

Music development plan summary: Titus Salt School

Overview

Detail	Information
Academic year that this summary covers	2024 - 25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Amy Rodgers
Name of school leadership team member with responsibility for music (if different)	Matt Parrish (Faculty Leader of the Arts) Hannah McKenzie (Deputy Headteacher/SLT Link)
Name of local music hub	Bradford Music Education Hub

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.

Curriculum Intent

To establish a love of learning in music and an understanding of the role of music in our society, enabling pupils to widen and deepen their musical skills and knowledge. To provide all pupils, regardless of background or social context, with the opportunity to immerse themselves in music making and creation. To provide engaging practical lessons to ensure we continue to develop the whole child by providing transferable skills that will enable our learners to contribute fully to our school society and the wider community.

Our diverse and progressive music curriculum is designed to allow pupils to express themselves musically, developing pride in themselves and in their work through their achievements.

Curriculum Design

At Titus Salt School, music is taught at all key stages across the school. In years 7, 8 and 9 pupils are taught one hour of curriculum music per week. In years 10 and 11, pupils who opt to continue to study music at KS4 have five hours of curriculum time per fortnight, and in year 12

and 13 this increases to nine hours per fortnight. There is access to practical learning across a range of instruments as outlined below, including vocal skills which are taught at all key stages. There is access to three large teaching spaces, and to four practice rooms to support pupil progress both in and outside of curriculum lesson time.

Our spirals curriculum focusses on developing mastery of the building blocks of music. We have modelled our curriculum building blocks on the concepts of Technical skills, Creative skills, and Structure & Style. Pupils will learn to make connections in both skill and knowledge across the curriculum areas of Performance, Composition and Listening and Appraising. The curriculum at KS3 is designed to be practical in nature, learning theoretical knowledge through its practical application.

Year 7 – Performing with Tempo and Pulse as a part of a group. Introduction to Keyboards, Ukulele and Percussion skills. Singing in tune as part of a group. Composing within a given structure. Rapping, composing with a focus on rhythm and notation, root position chords and application of terminology in written work. Pentatonic scales, Scat singing, exploration of Jazz, composition within more complex structures. Introduction to musical technology with Ableton in film composition.

Year 8 – The Blues, introduction to the blues scale, ensemble musicianship, chord inversions, ukulele chords, Improvisation and the Bass Clef. Gospel Songs, Singing in Harmony. West African music, basic drumming technique, use of call and response, playing with rhythmic accuracy and stylistic control. Reggae music, building upon strumming patterns, extended chords, style specific chord patterns. Modes and Ensemble Skills, performing in a structured whole class performance, learning about modes and their compositional use, use of Sibelius in Music Technology.

Year 9 – Samba Drumming, performing as a whole class, use of complex rhythms, improvisation on a pentatonic scale, composing riffs. Playing Pop songs, learning about chord progressions and cadences, varying chord styles to create variety in harmony. Minimalism, composing on Ableton focussing on structure, texturing and music technology skills. Dance music, learning about the evolution of Dance music and using Ableton to create an EDM track with layering and within a given form. Composing with chords, developing keyboard skills looking at Popular music, looking at basslines, riffs and hooks. Remixing using Ableton to create stylistic versions of popular songs.

Key Stage 4

At Key stage 4 we run both a GCSE and a BTEC pathway to allow musicians to be on the course which best suits their developmental needs and current skills/knowledge. Pupils are encouraged to practice weekly and learn to perform, compose (both in a free style and in response to a compositional brief), to produce and to listen/appraise music to a high standard using appropriate terminology and musical devices where appropriate.

Key Stage 5

At Key stage 5 we run a BTEC National Extended Certificate to allow our musicians to develop the skills and knowledge required to thrive within the music industry. Pupils are taught solo and ensemble performance skills, and also undertake a unit based upon Professional Practice in the Music Industry and another unit on Practical Music Theory and Harmony. This allows our young musicians to have a balanced approach and understanding of pathways to success within the music sector.

The music department at Titus Salt School is proud to be an inclusive environment where pupils of abilities and with the full range of academic and physical needs are encouraged and allowed to succeed. There are a number of adaptations within our practice that allow this to happen. These adaptations include such things as the use of headphones to encourage a quieter environment when required, use of the visualiser and demonstration videos for pupils to have access to, colour coding to aid with playing the keyboard/ukulele and the use of practice rooms to support with pupils with additional needs.

