



MUSIC DEVELOPMENT PLAN 2024/25

CLIFTON COMMUNITY SCHOOL

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1. Overview

Below is an overview that outlines key information regarding music at Clifton Community School

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	
Date this summary will be reviewed	June 2025
Name of the school music lead	Sarah Bingham
Name of school leadership team member with responsibility for music (if different)	Sarah Bingham
Name of local music hub	Rotherham Music Hub

2. Part A: Curriculum music

This section 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. An overview of the music curriculum for each year group is available on the Clifton Community School website.

At Clifton Community School, the music curriculum is underpinned by the National Curriculum and incorporates elements from the Model Music Curriculum (March 2021).



Within the music curriculum, the 3 threads of the curriculum, instrumental and vocal lessons and ensembles and music events, and broadening horizons are woven throughout.

The curriculum is informed by the model music curriculum (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3, and the national curriculum and is also designed and implemented to inspire a love of learning, self-belief, and aspiration with the WPT 4 key intentions and 6 pillars of learning at the forefront:

The curriculum is cohesive, details the three pillars of musical curriculum (technical, constructive, expressive) in design, and builds on prior learning.

The music curriculum gives students opportunities to:

- Develop self-confidence through performance, both through lessons and extra-curricular participation
- Encourage creativity through composition skills
- Understand the complexities of music through analysis of a wide range of genres from different musical and cultural perspectives
- Encourage personal development through ensemble performances and group compositions



- Understand how music can support the development of life skills, such as confidence, self-awareness, resilience, and discipline, and provide a holistic experience that they can take beyond their musical studies
- Develop their cross-curricular skills of problem-solving, perseverance, diligence, teamwork, time management, organisation, responsibility, and cultural history
- Gain a sense of achievement through performance.



Curriculum Overview

YEAR 7						
	Building Blocks of Music	Keyboards	Reggae	Music and Advertising	Ukulele Band	7 Nation Army
Knowledge	Inter-related dimensions of music. Reading notation - note durations, rhythm, bar lines, rests. Instruments of the orchestra including layout and sections. Understanding musical periods and examples of famous composers associated with each period.	Notes on the staff. Reading rhythms. Knowing where C is on the keyboard and how to locate other notes in relation to this. Keyboard technique	Key features and origins of Reggae. Significant artists. Common rock band instruments. Drum notation. Singing technique.	What makes a good advert? What is a target audience & how to fit a product advert to it? How to compose music to a brief using loops, step input, MIDI editor (using typing keyboard)	TAB chord charts. Ukulele string names. Ukulele TAB notation. Parts of the Ukulele	Notes on the staff. Drum notation. Understand how to read chord charts. Singing technique. Ukulele TAB notation. Guitar TAB notation
Skills	Recognising common instruments in the orchestra. Recognising basic inter-related dimensions of music through listening.	Recognising common instruments in the orchestra, recognising basic tempo/dynamics/shape of melody, Performance of	Learn the different parts of 'Three little Birds' on the keyboard/ukulele/voice and drums using appropriate notation	Writing a slogan to match a product. Composing a jingle using multiple layers.	Holding and strumming a ukulele correctly. Using a chord chart to work out where to put my fingers	Maintain a part in an ensemble performance. Learning the different parts of 'Seven Nation Army' on the keyboard/ukulele



	Reading and performing a rhythmic piece. Composing a rhythmic piece set to words.	'Ode to Joy': using 5 fingers of RH on keyboard (developing good hand position) Adding a left hand baseline and chords.	Count beats (and bars) accurately Accurately maintain my own part in an ensemble performance Respond to changes in tempo and dynamics during a performance.	Matching an advert to fit a given brief. Using Bandlab.	Playing the following chords on ukulele: C, F, G, Am, Em Playing simple pieces using TAB notation.	e/voice and drums using appropriate notation Performing with increasing fluency on an instrument Adapt my part to changes in tempo if necessary
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YEAR 8

