



# Central Foundation Boys' School: Music Development Plan

## Useful Reference Links for Music Development Plan Context

[The power of music to change lives: a national plan for music education](#)

[MT's national plan coverage](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)

[Striking the Right Note: the Music Subject Report](#)

## Key School Information

<b>LA</b>	Islington	<b>Head of Music</b>	Alec Haylor	<b>Date</b>	Sep '24
<b>Music Hub</b>	Music Education Islington	<b>Music Teacher</b>	Stephen McDonnell	<b>Review Date</b>	June '25
<b>Head- teacher</b>	Jamie Brownhill	<b>Faculty Leader</b>	Kelly Russell		

## 1 - Objectives of the Central Foundation Boys' School Music Department

Music occupies a vitally important part of life at Central Foundation Boys' School (CFBS). We are proud of having created and continuing to nurture a large, vibrant and inclusive community of musicians. Students join our school from all walks of musical life, from absolute beginners to seasoned young musicians. Whatever stage they are at in their musical development, the CFBS Music Department devotes itself to meeting these musical needs and taking students as far on their musical journey as we can, whether that is into further education, onto work placements or simply finding the skills and passion for a life-long hobby.

Within the classroom, we aim to provide comprehensive music tuition that establishes and develops a range of essential music skills. Supported by MiSST's *Andrew Lloyd Webber* programme, we teach students either the flute, violin, viola, or cello. Starting from Y7, students follow a pathway that reaches the equivalent of grade 2 on this instrument by the end of Y9. This curriculum looks at western classical music, but also explores a range of other musical traditions through the medium of this instruments.

Alongside instrumental training, students engage in music theory, singing, keyboard skills and music technology.

It is our objective that all students at the school will reach the end of Y9 with the ability to:

- Perform either the flute, violin, viola or cello up to a grade 2 standard
- Understand and perform notated music
- Sing clearly and confidently with other students
- Perform simple melodies and chords on a keyboard
- Use a Digital Audio Workstation (DAW) to create and manipulate music



- Listen to and appraise a piece of performed music

Outside of the classroom we offer personalized one-to-one lessons across a variety of instruments. These lessons are provided free of charge to pupils via an application process that prioritises:

- Students that need a progression route beyond the challenge of curriculum music.
- Students that need a progression on an instrument that is not part of curriculum music.
- Students that have been identified as being strong candidates for further support on their instrument, prioritising Pupil Premium students.

Our extensive Music School program features orchestras, jazz bands, a choir and music technology opportunities that can accommodate everyone from beginners to award-winning musicians.

Our 1-2-1 and Music School programmes aim to offer:

- Fun and engaging musical ensembles for all students who wish to take part in them.
- Demanding and rigorous programmes for students who wish to excel on their chosen instruments, including opportunities to showcase their abilities at local, regional and national levels.
- Progression routes from beginner to intermediate and advanced ability levels for students that show both the potential and the interest.
- Nurture and support programmes to students that need this extra help this to excel.
- Proactive sign posting to extra-curricular programmes at KS3, 4 and 5, as well as beyond to Post-16 studies.

Our overarching objective is to cultivate well-rounded musicians who possess a deep appreciation for music and its cultural significance, preparing them for success in their musical journey and beyond.

## **2 - Key Components of the CFBS Music Department's Programme**

A KS3 music curriculum, that consists of:

- Loan and tuition of a violin, viola, cello or flute to all students for the whole of KS3, supported by MiSST's *Andrew Lloyd Webber* programme.
- Introduction to a variety of music via this instrument, including western classical music.
- Classroom tuition that is supported by additional peripatetic tutors.
- Complementary lessons teaching students about supporting skills, including singing, music theory, keyboard skills and music technology.
- Weekly practice homeworks, conducted via online videos.
- Half-termly singing/playing assemblies throughout Y7 & Y8.
- Opportunities for taster sessions on other instruments.
- Annual opportunities for all students to hear live music making.
- Bookable practice rooms, where students can practice and ask for support if required.



