will use percussive instruments to perform Latin American rhythms in addition to continuing keyboard progression exploring a range of Latin American melodies.
- **The Music Industry**-Discovering the process of creating, recording, and distributing music as well as realising the different careers involved. Students will discover: What is in a recording studio, how record labels are set up and structured, how is music distributed to specific audiences, what makes a successful label.
- **Film Music and Composing Film Music**-The extensive usage of music in film to create mood for example, suspense and excitement. The Key features of Film music will be explored, including:
 - Diegetic and non-diegetic music and its use in film.
 - Different moods of film music and how a composer can achieve this.
 - Tonality and instrumentation in a film score.
 - The main motifs and themes in a film score.
 - In addition, composition using Sibelius/ Note flight /Bandlab begins in this scheme.

Key Stage 4:

- Edexcel GCSE Music (year 10)
- BTEC Music Practice (Year 11)

- Students receive 3 x 50-minute lessons per week with one double lesson and one single.

Music Curriculum and Core Knowledge Documents [ADD LINK to the website please.](#)

Part B: Co-curricular music

Currently at Grace College we offer the following opportunities for students to be involved in music in co-curricular activities, events and groups.

Peripatetic Instrumental lessons:

- Students from Year 7-13 can sign up for paired or individual music lessons. We offer a range of instruments including violin, flute, clarinet, trumpet, trombone, piano, keyboard, drum kit, acoustic or electric guitar, bass guitar, and singing.
- Lessons are charged half termly, with students opting to sign up, via promotional letter and GMG promotion. Students wanting to stop lessons are asked to provide a half-term's notice.
- Lessons are offered as pre-paid blocks of 6 ½ hour paired lessons per term adding to 33 per year.
- Lessons are delivered by visiting music teachers on self-employed contracts in addition to employed music staff.
- Students can hire an instrument from the school for free to allow them to reduce the cost of learning.
- The Assisted Instrument Purchase Scheme is available for those wanting to purchase their own instrument at the most advantageous price.
- Discounts are available for Pupil Premium students and students who are in financial difficulty (on a case-by-case basis).
- There are 2 studios for instrumental and singing lessons and students can practice independently or in small groups, and a larger classroom with permission of staff. In addition, there is a music classroom with keyboards, percussion, and computers with music software.

Co-curricular opportunities.

- Clubs on offer are Glee Club Choir for (KS3), Orchestra (for instrumental players.) Soul Band and Drama Club.
- Students are also encouraged to form their own bands and ensembles and are provided with rehearsal space and equipment.

Part C: Musical experiences

Experiences to engage with music at events.

- There are opportunities to perform either as a soloist or as part of an ensemble in termly events: Carol Service at Grace College and Presentation Evening at The Glasshouse (formerly known as Sage, Gateshead). Other students in the school are invited to join the public in attending the performances for very affordable prices.

- Grace College aims to stage its first annual production at the College in the academic year 2025-26. Workshops will take place in the latter part of this academic year (24-25.) Auditions for the production will take place in September and October of 2025. Other students in the school are invited to join the public in attending one of the four evening performances for very affordable prices.
- We have links with Northern Stage, the Theatre Royal, Sunderland Empire, and The Glasshouse (formerly The Sage Gateshead), who put on live concerts/recitals/shows, where we intend to take students who either study music at GCSE or who are involved in ensembles. Costs of these trips are dependent on the provider, where a cost is needed, students who are Pupil Premium or experiencing a financial barrier are eligible for discounts.

In the future

Improvements to the curriculum and co-curricular provision in 2024 – 25.

- a school ensemble, band or group.
- space for rehearsals and individual practice.
- a termly school performance.
- opportunity to enjoy live performance at least once a year.
- Recruit the highest calibre of musician to the Head of Music role at Grace.
- We would like to increase instrumentalists of brass and woodwind, taster sessions in all instruments are being offered – but particularly in these areas.
- We would like to take students on more visits to see more performances and are waiting for programmes to be produced by venues. In particular, 'Wicked!', which is a set work in GCSE Music is being performed at Sunderland Empire. In addition, more links with The Glasshouse and the RNS to arrange students to attend concerts/rehearsals.
- We will organise a visit to the annual college production at Emmanuel, encouraging the students who have worked with peers on collaborative projects with choirs and orchestra to attend. This year the production is "Beauty and the Beast", which we really appeal to some of our younger singers and musicians.
- Look to arrange 'lower stakes' concerts for students to perform solos in front of small audiences.

Further information (optional)

Grace College and Emmanuel College are collaborating across the Music and Drama teams. The Head of Music and Head of Drama currently are leading across both colleges, with the Director of Arts and Events based equally at Grace and Emmanuel. Collaborative work in music and drama has developed:

- A shared curriculum, sharing best practice and schemes of work. The Creative Arts teams at both Grace and Emmanuel collaborate, and music and drama staff from Emmanuel teach at Grace.

- Shared resources for co-curricular groups, with leaders of orchestras choirs and ensembles planning collaborative projects. The annual Presentation Evening events for Grace and Emmanuel are scheduled as a 2-day event at The Glasshouse, Gateshead. Students from both colleges take part in performing in the choirs, orchestra and drama performances at both events, celebrating the achievement of the students at Grace and Emmanuel.