

Music development plan summary: Ormiston SWB Academy

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	Mr G D Kibby
Name of school leadership team member with responsibility for music (if different)	Mr S King
Name of local music hub	Wolverhampton Music Service
Name of other music education organisation(s) (if partnership in place)	

Part A: Curriculum music

The music curriculum is planned for all year groups as guided by the National Curriculum. Music skills are sequenced progressively across KS3, considering transition as well as expectations of the KS3 model curriculum, non-statutory guidance.

Assessments in KS3 specifically focus on 'getting better at' music and have clear end points at the end of each year. The Music Department has a bespoke feedback policy where assessments focus on an aspect of musicianship, identifying strengths and areas for development using tier 3 vocabulary.

Curriculum lessons for each year group are timetabled for 60 minutes each week as the Academy fully supports the aspirations of the National Music Plan.

All curriculum lessons take place in dedicated specialised music rooms which feature a piano, set of keyboards, set of ukuleles, percussion instruments and practice rooms. Students have opportunities to perform using such equipment at various points throughout the year.

Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Students with additional needs can participate and engage with music-making.

In KS4, students study BTEC Tech Award Level 1/2 in Music Practice. This is a two-year course and includes three units of work – two internally assessed and one externally assessed.

Part B: Co-curricular music

Ormiston SWB Academy facilitates one to one and group tuition through Wolverhampton Music Service. All students, including the most disadvantaged and students with SEND, have an opportunity to perform regularly.

Students and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.

We currently offer specialist instrumental tuition in brass, woodwind, strings, percussion, guitar and keyboard/piano lessons. The Academy currently has students studying each discipline. Parents are currently charged £80.00 per term and the Academy subsidises the remaining cost. Students are encouraged to practice individually or in groups using the practice rooms or ensemble music room.

In addition, the Academy hosts a 'Rock Band' on a weekly basis after school and this is run by Wolverhampton Music Service specialist staff, following a successful bid to a grant organisation.

Part C: Musical experiences

The Academy takes up opportunities from the Wolverhampton Music Hub (such as Year 7 Orchestra trip) and signposts opportunities for students.

Parents and carers actively support music making, through support at events and through home learning.

Each year, there is an Annual Christmas Showcase that takes place in the Academy. This is an opportunity for individuals and groups to come together and perform on stage in front of an audience.

The Annual School Production is over-subscribed with more students than main roles participating in singing and acting, over two evenings, including performances to primary school children in the run up to the main performance evenings.

Students participate in OAT's got talent, a national academy competition where performers are given the opportunity to experience a school talent show, then a regional show, culminating in the most talented making it to grand final held at Birmingham Rep Theatre.

In the future

To consider the teaching of music from other cultures, other than The Blues, Reggae and Samba Music.

To continue to invest in music technology, including newer laptops and purchase licences for Logic.

Continue to develop students' independent practice in line with the Academy drive to improve this aspect of pedagogy.