A KS4 music curriculum that consists of:

- 6 lessons across the fortnight, where students will learn about the elements of music; the history of western classical music; musical ensembles; film music and pop music.
- Carefully scaffolded opportunities to compose and perform.
- Guaranteed 1-2-1 music lessons for the duration of the course.
- Access the school's online learning and composition facilities.
- Support in attending one of the school's Music School ensembles.
- Priority booking for practise rooms.
- Annual opportunities to hear live music making in a music venue.

A KS5 Music Curriculum consists of:

- 12 lessons across the fortnight, where students will learn about the elements of music; the history of baroque, romantic and classical music; jazz music; modern composition.
- Carefully scaffolded opportunities to compose and perform embedded in to the curriculum.
- Bookable access to music practice rooms.
- Guaranteed 1-2-1 music lessons for the duration of the course.
- Access to the school's online learning and composition facilities.
- Support in attending one of the school's Music School ensembles.
- Annual opportunities for all students to hear live music making in a London venue.
- A 1-2-1 instrument lesson scheme that is free for all students

A CFBS Music School, that runs Tuesday-Friday, 8-8.45am and features:

- 4 Classical Ensembles
- 3 Guitar Bands
- Chamber Music Group
- Drumming Group
- Choir
- Music Tech Group
- Recording Group
- Flexibility to instigate new ensembles that can meet the need of young musicians at the school

Active partnerships and relationships with nationally recognised music providers and advocates:

- Music in Secondary Schools Trust (MiSST)
- Music Education Islington (MEI)
- Restore the Music (RtM)
- Pro-Corda International Chamber Music Festival
- Music Masters
- Benslow Music Trust



### 3 – Classroom Instrumental Teaching

The CFBS Music Department works in partnership with the Music in Secondary Schools Trust (MiSST) to deliver the Andrew Lloyd Webber Instrument Tuition programme at KS3. See Appendix A for full curriculum details.

- All practical lessons are delivered by a classroom music teacher, supported by two or three peripatetic tutors.
- All theory/keys/tech lessons are delivered by a classroom music teacher.
- All year groups will receive a balanced delivery of practical instrument playing; theory work; keyboard work and music tech work.
- All Autumn schemes of work include introductory or refresher courses, which will focus on support all students to master the fundamental technique on their instrument.
- KS4 Curriculum [See Appendix B]
  - All lessons to be delivered by the teaching team.
  - Eduqas curriculum balances the three separate core musical disciplines of performance; composition and appraisal.
  - Y10 features weekly playing sessions that explore set works and core curriculum through playing.
  - Additional theory resources available for students that need support in this particular area.
- KS5 Curriculum [See Appendix B]
  - All lessons to be delivered by teaching team.
  - Eduqas curriculum balances the three separate core musical disciplines of performance; composition and appraisal.
  - Y12 features weekly playing sessions that explore set works and core curriculum through playing.
  - Additional theory resources available for students that need support in this particular area.

#### Ensuring inclusivity

- At KS3:
  - All practical lessons to contain specific piece of musical knowledge to be taught and learnt in the lesson, regardless of prior experience.
  - All students to be supported by peri tutors, who will prioritise instrumental skill interventions during the autumn term.
  - All students to have workbooks that explains each part of their instrumental learning step-by-step.
  - All students to have access to online videos that explain each part of their instrumental learning step-by-step.
  - Assessment framework to be used to identify students that require additional support.
  - KS3 curriculum designed to prepare all students for GCSE requirements, regardless of starting point.
  - All students to receive access to live musical performances.



- At KS4:
  - All students to receive a free weekly 1-2-1 lessons.
  - All students to receive an annual opportunity to visit a concert.
  - All students to participate in weekly Music School.
- At KS5:
  - All students to receive a free weekly 1-2-1 lessons.
  - All students to receive an annual opportunity to visit a concert.
  - All students to participate in weekly Music School.

#### Assessment Model

- Music Knowledge – Assessed via written work, listening exercises, Focus on Sound, plenaries and questioning.
- Musical Skills – Assessed via informal observations from classroom and peri staff, recorded sharing sessions and checklist style assessment/self-assessment.
- GCSE/A-Level – All AP assessment points are assessed against final examination criteria; regular exam-style testing.