Titus Salt School is an active participant in the local authority music hub, the Bradford Music and Arts Service (BMAS), which provides curriculum support through partnerships with other centres.

Part B: Extra-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.

All pupils are encouraged to take part in music making outside of the classroom through our extra-curricular provision. In addition to the clubs/activities below there is also our partnership with the Bradford Music and Arts Service (BMAS), who run several of their city-wide ensembles and music lessons at our school outside of normal school hours.

The following musical clubs are currently running at Titus Salt School, and are open to all pupils in the relevant year groups (year groups are allocated because of the school's split lunchtimes:

- a) Year 7 and 9 Choir
- b) Year 8, 10 and 11 Choir
- c) School Band
- d) Musical Technology Club
- e) The Main School Show – Two nights after school rehearsals

Peripatetic music lessons – Titus Salt School employs four peripatetic staff to teach piano, music theory, guitar & bass, drums and vocals. Lessons are available at very low cost to promote music making outside of the traditional curriculum lessons. We also have three further peripatetic staff from BMAS who teach brass, strings and woodwind lessons. Pupils' lessons are largely taught in groups of three, for thirty minutes per session, but pupils can opt to have an individual lesson at an increased cost, with both small group and individual lessons heavily

subsidised by school. Pupils are supported through the taking of graded music examinations where required by the peripatetic music staff and entered at the discretion of pupils and parents/carers. There is the provision to borrow instruments from school to support learning in some instrument groups, as long as instrument stores allow, to support progress outside of lessons.

Musicians at Titus Salt School are encouraged to take a full part in the ensembles and music lessons listed above through promotional material, and performances in assemblies, at Open Evenings and before and after information evenings.

Rehearsal space is available at lunchtimes and afterschool for individual practice and pupil ensembles.

Part C: Musical experiences / Events

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.

We are proud to run a wide range of musical experiences and activities across the school year to promote the importance of music making to our community. There are three school showcases, one at the end of each term in Autumn, Spring and Summer at which the main school ensembles perform alongside successful auditioned acts and musicians chosen by their class/peripatetic teachers. For the showcases, pupils go through an audition process for pupil led performances, and the school run ensembles gain an automatic slot. Pupils are actively involved in the running of the performance, responsible for backstage, sound and lighting, microphone placement, moving of equipment and public facing roles. All of the showcase events are free to attend, with parents offered the opportunity to donate should they choose to do so.

The main school show, for which rehearsals begin in June, takes place in November of each academic year. TSS has a long tradition of successful school shows which are well attended and consist of large ensemble casts to promote inclusivity and to encourage participation from across the full range of pupils at the school. As with the showcases above, pupils have a wide range of roles in the events. Tickets for the show are priced, to offset the costs of running the event, but parents with challenging situations are supported through either complementary tickets or through the acceptance of a contribution.

The school choirs are active participants in the young voices choral activities. This has enabled our pupils to perform at professional venues such as the Sheffield Utilita Arena in 2024. Our choirs are taking part in this again this year. Our choirs have also been active in community music making, taking part in trips to local care homes to perform for the residents.

On a yearly basis we take our year 10/11 pupils to local music providers, such as Leeds College of Music, to promote the opportunities of careers in the Arts. Seeing professional musical resources and equipment setups is a valuable experience for our pupils. We are also inviting in representatives from the HE establishment Waterbear, based in Sheffield, to promote higher learning in Music this year.

In the future

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

Changes to the vocational courses offered by Pearson mean that we are currently reviewing our curriculum choices at KS4 and 5. As mentioned above, it is important that the courses offered allow us to get the correct pupils onto the correct courses, so a review is a sensible precaution.

Continuing to expand our extra-curricular provision, both in terms of numbers of pupils participating and the range of activities is a current priority. Our pre-covid timetable was for clubs a week, so we are still rebuilding to get back to our previous provision.

We would like to re-establish the “play in a day” activity day. Inviting local feeder schools to come up to TSS to take part in a massed ensemble performance task to boost our musical transition activities.

Schemes of learning are subject to continual reviews and reform procedures to continue to drive the standards of teaching and learning upwards. The nature of our subject dictates that we evolve constantly to address the needs and musical interests of our learners, as well as to continuously develop of pedagogy to keep learning about historical forms of music relevant and inspiring for all pupils.