

Music development plan summary: Smith's Wood Academy

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- 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

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	Academic Year 2024-25
Date this summary was published	18 th September 2024
Date this summary will be reviewed	18 th September 2025
Name of the school music lead	Louise Hayward
Name of school leadership team member with responsibility for music (if different)	Louise Ellis/Scott Friswell
Name of local music hub	Solihull Music Service

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.

This section addresses the content taught during lesson time, the duration dedicated to music lessons and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [Smith's Wood Academy website](#).

At Smith's Wood Academy, the music curriculum has its foundation based on the National Curriculum. The curriculum incorporates some elements from the Model Music Curriculum (March 2022) and where it is not in line, Smith's Wood Academy aims to have the same rigour as that laid out in the Model Music Curriculum. These elements are integrated into the Academy Teaching and Learning Framework, with adaptations to suit our learners and our specific educational setting.

Within the music curriculum, the core strands of music education: performance, composition and appraising are intricately woven throughout. The curriculum is purposely designed to be interleaved so that these three skills are constantly being revisited and developed further.

KS3 Curriculum Overview

The aims of the KS3 music curriculum at Smith's Wood Academy are:

- To provide an engaging and relevant curriculum that develops students' creativity.
- To provide an engaging and relevant curriculum that broadens students' cultural awareness and builds on their current enculturation.
- Lesson to be characterised by practical and social music making.
- To enable students to gain the required musical skills and knowledge to continue their musical journey outside of curriculum time and in their future.
- To ensure that students' language is filled with the correct terminology and vocabulary.

This is done through the following topics:

YEAR 7		
<p>Topic 1: Introduction to Music</p> <p>Keyboard Skills</p> <p>Ground Bass</p> <p>Vocal Skills</p>	<p>Topic 2: Notation</p> <p>Graphic Scores</p> <p>Staff Notation</p> <p>Programme Music</p> <p>Instruments of the Orchestra</p>	<p>Topic 3: Music from around the World</p> <p>Gamelan Music</p> <p>Music from the Far East</p> <p>Samba Music</p>
YEAR 8		
<p>Topic 1: History of American Music</p> <p>Djembe Drumming</p> <p>Blues</p> <p>Rock and Roll</p> <p>Popular Music</p>	<p>Topic 2: BBC 10 Pieces</p> <p>Classical Music</p>	<p>Topic 3: Film Music</p>
YEAR 9		
<p>Topic 1: Music and Media</p> <p>Music and Video Games</p> <p>Music for Adverts</p>	<p>Topic 2: Dance Music</p> <p>Electronic Dance Music</p>	<p>Topic 3: Musical Legends</p> <p>Reggae</p> <p>Rock 'n' Roll</p> <p>Rock Music</p> <p>Britpop</p> <p>Motown</p> <p>Pop</p>

Year 7

The aim of the Year 7 music curriculum is to provide students with the foundational skills and knowledge needed to be successful in music. The curriculum also aims to give students a varied and broad experience to engage with music-making.

It is important to cover the foundational skills for music as not all Smith's Wood Academy students have a substantial exposure to music in primary school. The purpose of the initial Scheme of Work, Introduction to Music, is to prepare students by enabling them to have a strong foundation for their music making. In this scheme of work, students will gain the vocabulary to appraise music, and this will be the initial language they need in order to understand more complex concepts in future schemes

of work. Students will begin to explore their musicianship and music-making in relation to their performance and composition skills. Students will learn basic keyboard skills and will develop their voices from the work they did in primary school. Notation, the following scheme of work builds on these foundational skills and knowledge, by introducing students to the skill of reading music. This is a vital skill for a musician as it is the main language of music and means that students can learn music independently if they choose to, by using the internet. Students need to understand the concepts of duration and pitch, studied in the first SOW to fully grasp staff notation which is why the curriculum is sequenced in this order. Students will continue to develop their instrumental and compositional skills within this unit and will improve their aural skills by learning the instruments of the orchestra. The rest of the KS3 curriculum, from this point on, takes the knowledge and skills learnt in the first two SOWs and shows the students how these apply in different musical genres and traditions. Therefore, the last topic in Year 7 is Music from around the world. Through practical and social music-making, students will experience music from Indonesia, the Far East and Brazil. These traditions are relatively simplistic compared to other genres studied later, as they use limited pitch, or just rhythm. It is for this reason that we study this early in the curriculum. It also gives students a broad experience in Year 7 as the previous two SOWs are focused on the Western Classical Tradition.

