

Music Development Plan Summary

At Telford Langley Performing Arts are an important part of the school curriculum. It's aims to build pupils' confidence in communicating and expressing themselves and the ability to critically evaluate they own and others work and develop an appreciation of music in society.

Pupils study a combination of music and drama for two hours a fortnight across key stage 3 (Years 7-9). At key stage 4 pupils have the option of studying Performing Arts BTEC or Music GCSE at Key Stage 4. Each optional subject is timetabled for 5 hours of teaching a fortnight.

The music curriculum has been developed to build skills in musical knowledge, listening, interpreting, composing and performance. Across key stage 3 pupils take part in activities to develop their skills such as keyboard practice, singing, and percussion. Pupils are exposed to a wide range of musical genres from classical e.g. Beethoven to electrical music. They use their listening and interpreting skills to evaluate music. The curriculum develops their use of key terminology. The components of music such as rhythm, pitch, harmony, tonality and expression, are carefully sequenced with opportunities to revisit and build on key skills and language. The knowledge and skills taught in key stage 3 develop pupils in readiness to study at key stage 4.

Curriculum Intent:

The intent of our curriculum in Music and Performing Arts at The Telford Langley School is to ensure all students:

Music

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices and instruments to create and compose music on their own as well as with others; have the opportunity to learn a musical instrument and use music technology appropriately. Have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Drama

- Study a range of practitioners, plays and styles of theatre, in order to develop their practical and theoretical understanding of Drama.
- Through verbal and written evaluations, they will confidently articulate and analyse inspirational live productions and their own performances. Within this, they will identify drama techniques and skills and form a critical opinion.
- They will regularly make, perform and respond to Drama, in order to develop their own practice.
- They will develop core transferable skills, such as communication, co-operation and confidence that will be motivational and assist them with future preparation for any chosen career path.

Music curriculum

Year 7

Elements of Music

Understand the different musical elements and how they are applied to a wide range of music. Pupils will look at how they are used in performing, composing and appraising. Pupils will learn about pitch, tempo, dynamics, texture, instruments of the orchestra, sonority, rhythm and rhythm grids.

Notation

Learn how to read and write music in the western tradition. Pupils will learn about the treble clef & the stave, note values, placing notes on the stave, notes of the piano and performing from a score.

Drumming

Understand and develop the skills needed to drum as a solo or ensemble. They will learn about drum kit, sonority, composing rhythm, timing and tempo, performance skills, accelerando, ritardando, piano and forte.

Year 8

Piano skills

Develop further piano abilities by reading the music for Fur Elise and performing it. Pupils will learn about the Beethoven (his history), pitch and ledger lines, note stems and direction, semi-quavers and reading & performing music,

Samba

Develop rhythmic and performance skills while exploring texture. Pupils will learn about composing Samba, polyphonic, homophonic, monophonic, form & structure and composing.

Film Music

Develop composition skills appropriate for the film industry. Respond to a brief and compose for a character. Pupils will learn about the history of film, sonority, motif, call & response, repetition and imitation.

Year 9

Popular Music

To explore pop music through the 20th and 21st century and perform hooks and riffs. Pupils will explore music from the 1950's through to 1990's and learn about instrumentation, modern pop music and hooks & riffs.

Video Game Music

Develop a deeper understanding of motifs and development to compose video game music for a hero or a villain set in a particular time/location. Pupils will learn about the history of game music, sonority, tonality, composing a motif and melodic development.

Dubstep Music

Use music technology to develop loops and compose a piece of music which follows the characteristics of Dubstep. Pupils will learn about the history of electronic music, forms, structure, texture and special effects.

Drama Curriculum

Year 7

Introduction into Drama- Desert Island

Understand the fundamental elements of drama and how they are applied to create characters and improvised role play. This scheme takes influence from 'The Lord of the Flies'. Pupils will learn about improvisation creativity, freeze frame, body language, facial expression, gesture, body as a prop and role play.

Theatre History- Victorian Melodrama and Pantomime

Learn about the History of traditional British theatre. Explore stock characters and traditional plot lines which created the foundation for Pantomime. Pupils will learn about stereo types, stock characters, exaggeration, narration, confidence building, fairy tales and performance skills.

Other Roles in Theatre- Musical Theatre

Explore how theatre goes from 'page to stage' looking at different job roles within the musical theatre industry. Pupils will learn about roles and responsibilities, parts of a theatre, acting through movement, acting through song, dance, singing, rehearsal skills, and the audition process.

