

Music development plan summary: *Frederick Gough School*

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.

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	July 2024
Date this summary will be reviewed	May 2026
Name of the school music lead	Mrs Jane Daniels
Name of school leadership team member with responsibility for music (if different)	Mr Liam Dillon
Name of local music hub	North Lincolnshire Music Education Hub
Name of other music education organisation(s) (if partnership in place)	North Lincolnshire music support service John Leggott College 5 local feeder schools

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.

Our curriculum is housed in a myriad of spaces in our school. We have two music classrooms, 8 practice rooms and three large rehearsal spaces available to us.

We already publish the school curriculum for music for each year group online, the link for this can be found [here](#). For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

Our curriculum is guided by the principles of the model music curriculum:

KS3

At Frederick Gough, all students study music for one hour a week in classroom lessons. All lessons are practical and build upon their performance and composition skills. Listening and appraising is built into every scheme of work and links to their performance/ composition task. In year 7-9 all lessons should be practical as music is a skills based subject. In order to learn about different styles and features they need to experience it. We use voices, classroom percussion, keyboards, ukuleles, samba kit, Taiko drums, djembes and garageband software to facilitate this. Through the practical work, students can then apply their understanding to listening and appraising tasks.

Throughout KS3 we constantly build on students' performing, composing and listening skills through topic based schemes of work. This enables the students to put their practical work into context and helps them learn about different styles of music. The two topics within each term alternate with each teacher in order to resource it effectively.

Year 7			
	Topic	Skills learnt	Reason
	Keyboard skills and samba	Reading basic pitch and rhythm notation Playing from a score Singing in tune Performing as an ensemble Feeling a pulse Playing in time Playing from memory	We start with some basic notation so that the students start reading straight away with proper pieces of music. This then allows us to build on this with each practical topic. In order for all students to make progress we need to start with the basics such as feeling a pulse, singing in tune and playing in time. We also teach the elements of music in the first term as these are the foundation for any performance or composition task. We also want the students to start learning to perform in an ensemble from the start. Therefore they either work in a pair on the keyboards or in groups in the practice room. We introduce graphic scores early on as they are another method of notation and are accessible to all students at different levels.
	Building bricks	Applying the elements of music to practical work Composing in a group Reading and following a graphic score Listening and appraising other students' work.	
	Form and structure	Melodic composition Keyboard skills	In term 2 we continue to build on their practical skills. We begin by learning different structures (ternary form, binary form, rondo form, call and response) as

		<p>Aurally recognising different structures</p> <p>Composing within a structure</p> <p>Focused listening to compare two sections</p> <p>Whole class performance</p>	<p>structure is an element of music and will continue to be focused on in all composition tasks from now on. Witches brew allows students to really get creative with both voices and instruments. It's also a good opportunity for students to use their own instruments, if they play one. We encourage them to sing their lyrics and compose their own vocal melody, but they can rap if they prefer. It also makes them think about how best to create lyrics that work for raps.</p>
	Witches brew	<p>Group composition</p> <p>Use voices for composition</p> <p>Singing in tune</p> <p>Rapping in time</p> <p>Listening and appraising other students' work.</p>	
	Pentatonic and Chinese music	<p>Perform a pentatonic melody</p> <p>Reading flats and sharps</p> <p>Add in an ostinato</p> <p>Sing in tune as a class</p> <p>Rhythm and pitch notation</p> <p>Recognising Chinese instruments</p>	<p>Chinese music is the first insight into world music for KS3. Some of the melodies are songs so we are able to sing them first as a class before playing on the keyboard. This helps with reading the correct rhythms and playing the right melodic shape. Pentatonic music is also a really good method to layer up lots of different patterns as due to the lack of semitones, all parts should fit together harmonically. Programme music builds on work throughout the year on the elements of music as they must carefully consider all of them to match their planet.</p>
	Programme music	<p>Use the elements of music to tell a story</p> <p>Group composition</p> <p>Listening and describing music</p>	

		Listening and appraising other students' work.	
Year 8			
	Topic	Skills learnt	Reason
	Theme and variations	Playing a melody with chords Playing more complex rhythms Performing on the keyboard in two parts Creating a variation Aurally recognising how music changes	Theme and variations encourages the students to build upon their keyboard skills from year 7. The melodies are rhythmically more complex and then there is the challenge of putting the chords in as well, some of which are held on for a different number of beats. In order to vary a melody the students need to draw upon their understanding of the elements of music, which we started in year 7.
	African drumming	Reading rhythms using a number grid Maintaining your own rhythm as part of a polyrhythm Saying the mnemonics and then transferring onto the instruments Playing in time Leading a group Composing within a style Creating different timbres on an instrument	African drumming is a group work task and also another insight into world music. It encourages leadership, team work and most importantly a good sense of rhythm and pulse. The students read the rhythms from number grids so they are accessible to all. However the extension task is to compose a second section in a typical African drumming style. African drumming is also a topic at GCSE so it is useful that they have already experienced this.
	Major and minor	Reading and playing flats and sharps Understanding tones and semitones and how they relate to a major and minor scale Aurally recognising the difference between the two tonalities Composing using the two scales Keyboard skills Technology – composing using garageband.	Major and minor continues to work on keyboard skills with the addition of looking at different keys. Students are reminded about the two names for black notes and explore the two different sound worlds relating to tonality. This topic also give the students a chance to use garageband on the macbooks. They create a piece of music in ternary form (recap from year 7) with a major section and a minor section, using the loops. They need to use their musical judgement to match the loops together and to create a coherent piece of music with two tonalities. Gamelan is another world music topic. It is really accessible to all as it does not use traditional