#### Funding

- MiSST – £25,000 funding secured for 23/24 and 24/25.
- Hearn Foundation
  - Arts Scholarship - £5k per year
  - Central Bacc Funding
- In kind contributions from:
  - MiSST
  - Restore the Music
  - Pro-Corda
  - Benslow Music Trust

#### Next Steps

- Implement and embed singing strategy
- Embed coaching cycles & feedback models into classroom, music school and 1-2-1 practice
- Continue to develop resources that meet the needs of our students and the department



## 4 – Implementation of Key Components

- KS3 Classroom Teaching: See above & Appendix A
- KS3 Outside the classroom:
  - Autumn 1 – Y7/Y8 Singing Assembly
  - Autumn 2 – Y7/Y8 Playing Assembly
  - Spring 1 – Y7/Y8 Singing Assembly
  - Spring 2 – Y7/Y8 Playing Assembly & Y9 Celebration Assembly
  - Summer 1 – Y7/Y8 Playing Assembly
  - Summer 2 – No music assembly
- KS4/5 Classroom Teaching: See above & Appendix B
- Music School Programme: See Appendix C
- 1-2-1 Lessons:
  - Delivered by our school per team
  - Timetabled by Mr Haylor
- Singing Strategy:
  - 24/25
    - Integrate singing across all Y7/Y8 lessons.
    - Focus on recruitment of Y7s for CFBS choir up to Christmas.
    - Termly external performance for choir (e.g. Christmas Carols at Wesley Chapel, Islington Big Sing).
    - Enter local choir competition (e.g. North London Festival).
  - 25/26
    - Reflect on implementation of 23/24
    - Integrate singing across all Y7/Y8/Y9 lessons.
    - All of the above.
  - 26/27
    - Reflect on implantation so far
    - Enter a national choir competition? (e.g. Barnardos)

## 5 – Communication Activities

- Music Department Website
  - Primary resource for parents wanting to understand the music offer at the school.  
Specifically featuring
    - Introduction to the department
    - Answers to commonly asked questions
    - Link to Music Department Handbook
    - Sign-up form for 1-2-1 lessons
- Practice Pal app as primary communication of 1-2-1 lesson information
- Email/text groups for all ensembles for specific communication
- To consider drafting half-termly music school newsletter
- School website updates on important music events
- Y7 Induction flyers



## **6 - Evaluation Process for Music Department Development Plan**

- Short half-termly review meetings:
  - MiSST Team Meeting 1 – CPD on SoW
  - MiSST Team Meeting 2 – Pupil groupings
  - MiSST Team Meeting 3 – Pupil achievement; reviews of SoW and assessment model
  - Peri team – Pupil progress, any key development with pupils
  - Core Music team – Progress against MDP
- Summer 2 – Full MDP review

## **7 – Transition Work with Local Primary Schools**

Work to develop the way that musical information is incorporated into our transition model:

- Y1 – Start pro-active communication with music leaders at primary schools; use of in-school communications to front-load music information about incoming cohort; communication with primaries via Music Hubs.
- Y2+ - Develop a model of best practice. Items to consider: running summer holiday music workshops for transitioning students; running Singing/MiSST taster days in primary schools; running a primary orchestra at CFBS



## 8 – Budget Materials & Staffing

Budget Overview:

- MiSST Budget
- General Music Department Budget

Staffing:

- Team of 2 teachers to deliver classroom music:
  - o Director of Music
  - o Teacher of Music
- Team of tutors to support MiSST programme:
  - o Head of Strings
  - o 3 music tutors
- Team of 7 music tutors to deliver 1-2-1 tuition:
  - o Brass tutor [1 day]
  - o Guitar tutor [2.2 days]
  - o Drums tutor [2 days]
  - o Woodwind tutor [2 days]
  - o Piano tutor [2 days]
  - o Strings tutor [2 days]

## 9 – Pupil Premium and SEND Provision

All students to be supported by peri tutors, who will prioritise instrumental skill interventions during the autumn term. These sessions can be small group or 1-2-1 as required.