Year 8

Story Telling through Drama-Ricky Brown

Further develop drama skills by continuing extending knowledge of explorative strategies using a true story as a stimulus. Pupils will learn about real life story, cross cutting, flash back/flash forward, hot seating, Brechtian techniques, devising and application of skills.

Theatre History- Greek Theatre

Practically explore the history of Greek Theatre. Understand how to work as a chorus and the importance of mime. Pupils will learn about choral work, mime, masks, theatre history and myths & legends.

Theatre History- Shakespeare

Understand and develop vocal skills using Shakespearean language and explore extracts from 'Romeo and Juliet'. Pupils will learn about rhythm and speech, voice projection Shakespeare's influence on modern day and performance skills.

Other Roles in Theatre- Puppetry

Pupils will discover the importance of teamwork when bringing a puppet to life. Develop focus and intention in movement. Learn about puppetry in other cultures with Shadow Puppetry.

Year 9

Storytelling through Drama- Verbatim Theatre (Game Over)

Explore and perform a 'Verbatim' style play further developing script work skills. Create own Verbatim performances.

History of Theatre- Practitioners

Continue learning about different styles of theatre and how this is created.

Other Roles in Theatre- Technical Theatre Project

Develop deeper understanding of the technical theatre roles by working to a brief, creating and presenting ideas. Role swill include lighting design, stage makeup, set design and technical crew.

Section B: Co-Curricula Music

In addition to core timetabled music lessons, Telford Langley offers a range of instrumental and vocal tuition opportunities. These include:

- Keyboard/Piano lessons
- Vocal: singing one to one and small group tuition
- Guitar – acoustic, electric and base lessons
- Percussion: drum lessons
- Woodwind: clarinet, flute
- Brass: trumpet, cornett
- Sting: violin, cello lessons

These are provided by the Telford Council Music Service – Telford and Wrekin Music. Telford and Langley do not charge for this services and is available to all pupils Is across all key stages.

Section C: Musical Experiences

Enrichment opportunities for music and drama include after school clubs and intervention sessions:

- Rock band
- Orchestra
- Karaoke club
- School production rehearsal: singing, performance and technical theatre
- School theatre and music trips.
- Key stage 4 intervention and support

At Telford Langley pupils have the opportunity to see live music and theatre through visits to concerts and theatre. For example, trips have been run to see “The Life of Pi, Dear Evan Hansen”, “The Lion the Wirch and the Wardrobe”. In addition ,all pupils have access to National Theatre online theatre library, which offers live theatre recording and revision materials.

Section D: In the future

With reference to the National Plan for Music Education (June 2022) in the future Telford Langley school is committed to ensuring:

- Timetabled music and performing arts sessions for all key stage 3 pupils
- Continued access to a range of instrumental lessons provided by Telford and Wrekin Music service with increased opportunities for pupil premium, disadvantaged and SEND pupils
- Increase the number of performance opportunities given to students. This may be in assemblies, in class or in whole school productions
- A school choir or vocal group
- A school band or orchestra
- Increase the opportunities for pupils to experience live music – either through visits for school or enrichment opportunities in school.

In order for Telford Langley to meet these aims, it's first priority is to employ a new head of Performing Arts and to strengthen skills in music teaching within the Academy, either with the employment of a music specialist or access to partnerships to support the delivery of music across the key stages.

What is the area to improve?	Why is it important?	What will success look like?	When should this be achieved?	What resources are needed?	Who is responsible?
A school choir and/or vocal ensemble	Singing is an important part of the curriculum and pupils should have access to high quality opportunities to sing.	Pupils have access to a regular singing group and there is a group of pupils who attend regularly	Easter 2025	The school already has the resources	Nathan Stevenson Lauren Riley
A termly school performance	Pupils should have the opportunity to perform for their friends and family to demonstrate their learning in school. It also builds confidence.	Develop performing arts evenings where pupils are given the opportunity to perform in 2024/2025 academic year.	Summer 2025	The school already has the resources	Nathan Stevenson
Opportunity to enjoy live performance at least once a year	Pupils should be emerged in a live performance as often as possible. It creates cultural capital and develops an understanding on Music and the Arts	All year groups have been offered to opportunity to see a live performance.	Summer 2025	N/A	Nathan Stevenson