	Gamelan	Exploring music from another culture Playing cyclic gong patterns Maintaining your own part within a 9-part piece Leading a group Playing in time Composing within a genre	notation. They are given a piece of music to perform in a group and also have the opportunity to compose in that style. It's important that students have the chance to perform in quite a large group, independent to the teacher. It is a lot more challenging to perform in time in a group of 9, all with different parts. This topic also builds upon African drumming which is another topic with a large number of parts to fit together.
	Ragtime	Keyboard skills Playing syncopated rhythms Playing two parts together on the keyboard, or two-handed as an extension Aurally recognising the features of ragtime Composing on the keyboard within a genre Understanding how to compose a melody to match with the chords.	Ragtime is the first insight into syncopated music. It is also a really good opportunity to try analysing a piece of music. The students learn to play the entertainer, which is a melody they already know. They then use this piece of music to recognise the 4 main features of ragtime. Following this, they compose their own syncopated melody and learn how to compose a melody to match with three different chords.
	Superheroes	Composing a song to describe a character Singing in tune or rapping in time Using chords to compose Creating lyrics Using sound effects Creating a song structure	Superheroes is a popular topic with year 8, particularly with boys. They enjoy describing well known theme tunes, such as Batman. In essence they compose a song/rap in this topic. They have to create their own lyrics, chord pattern, keyboard melody and vocal melody/ rhythm. Creating a song is challenging for many students but with the addition of chords, it is a lot easier for them to create a vocal melody to match. This topic encourages solo singing and also teaches them about the typical structure of a song.

Year 9			
	Topic	Skills learnt	Reason
	Taiko drumming	Rhythm skills Playing in time Playing from memory	Taiko drumming is a really successful topic as it is completely practical and the students love playing the drums. The whole scheme of work is taught aurally, meaning they have to play from memory.

		Playing with the correct Taiko technique Moving in time Saying the mnemonics and then transferring onto the drum Maintaining your own part within a piece Leading the group Performing with style	<p>The physical and vocal elements also really appeal to year 9. This topic also encourages many students to aim for a high grade in the assessment.</p> <p>Blues also really appeals to this year group. They enjoy creating lyrics about angst and sadness. They also enjoy the jazzy 'popular music' side to this topic. It enables them to be really creative with their vocals and improvisation. Blues also has links with the rock 'n' roll topic at GCSE.</p>
	Blues	Understanding the features of blues music Playing the 12 bar blues chords Improvising using the blues scale Following the 12 bar blues structure whilst also using call and response Singing in tune using the blues scale Exploring riffs and drum fills Experimenting with scat singing	
	Ukuleles	Learning how to play melodies on the ukulele Playing and changing chords Playing strumming patterns Reading tab Playing and singing at the same time Playing in time as part of a whole class.	<p>Ukuleles are a new topic this year and have been really popular. All students learn to read tab and play together as a class. This allows for some really good assessment grades but has also had an impact on students outside of lesson. Many have since invested in a ukulele and have then opted to continue with music at GCSE since this. Ukuleles are really accessible to all as the class performances can be completely differentiated throughout so that everybody has a sense of achievement, whilst also playing together.</p>
	Indian music and bhangra	Understanding the three elements of Indian music Creating a raga	<p>Indian music and bhangra are both styles of music which we study at GCSE. Indian music is quite a challenging topic, due to all the new vocabulary that accompanies it. It is therefore really beneficial to study it in year 9 and then revisit in year 10. The majority of Indian music is improvised, so students</p>

		Improvising on a raga Following a tala Improvising on a tala Combining the three elements into an authentic composition Playing the chaal rhythm on a dhol drum Creating an arrangement of jai ho in a bhangra style	are able to improve on their improvising skills, which they use in the blues topic.
	Pachelbel's Dream	Playing as a whole class Playing in canon Composing a melody to match with the chords Using passing notes Notation skills.	Pachelbel's Canon is a well-known piece of music which the students enjoy playing. They don't use the keyboards much in year 9 so this is good opportunity to build on their keyboard skills from year 7 and 8. Playing as a whole class means they have to play in time and fluently. They also recap how to compose a melody to match with chords from year 8, but now add in the use of passing notes. This is in preparation for those students going on to study GCSE music as they have to compose independently.
	Film music	Creating tension music Composing for different moods Use of technology Adding on effects Synchronizing music to a visual image.	Film music is an engaging topic for the end of year 9. Using technology works really well as they are able to compose film music in the same way that a film composer would. They load up a film clip into garageband in order to sync their music with the video image. Students are taught how to record in to the macs so they can combine live instruments and the loops.