	Hall of the Mountain King	Film Music	Samba	EDM remix	Blues	Band Skills
Knowledge	Programme Music; Reading ukulele TAB Reading Guitar TAB Reading staff notation Instruments of the orchestra	Film scores Film composers Film Genres Mood/theme Scene Character, theme, location etc Leitmotif Storyboard Elements of music Compositional devices. Bandlab education - loops & step input	The origins and key features of Samba. Samba instruments. Ensemble performance Drum notation and word rhythms. Structure and texture in music. Notation: treble clef, bass clef, stave, drum notation	Key features of EDM: major and minor bpm 4 bar phrases rhythm and tempo Bassline syncopation quantisation Sample MIDI Verse, chorus, breakdown drop	Key features and origins of Blues music. 12 Bar Blues chord sequence. Walking Bassline. Blue's scale. Improvisation. Instrumental technique.	Exploring what makes a good ensemble (band) member Features and origins of Britpop. Reading ukulele TAB Reading Guitar TAB Reading staff notation Drum notation Chords
Skills	Use TAB to learn a melody on the ukulele Use a number of practice strategies to help me make progress. Perform with increasing accuracy and control on the ukulele, focusing on timing, playing the correct notes developing dexterity, technique and stamina	Composing to a brief Creating a storyboard Composing to a storyboard Different film music genres Bandlab Education - loops, step input Adding automation to composition Structures	Composing music within a given structure and style. Developing ensemble performance skills. Developing confidence in percussion performance. Applying theory skills to be able to create an original samba performance. Performing from more complex rhythms and performance pieces.	Use a DAW to record and manipulate sounds Record a melody in real-time Use quantisation to edit pitch/timing/note duration of a recorded melody Edit a loop to create a drop in Garageband Create a clear structure and develop ideas. The key features of EDM are clear in my remix Add panning, dynamics and effects to a remix.	Accurately play a Blues melody with a simple bassline/chords on a keyboard Perform the walking bass on a keyboard with my left hand whilst playing the chords or melody with my right hand. Create a piece using the features of Blues. Learn a part from appropriate notation	Perform with increasing accuracy on an instrument Apply a range of practice strategies when rehearsing. Ensemble playing



YEAR 9

	Solo Performance	Sequence Realised Performance.	Covers	West African Drumming	Theme and variation	Rock Anthems
Knowledge	<p>Timing Correct notation and rhythms Co-ordination knowledge of emotion and facial expressions Dynamic contrast Rehearsal process Practice diary</p>	<p>Using a DAW (Ableton) Live sound recording Sequencing using notation Programming/sequencing a drum beat Ear training - timbre crafting Structuring and layering</p>	<p>Identify these instruments when listening: common orchestral instruments drum kit bass/electric guitar vocals Identify chord changes when listening. Understanding the elements of music and identifying these when listening and analysing music. Being able to compare pieces and describe similarities and differences. To be able to apply techniques and the elements of music to create their own cover of a song</p>	<p>dynamics - piano, forte, crescendo, diminuendo Cyclic pattern Polyrhythm Articulation - accent Instruments: Djembe Dundun Kalimba/Mbira Xylophone/Marimba/Balafon (idiophones) Texture - Monophonic, Polyphonic, Structure: Sections with Master Drummer signals. Master Drummer Improvisation</p>	<p>To understand how the interrelated-dimensions of music are used by composers to write a piece of music. To be able to use musical vocabulary to describe, compare and evaluate music. To be able to notate an original theme using the treble and bass clef. To apply understanding of crotchets, minims, quavers, semiquavers and semibreves in writing a variation on an original theme. To understand and begin to apply imitation, inversion and sequence.</p>	<p>To understand the key characteristics of popular and rock music. To develop knowledge of the popular and rock sub-genres. To be able to perform and hold own part in a class ensemble with increasing fluency and confidence.</p>
Skills	<p>Maintain own part in an ensemble performance Use appropriate notations (TAB and staff notation) to learn parts independently Perform fluently on an instrument Adapt part to changes within the ensemble if necessary Confident using different practice strategies to help improve Can give useful feedback to other pupils to tell them what is good about their performance and what they need to improve</p>	<p>Music Technology Using Ableton/DAW software I can compose a high quality piece of music using a variety of music production techniques Creativity through alternate production techniques I can compose a piece of music with well thought layers and structure I can compare features related to pitch, tempo, dynamics, texture, duration and instrumentation when listening to</p>	<p>To be able to use musical keywords to describe, explain and evaluate music listened to. To be able to identify differences/similarities between covers and develop aural skills. Develop musicianship skills on a chosen instrument. Use appropriate notations to learn parts independently. Give useful and constructive feedback to peers about their performance WWW/EBI. Develop self-</p>	<p>Sing independent part with expression. Demonstrate correct hand drum technique, performing different timbres. Respond to the signals of a Master Drummer. Take on the role of Master Drummer (HA) Group Composition: Contribute to groups composition demonstrating an ability to compose a range of contrasting rhythms and melodic ideas (pentatonic).</p>	<p>To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody.</p>	<p>I can perform with increasing accuracy on an instrument I can apply a range of practice strategies when rehearsing I can demonstrate good resilience most of the time I can use team working skills in an ensemble I can identify different instruments within a song I can improve my work following feedback from others I can use keywords when setting targets</p>



