

Music Development Plan – Maritime Academy

Music Development Plan

Maritime Academy | 2024/25

Academic year that this summary covers	September 24-25
Date this summary was published	September/October 24
Date this summary will be reviewed	September 25
Name of the school music lead	Katie Twyman
Name of the local music hub	Medway Towns Music centre
Name of other music education organisations (if any)	N/A

Part A - Curriculum Music

As a new school, Maritime academy currently has three year groups; 7, 8 and 9. For the most part, lessons are taught by a specialist, with a non-specialist teaching one Year 7 class. Our Curriculum is published online on our website found [here](#), and our curriculum maps is [here](#).

Curriculum intent:

'We believe that in Music, we inspire students by studying a wide range of genres and challenge them to think, speak and act like musicians. Music has the power to transcend differences and allow students to explore a variety of cultures whilst developing their own sense of creativity and self-confidence. From studying Music, we aim to develop students' musical knowledge and skills, through a mixture of performing, analysing and composing music across the curriculum.'

We are predominately using the building bricks schemes of work with some changes to Year 9 to allow for the progression into OCR GCSE. Students are exposed to opportunities within the curriculum to listen, perform and compose in a variety of genres and are challenged to use music vocabulary correctly. By using the vocabulary correctly when students are analysing, performing and creating their music it will embed the key terminology needed for further education in music at GCSE and 6th form. Music is taught to all KS3 with 1-hour lessons a week. Students will not only learn about new genres

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of music but also the history and social contexts and explore different cultures which will be celebrated through playing and creating music. Students' music lessons are structured to ensure theory, listening, practical and creating are in each scheme of work. Appropriate musical notation will be taught and used to help the students to create music in an alternative way to express their creative goals.

All schemes of work at KS3 are sequenced to ensure that complex knowledge and skills are revisited and built upon frequently. In Year 7 we initially cover the basics; building blocks, keyboard skills, rhythm, form and structure, sonority city and folk music. In Year 8 we cover; Hooks and riffs, offbeat, variations, all that jazz and all about that bass. In Year 9 we cover; Music through the decades, soundtracks, pop music, new directions, samba and what makes a good song. The curriculum is ordered in this way to allow for a spiralled approach to allow the students to build and add to existing knowledge. At the start of Year 7, they learn the basics which will underpin all future knowledge learnt from Years 7 to 13 and there are displays around the classroom to support their learning and knowledge of key words. Homework will support with the learning of these key words by listening and analysing music, or creating music using a criteria. Maritime Academy benefits from the use of One:One device's which allows students access to class notebook and a variety of targeted resources to improve their learning in and out of the classroom. Students also use bandlab in order to create their compositions which is DAW that uses loops and samples. As they progress through their KS3 journey, they will develop skills to create music using MIDI functions which create basic skills for GCSE and allows for this to be used to ensure they are proficient for KS4.

Students will complete formative assessments through practical means which are tracked by the teacher, and summative assessments every other term which comprises of 3 sections, context, listening and theory.

In the department we have 15 keyboards which students share using headphones when learning practical skills, along with a small selection of other instruments such as 2 acoustic guitars, 1 electric, 1 bass and 5 ukuleles. There are a variety of percussive instruments to allow the teaching of world music and a full drum kit. There are full size electric pianos in each teaching classroom and in 2 studios, along with an upright piano. These are used to teach curriculum lessons and students are able to use these at breaktimes and for extracurricular clubs. We have 2 classrooms in use with 15 new computers in each ready for KS4 and KS5, one of these has a control to allow for live recording and we have 3 independent practice studios.

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Part B – Co-curricular Music

Our curriculum is supported with extra-curricular clubs that aim to enrich students with opportunities to learn in new ways. At Maritime Academy we have an enrichment programme called “Horizon” in which the students are given the chance to experience a 12-week agenda delivered by a member of staff allowing the experienced staff member lead that session/s. Previously there has been a staff member outside of the department leading a music-based horizon choice and there is the potential for that to happen again. Sessions include a choir for 12 weeks, a music tech club for the next and choir again for the last.