KS4

Those that opt to continue with music into KS4 study OCR GCSE music for five hours per fortnight. We choose OCR as it is much more accessible to all students regardless of instrumental experience. 60% of the course is coursework based and 40% is a listening exam, based on a wide range of musical styles. We are fully inclusive in all areas of the department. There are no pre-requisites to study GCSE music apart from a love of the subject. Students can still access good grades if they have not had formal lessons on an instrument and have just followed the KS3 lessons. GCSE results have

been strong for the past few years, with a large percentage of students gaining a top grade.

We receive support from the music support service who provide instrumental tuition for our GCSE students, the Curriculum Lead for Music at John Leggott College for moderation and composition support and a local accompanist for ensemble work.

As well as GCSE our students can also gain qualifications in the ABRSM and Trinity grade examinations.

Our historic results are below with an average of 10% of our children currently taking GCSEs in Music.

Year	9-7 %	9-4 %
2018	39	87
2019	48	81
2020	31	86
2021	41	90
2022	74	94
2023	50	89
2024	53	84

All students can access graded exams ranging from grade 1 to grade 8 being achieved by pupils at the school.

Part B: Co-curricular music

We offer a wide range of peripatetic lessons with over 100 students learning an instrument

We have over 100 students learning an instrument outside of the curriculum lessons, with new students starting in each academic year. All instrumental and vocal lessons are provided by the North Lincolnshire Music Support Service. The lessons are significantly subsidised by the school (i.e. by over 50%) to make them more accessible to all of our students, in addition they are completely free for disadvantaged and GCSE students. A large proportion of students study their instrument for the full five years at

Frederick Gough and continue to play when they leave in year 11. We currently offer lessons on; violin, viola, cello, flute, saxophone, clarinet, bassoon, guitar, piano, drums, trumpet, trombone, euphonium and voice.

We have an extensive extra-curricular timetable which is accessible to all students. We advertise the extra-curricular groups throughout the year and welcome new members at any point. They are all open access and everyone is welcome regardless of ability.

All students who have peripatetic lessons in school have to attend at least 2 rehearsals each week. However, many students actually attend more than this. The groups we have on offer are:

- Senior band
- Training band
- Whole school choir
- Brass band
- String group
- Woodwind group
- Jazz band
- Bell plates/ African drumming or samba
- Taiko drumming
- Guitar Group

To ensure the music department continues to thrive and that as many children as possible are given the opportunity to gain the benefits that music brings we have set up a project called Fredissimo. This is where we invite 60-90 year 5 and 6 children from five of our feeder primary schools to come into school once a week for an hour to learn an instrument as part of a group. The three groups are trombone, violin and clarinet.

All students can loan an instrument free of charge either through Frederick Gough or the music support service.

Part C: Musical experiences

We enjoy giving students musical experiences; the most recent ones being going to watch the BBC Philharmonic Orchestra (reduced price thanks to Hull City Hall), a singing workshop with Music Support, National Youth Jazz orchestra workshop and a visit to the Royal Opera House in Covent Garden to see La Boheme (this trip was subsidised through Higher Opportunities Funding as well as the Opera House).

We have two whole school concerts per year, one in December and the other in July. We also have a year 11 leavers concert in May where students can showcase their performing skills. Students also perform in their year group's annual celebration assembly in front of the whole year and their parents at the Baths Hall.

In conjunction with the English department students perform every two years in a school musical both on stage and in the pit.

In the summer term, we take our senior band around all of the primary schools to give a concert to the whole school. This helps with transition as well as providing all of the pupils an opportunity to listen to a live performance and see what they could be doing when they get to Frederick Gough.

Every two years we take our senior band abroad on a foreign band tour.

Our students are also encouraged to access Music Support Saturday morning music centre groups as well as the Doncaster Youth Jazz Orchestra.

In the future

Our aspiration is to have as many musicians in our school as possible, we are currently growing the number of pupils in Fredissimo and need to factor this growth into our provision at Frederick Gough over the next two years.

Whilst we are currently doing this, our visits are based on the opportunities that arise to us. In the future, we will plan for every child who wants to, to visit one professional live performance at least once per year as well participate in one workshop with a professional musical organisation.

We will further embed singing into our schemes of work.

May 2025