	Can reflect on my own performance and identify ways to improve it next time	different pieces of music	assessment skills and reflection on own work and performances.		<ul style="list-style-type: none"> • Understand Variation Form as a type of musical Form and Structure. 	
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Years 10 & 11

In Year 11, pupils undertake the Eduqas GCSE Music course. The course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

Careers in Music

We run a series of 'Careers in the Curriculum' weeks in school. For Music, this week takes place around November. Students will learn about how to apply the skills they learn in music, to the wider world or work such as creativity, organisation and critical thinking.

Students will learn about how these skills can be used in a variety of jobs such as performers, creators, and technicians.

Time Allocated

At Clifton Community School, pupils in Y7-9 have 75 minutes of music each week and Y10 and 11 have 2, 75 minutes of music each week. This is divided into teaching time with the class teacher and teaching time with instrumental specialist teachers. This works on a 2-week rota shown below.

Year 7		Year 8		Year 9 (optional)		Years 10 & 11		
Week 1	Week 2	Week 1	Week 2	Week 1	Week 2	Week 1		Week 2
						Lesson 1	Lesson 2	Lesson 1 & 2
75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher
	35 mins instrumental tuition		35 mins instrumental tuition		35 mins instrumental tuition			

We have removed the financial barriers that often come with learning a musical instrument and made this an entitlement to all, and not an opportunity for the minority who can afford instrumental lessons. This gives learners, who may otherwise be overlooked, or face barriers to learning the opportunity to explore, engage, and broaden



their musical horizons. This supports the music class curriculum and staff work closely together to identify talent that can be nurtured further.

Inclusion, Diversity, Special Educational Needs and Disabilities.

In music, we ensure that inclusion runs through both the environment and pedagogy. We ensure all staff are equipped with the skills to identify and remove barriers to ensure every pupil in the school has equal access to high-quality music, learning environments, and opportunities that are inclusive, safe, challenging, progressive, and enjoyable.

The music classrooms and practice rooms are an inclusive and fully accessible environment to ensure pupils with disability are educated alongside their peers to enable each pupil to reach their full potential.

At Clifton Community School, it is recognised that certain students may require additional, often temporary, scaffolds to reach their potential. We ensure teaching resources are adapted and are accessible to all learners. This allows pupils to develop musically in their own way, and for their personalised achievements to be acknowledged and celebrated. We ensure we differentiate and adapt resources and teaching in accordance with the physical and social, emotional, and mental health needs of all pupils. All music lessons are developed by specialists and delivered using a variety of teaching methods and different learning styles to meet everyone's needs.

In the event that pupils presenting needs mean that they are unable to access the mainstream classroom the school provides a resource at Arran Hill. Arran Hill is a Secondary SEMH (social, emotional and mental health) Resource that provides a broad, balanced and bespoke curriculum, in line with Wickersley Partnership Trust's Curriculum Intent. Pupils have the same access and opportunities to the music curriculum and entitlement as they do at Clifton Community School.

Our music value is to create a culture in lessons where all music is celebrated and respected, encouraging learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them. The music curriculum explores different musical styles and music by musicians from different backgrounds and traditions. The curriculum allows pupils to learn about instruments, traditions, styles, composers, singers, and instrumentalists from a variety of geographical and cultural backgrounds through topics such as reggae, blues, and African music.