Clubs that take place outside of the curriculum run for 40 mins to an hour and give an extra opportunity to instruments and skills outside of their lessons. There are 3 clubs that run across the year; Choir, Keyboard club and Music tech club. These clubs are all run by the subject lead and give students the opportunity to learn their own music on the piano with the aid of the teacher, to learn how to refine their bandlab skills to create music and to sing as part of the choir. Choir and Keyboard club have been designed to feed into performances and shows with these clubs becoming rehearsal sessions nearer the time of a show. These clubs run in GO2 which is the main music classroom.

Music is open two breaktimes a week to begin from Term 1, to allow the students to use the instruments in their own time. As the year goes on, this is set to increase allowing for lunchtime usage as well. This is a brand-new building with a new subject lead and the department will grow as the years go on (please see 4-year plan at end).

Part C – Musical Experiences

At present, there are two trip opportunities which are joint with other departments.

These are musical theatre-based trips to ensure that their experience broadens their understanding of music in different cultures. There are plans to take the students to a future makers concert, going up to The Royal Albert Hall in November and a musical theatre trip in January. The trip to the Royal Albert Hall is free for entry, but the students will then be asked to pay for the train, and the trip in January will be a paid for trip for ticket and train.

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Most musical learning does not happen sat behind a desk in a classroom; making the performances and experiences relevant to the students and their learning is absolutely crucial, and something we continually strive to do. The students will also have the opportunity to take part in matinee performances in school when the music and performing arts departments do shows.

Future plans

	2025-2026	2026-2027	2027-2028
Intent	<p>To have a GCSE cohort using OCR certificate consisting of around 10 students (national average is around 12/13).</p> <p>Review and improve KS3 curriculum based on previous year's results.</p> <p>See if there are any gaps between PP and non-PP, SEN and non-SEN. If there is a gap this needs to be addressed and in the next review create a plan to close this gap.</p> <p>Introduce Music ambassador for Year 10 to support with department and shows.</p>	<p>To ensure success of GCSE exam year.</p> <p>Review and improve KS3 curriculum based on previous year's results.</p> <p>If there is a gap with PP and SEN students this needs to be reviewed from the plan from previous year and updated.</p> <p>Continue Music ambassador for Year 10&11 to support with department and shows.</p> <p>Ensure clubs run efficiently using the best teaching staff for those clubs.</p>	<p>First 6th Form cohort, ensure the correct certificate introduced.</p> <p>Review and improve KS3 curriculum based on previous year's results.</p> <p>If there is a gap with PP and SEN students this needs to be reviewed from the plan from previous year and updated.</p> <p>Continue Music ambassador for Year 10&11&12 to support with department and shows.</p> <p>Ensure there are KS3, 4 and 5 clubs to differentiate skill level.</p>

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	<p>Introduce new clubs – ukulele/guitar and band night.</p> <p>Create more opportunities for trips and school concerts. Continue to develop relationships with feeder schools and collaborate with primary schools.</p>	<p>Create more opportunities for trips and school concerts particular for KS4. Continue to develop relationships with feeder schools and collaborate with primary schools.</p>	<p>Create more opportunities for trips and school concerts particular for KS5. Continue to develop relationships with feeder schools and collaborate with primary schools.</p>
Implementation	<p>Ensure all equipment is in working order and use remaining budget from year 24-25 to buy instruments to stock department properly. Particular focus on ukuleles and drum kits to ensure whole class learning for ukulele and increased co-curricular opportunity for bands.</p> <p>Consider implementing fund raising opportunities to support with purchasing of equipment – particularly another upright or baby grand piano.</p> <p>Use network meetings as a chance for moderation and collect example work for the year 10 cohort.</p>	<p>Invest time into building interest for the Year 12 course and collate resources for resources etc.</p> <p>Continue to monitor equipment with a greater focus on building the guitars and bass guitars as well as acoustics.</p> <p>Use network meetings as a chance for moderation of coursework and mock results and collect example work for the GCSE cohort.</p>	<p>Continue to build the department ensure world music instruments are a full ensemble.</p> <p>Continue to moderate and to moderate 6th Form coursework.</p>

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Impact	Review of KS3 will allow for the correct changes to be implemented so that the future GCSE cohorts will have the correct key terminology and base data embedded.	Develop transition materials and opportunities for students going into KS4 (year 10) to support higher learning.	Foster relationships with past year 11 so they can come in to deliver presentations to our younger years.
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