The Year 7 curriculum recognises that Birmingham is a multi-cultural society and therefore this curriculum looks at how music is and was used around the world, inspired by the demographic of the school. For example, there is a lesson on music from China and lessons which links with Black History. The CBSO is an important icon in the UK classical music scene and therefore the students will learn about the instruments of the orchestra, and they will begin to recognise the instruments that are used in the music they hear in video games and films.

Year 8

The aim of the Year 8 music curriculum is to enrich our students with the skills required to continue their music-making outside of school when they leave KS3. These skills cover basic keyboard skills, being able to read staff notation, songwriting and performing from a chord sheet. The curriculum continues to build on the first 2 units of Year 7 but looking how these foundational skills are applied in different genres of music.

The Year 8 curriculum continues in the same line as the last unit of year 7 by taking the foundational knowledge learnt and applying it to different musical contexts and genres. For example, students develop their knowledge of rhythm notation in Year 8 from Year 7 as they expand it by learning about triplets, syncopation and swing rhythms. Another example would be that in Year 7 students learn to play a melody or bass line with one hand on the keyboard, whereas in Year 8 they are encouraged to play a melody and bass line at the same time with two hands.

The first unit studied is History of American Music, where students will explore how the slave trade has impacted the music that they listen to. The unit starts with looking at

music from Africa, followed by the next chronological genre, blues and finishes with popular music of the 20th century. The purpose of this unit is to inform students' musical enculturation, and to explore musical history beyond the western classical tradition. The second unit is entitled BBC 10 Pieces, which looks at 'the great composers' of the western classical tradition in line with the national curriculum. This unit is sequenced here as the music and concepts are more complex than those studied previously. The purpose of the BBC 10 Pieces Scheme of Work is to dissolve the stereotypes that the students have around classical music and to broaden their musical listening horizon. The scheme of work introduces them to new music, informs them about classical music they will already have encountered and links classical music to the music they listen to by showing how it has inspired modern genres. This is all done through practical music-making. Many film scores and techniques used in film music have been inspired by classical music and therefore the last unit studied in Year 8, is Film Music. Students will continue to develop their performance and composition skills in this unit, by learning to play famous leitmotifs and composing music for a film scene using music technology. The intention of this unit is again to broaden and inform students' knowledge about a genre of music yet again part of their enculturation. The units are studied in this order as the music builds in complexity throughout the 3 units and therefore this systematic progression ensures that new skills and knowledge are built on what has been taught before.

The city of Birmingham has a vibrant classical music scene led by the flagship the CBSO and the Royal Birmingham Conservatoire. Therefore, it is important that students in this area understand about the traditions and cultures of their city and through music-making engage with it. Smith's Wood Academy also has a strong black history movement and therefore it is important that the whole school learn about their musical heritage.

Year 9

There are 2 aims of the Year 9 Music curriculum. The first is to provide students with the skills required to independently make music outside of school in the future. The second aim is to give students insight into how the knowledge they have learnt in previous years is being used currently in the music industry. It is hoped that this insight might inspire some students to consider music as a future career or prospect.

As in Year 8, the Year 9 curriculum applies previous knowledge and skills to different musical contexts. For example, in Year 9 students take their knowledge learnt in Year 7 about instruments and sonority and learn about how these are used to create certain effects in video game music. However, the emphasis in Year 9 is on contexts which are forward looking, and students are exposed to through their enculturation. The first unit, Music and Media mainly develop students' performance skills, however, there are some composition projects. The purpose of this unit is to highlight the importance that music plays in these sectors and for students to understand how to work with a brief like a professional composer. This is followed by a unit where the emphasis is on composition and music technology, Dance Music. Students will learn and develop skills

used by professional composers now using music technology and traditional compositional processes. From this, students will gain an understanding of how the music they encounter is composed and students will be able to continue their skills outside of school using apps such as Garageband and Soundtrap if they wish to. Finally, students will look at 'Musical Legends' of the past and present. This unit has been written in consultation with a student voice panel and therefore the 'Legends' have been chosen from their recommendations. This is important as it means that students have a stake hold in their own curriculum and students will find it engaging and relevant. Students will accumulate all their previous skills and knowledge learnt in KS3 and reflect on how legends such as Bob Marley, Michael Jackson, and Elvis Presley etc applied this to their work. This unit also links with the Component 1 unit completed as part of the BTEC Tech Award in Music Practice.