- Half-termly reviews will include a specific focus on SEN and PP students.
- Curriculum music to include taster sessions for 1-2-1 lessons, during which teachers will be able to observe all students and engage in pro-active recruitment for lessons.
- All students to have a workbook that explains each part of their instrumental learning step-by-step.

All students to have access to online videos that explain each part of their instrumental learning step-by-step.

## 10 – Summary Action Plan

- Continue to implement developed ALWP [Sep 24 onwards]
- Embed coaching and feedback into classroom, music school and 1-2-1s [Sep 24 onwards]
- Implement new singing strategy [Sep 24 onwards]
- Aim to achieve 100% capacity in all beginner ensembles [by Jan 25]
- Aim to achieve minimum capacity in all progression and senior ensembles [by Jan 25]
- Review Music Development Plan [July 25]





## Appendix A: 24/25 KS3 Curriculum [subject to amendment]

	Year 7			Year 8			Year 9		
	Instrs	Theory/ Keys/ Tech	Assembl y	Instrs	Theory / Keys/ Tech	Assembly	Instrs	Theory / Keys/ Tech	Assem bly
<b>Autumn 1</b> <i>Instruments &amp; Theory</i>	Intro to Fl/Vln 1	Intro to Music Theory	Singing	Performing on the Fl/Vln 3	Practical Theory	Singing	Performing on the Fl/Vln 4	N/A	N/A
<b>Autumn 2</b> <i>Instruments &amp; Theory</i>	Intro to Fl/Vln 2	Intro to Music Theory	Vamoosh 1	Irish Trad	Theory in Irish Trad	Irish Trad	Quarter-tones and Arabic Music		
<b>Spring 1</b> <i>Instruments &amp; Keyboards</i>	Performing on the Fl/Vln 1	Intro to the keys	Singing	Japanese Music	Playing Chords	Japanese Music	Video Game Music 2	N/A	N/A
<b>Spring 2</b> <b>Instruments &amp; Keyboards</b>	Performing on the Fl/Vln 2	Intro to the keys	Vamoosh 2	Jazz	12-bar blues	E-Jam Blues	Performing on the Fl/Vln 5		
<b>Sum 1</b> <i>Instruments &amp; Music Tech</i>	Central Riffs	Classical Remix	Central Riffs	Musical Stories	Film 1	Musical Stories	N/A	EDM 1	N/A
<b>Sum 2</b> <b>Instruments &amp; Music Tech</b>	Video Game Music 1	VGM Remix	N/A	Samba	Drum Loops	N/A		EDM 2	



### **Appendix B: 24/25 KS4 & KS5 Curriculum [subject to amendment]**

	<b>Y10</b>	<b>Y11</b>	<b>Y12</b>	<b>Y13</b>
<b>Autumn 1</b>	AoS 1	Composition 1 AoS 1/2	AoS A	Composition 1 AoS A
<b>Autumn 2</b>	AoS 2	Composition 1 AoS 3/2		Composition 1 AoS A/D
<b>Spring 1</b>	AoS 3	Composition 2 AoS 1-4	AoS D	Composition 2 AoS A/D/E
<b>Spring 2</b>	AoS 4	Composition 2 Performances	AoS E	Composition 2 AoS A/D/E
<b>Sum 1</b>	Composition AoS 1-4	Revision	Composition AoS A/D/E	Revision
<b>Sum 2</b>	Composition Performance		Composition Performance	

### **Appendix C: 24/25 Music School Timetable [subject to amendment]**

	<b>Before School</b>	<b>Lunch</b>	<b>After School</b>
<b>Monday</b>	Recording Club	Solo Practice	
<b>Tuesday</b>	Chamber Ensemble Drum Club		
<b>Wednesday</b>	MiSST Orchestra House Band		
<b>Thursday</b>	Y7 Orchestra Wind Ensemble Fret WrX band		Jazz Band Music Tech
<b>Friday</b>	Choir String Ensemble Guitar Band	Solo Practice Y7 Choir	