The Director of Music, SLT and TLR holders monitor and evaluate teaching and learning. CPD, development opportunities, and support or changes in the curriculum for music are supported and generated based on the outcomes.

Music Qualifications

Clifton Community School offers students the opportunity to pursue Equqas Performing Arts music during Key Stage 4. Pupils who have instrumental lessons have the option to be entered for graded exams through ABRSM, Rock School, and Trinity.



3. 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.

Instrumental & Vocal Groups & Clubs

Pupils from all year groups have the option to join the weekly following clubs:
Soul Band and Rockband.

Peripatetic Offer

Clifton Community School offer peripatetic music lessons delivered by a team of Trust specialist instrumental teachers 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 1:1 basis.

Instrument Choices

- **Piano and Keyboard:** Pupils can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin, viola, cello, and double bass lessons.
- **Brass:** Trumpet, cornet, trombone, and tenor horn.
- **Percussion:** Drum kit lessons
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information

Clifton Community School charges a nominal fee for peripatetic music lessons to cover the costs of hiring specialist instructors.

The following fee structure and remissions are in place:

Standard Lessons: All pupils have an individual lesson of 20 minutes and we guarantee 37 lessons during the course of the academic year. The charge is £9.60 per session and these are paid upfront per term at £123.

If, due to teacher absence, pupils do not receive the correct number of lessons per term and the teacher or cover teacher is unable to 'make up' the lesson during the academic year, the cost of the missed lessons will be reimbursed.

Free Lessons: In certain circumstances, such as for pupils who access free-school meals, or those in care, music tuition is offered free of charge.

Instrument Hire: Pupils receiving tuition in brass, strings, and woodwind receive free use of an instrument if required and available. Parents agree to accept responsibility for it and to ensure that any instrument is adequately insured. Where the school buys in keyboard or percussion tuition, relevant instruments will be provided at the school for use by students for their lessons.

The conditions on which the loan of an instrument is granted are that:



1. You will be responsible for the maintenance and care of the musical instrument in the condition in which they are received.
2. You will ensure that reasonable care is taken by your child when using, storing & transporting the instrument.
3. In the event of damage that has been caused by negligence on the part of your child while on loan to you, you will pay to Wickersley Partnership Trust the cost of repairing the damage.
4. We strongly advise parents/carers to check that their household policy includes cover for the instrument and if necessary add it to the policy in case of loss or damage.

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete an enrolment form found on the school's website. Information, as well as terms and conditions, can also be found on the school website.

Peripatetic tutors also support our music departments in the preparation of internal and external examinations. Pupils who have instrumental lessons have the option to be entered for graded exams through ABRSM, Rock School, and Trinity.

4. Part C: Musical experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips, and events. During the academic year, several additional musical opportunities will take place.

- School Musicals - This is an opportunity for pupils to work in the 3 art forms of music, drama and dance.
- Trust event at Magna - This is an opportunity to showcase the musical talents of students in all years in a large venue. Pupils have the opportunity to see other performers from the 5 secondary schools and the 8 primary schools and also perform collaboratively.
- Trust Competitions - Battle of the Bands and The WPT Young Musician are prestigious trust events that include auditions for both ensemble and solo acts, ensuring a high standard of performances. Selected instrumental groups and soloists are invited to present their work in a final with a panel of judges from the music industry. This provides them with valuable performance experience.
- Live music concerts - At several points during the school year, pupils have the opportunity to experience live music in different styles performed by the peripatetic team and music class teachers to broaden their horizons.



5. Part D: In the future

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

- Provide more opportunities for trips to Musicals and Performances spanning a range of genres and career workshops. These trips are designed to broaden horizons. build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse



them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips will range from free to a small fee.

- Opportunities for Broadening horizons will also come through homework tasks that will focus on careers and videos of music events/concerts to ensure all years have regular exposure to this.
- We will be looking into the Arts Award qualification for our Key Stage 3 pupils and redesigning the year 9 curriculum to further bridge the transition to the GCSE course.
- Work around the peri curriculum will continue to support the knowledge and skills being taught in the classroom.
- Signposting pupils to local, regional, and national organisations to support opportunities and careers.
- Work in collaboration with Rotherham's 'Children's Capital of Culture'.
- Reference musicians with disabilities within the curriculum