The units are studied in this order as the skills and knowledge build in complexity throughout the course. Students need to have the skills and knowledge required in previous topics in order to grasp the new concepts. An example of this would be in relation to the keyboard skills. The keyboard skills required to play video game music, such as the music from Fortnite or Mario, are less than the keyboard skills needed for the last unit 'Musical Legends'. Video game music tends to be repetitive as it is based on ostinatos and uses limited other dimensions, whereas the music of Michael Jackson requires a higher level of dexterity and coordination and a greater depth of knowledge around reading notation to be successful.

In 2019, the music industry contributed £5.2 billion to the UK economy and £2.7 billion of this was generated from export revenue, making the music industry one of the most highly successful in the country. It currently employs just under 200,000 people fulltime, although there will be more people involved in the industry on different contracts. As the industry is an important one for our country and is ever growing it is important that students are given the opportunity to see how they could be involved in this industry and the Year 9 curriculum gives students an experience of this industry.

KS4

At KS4, the aim of the music curriculum is to provide success and progression to students who will be studying the BTEC Tech Award in Music Practice. This will be done in line with the vision of the music department which is 'Through an interleaving curriculum, music lessons will focus on musical learning intentions and be characterised by practical and social music making.' The Year 10 curriculum is the start of the students' BTEC Tech Award in Music Practice journey at Smith's Wood Academy. The BTEC Tech Award in Music Practice is an inclusive course which enables all our students to achieve positive outcomes. This is achieved as the course has more of an emphasis on practical and coursework assessments rather than exam-based assessments which benefits our current students' learning styles and study skills. The course is also engaging to our students as they enjoy their practical and social music-making in lessons and is more careers driven which our students find easier to relate to.

The Year 10 curriculum prepares all pupils to start and then fully immerse themselves in this journey by developing even further many of skills and knowledge covered in KS3. The units completed in Year 10 are an extension of the skills developed in previous years. The sequencing of the curriculum is mainly dictated by the exam board specification so that it aligns with the assessment windows set by the exam board. Component 1 follows on from the last SOW in Year 9 where students look at musical legends and their associated genres. This component builds on this by looking at other genres but also creating a greater depth of knowledge about the genres previously covered. As part of the assessment, students must produce 3 products and this unit will enhance these skills taught in KS3 in preparation for this. Component 2 follows on from this as it looks in greater depth at these skills and how musicians continually develop these skills and techniques to be successful in the music industry. The assessment requires a greater length of product (1 min) which is a progression from Component 1.

The Smith's Wood Academy Year 11 curriculum prepares all students for the conclusion of their BTEC journey as they complete the final Component of the BTEC Tech Award in Music Practice. Component 3 has to be completed as the final component of the course as stated by the exam board. However, this is because it is the accumulation of the skills and knowledge learnt and practiced in Component 1 and 2. Students are required to take a song and arrange it into a different genre of music. Students prepare this external assessment for the exam board either as a performance or a production task. Similar to Component 2, students are required to produce a plan of their process and an evaluation of their final product.

Time allocated

At Smith's Wood Academy the time allocated for music each week is below:

Year 7	Year 8	Year 9	Year 10	Year 11
1 x 60 minutes	1 x 60 minutes	1 x 60 minutes (For 19 weeks of the year)	3 x 60 minutes	3 x 60 minutes

Special Educational Needs & Disabilities

Smith's Wood Academy is committed to providing an appropriate and high-quality education to all our students. We believe that all students, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic, curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. In accordance with our ethos, every student will be welcomed, respected, supported and valued, to develop into a well-balanced person, confident in their own abilities and able to take full advantage of the opportunities which arise in the future. Students will access the full curriculum and will

have scaffolded support through the use of whole school teaching and learning strategies which are effective for all students, especially those with SEND.

In addition to the whole school strategies, music lessons will be heavily structured, to allow students to know routines and expectations, 'Do Now' tasks will be used at the start of every lesson to encourage and support the recall of previously studied topics, with keyword pages in the booklets to support students in answering the questions. Additional resources such as coloured paper, task boards and printouts of slides are used to support SEND student. Students may also be given increased 'think time' to allow for processing and encourage responses and teachers will use the deliberate modelling of a skill that is then replicated by the student in order to engage and show good practice. Class teachers will have copies of each SEND students' learning plan and make the reasonable adjustments to ensure they are meeting the needs of each student. Where appropriate performance tasks will be scaffolded using the help sheets.

Music Qualifications

Smith's Wood Academy offers students the opportunity to pursue the vocational Pearson BTEC Level 1/2 Tech Award in Music Practice during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with peripatetic teachers, should they choose to engage in this opportunity.

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.

This section addresses the opportunities students at Smith's Wood Academy have related to music outside of lesson time. Smith's Wood Academy students have access to a number of opportunities through a varied extra-curricular provision and peripatetic lessons. All these opportunities enable students to make progress in music beyond the classroom curriculum.

Peripatetic Offer

Smith's Wood Academy offers peripatetic music lessons delivered by specialist teachers from Solihull Music Service. These lessons are designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one basis. The instruments choices offered are:

Piano: Students can learn classical and contemporary styles, focussing on technique, reading music, and performing skills.

Guitar: Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.

Woodwind: Flute, Clarinet and Saxophone lessons are available, covering technique, embouchure, breath control and reading music.

Percussion: Drum Kit lessons cover rhythm, coordination, and reading percussion notation.

Voice: Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Students are able to work towards graded music qualifications as part of these lessons if this is something they opt to do.

Smith's Wood Academy asks for a parent contribution of £108 per year towards the cost of hiring specialist instructors. However, the Academy is committed to ensuring that all students are able to access this offer, and potential remissions are available on a case-by-case basis. Lessons last between 20-30 minutes depending on the instrument. Instrument hire is available through Solihull Music. Students who are interested in learning an instrument or having vocal lessons can request a letter from the Subject Leader of Music.

Extra-curricular clubs

Smith's Wood Academy offers a range of instrumental and vocal groups which are offered free of charge and are open to all students across all year groups. Rehearsals are held in the music department.

SWA Choir

SWA Choir is a school wide singing group open to students from all year groups. The repertoire includes songs specifically chosen to accommodate 2-part harmonies from genres such as pop, musical theatre and classical music. The group occasionally offers opportunities for solo performances or features, which allows students to showcase their individual talents within the ensemble. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music making.

KS3 and KS4 Rock Band

Students have the opportunity to form their own bands with peers from their key stage, supported by a dedicated teacher. Students are sometimes put into a different band depending on their ability. The rehearsals are used to prepare music for performances and to develop instrumental technique and ensemble skills. This group is free of charge and available to any students.

Rehearsal time

For two lunchtimes a week, students are able to use the music facilities to practice for their BTEC exams, upcoming performances or simply to refine their musical skills. This is open to all students, on a first come first serve basis.

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.

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events.

Within the academic year there are several additional musical opportunities that take place.

FMAT Celebration evening

A selection of students from across all year groups are invited to perform at the FMAT Celebration evening. This is an event featuring acts from all 4 schools in the Trust celebrating the students' success in music, drama and dance. This prestigious event is held at the Bramall Hall at the University of Birmingham. Students are selected by the Subject Leader of Music and Head of Faculty for Creative Arts to perform. The event is free to attend although tickets need to be prebooked via the Head of Faculty.

Winter and Summer Concert

Smith's Wood Academy holds two music concerts a year, which offers students the chance to perform before a public audience. Performances are prepared within the extra-curricular clubs and during peripatetic lessons provided by Solihull Music Service. Students are also able to audition for both ensemble and solo acts if they are not part of an extra-curricular club or working alongside Solihull Music Service. The concerts are a highlight of the school year as it is an opportunity to celebrate the musical talents of the students but also develops a sense of community. These concerts are free to attend although tickets need to be prebooked using the online links.

Vocal Fiesta

This is an event organised by Solihull Music Service but held at Smith's Wood Academy. The event invites primary and secondary school choirs from the area to perform in a joint concert. Each school is allocated time to feature their choir, and the concert is finished with some massed items. This event is an opportunity to promote the school to the community and to develop relationships across the schools in the area. This concert is free to attend although tickets need to be prebooked using the online link.

In the future

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

This section highlights the vision for the music department in the forthcoming years and state strategies or events that will be implemented to continue to improve music provision within Smith's Wood Academy.

In the future Smith's Wood Academy hopes to implement:

- All years in KS3 to be timetabled to one hour a week of music curriculum lessons.
- Opportunities for students to attend or experience live performances.
- Performances at the Rock and Pop Nights, Cavern Club and Abbey Road organised by Solihull Music Service.

Further information (optional)

[Solihull Music Service | solihull.gov.uk](http://solihull.gov.uk)