

Music development plan summary: Loreto High School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Emily Johnson
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Greater Manchester Music Hub One Education Music
Name of other music education organisation(s) (if partnership in place)	Factory International

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

KS3 Music Teaching

Students in Key Stage 3 (years 7-9) receive an hour of Music tuition a week. Students develop their skills in performing, composing and listening and appraising through exposure to a variety of tasks designed to strengthen these skills. These are developed through a wide range of styles and genres. All work at Key Stage 3 is related to the 'elements of music' and students are encouraged to use musical vocabulary related to the elements of music at all times.

Melody

Articulation

Dynamics

Texture

Shirt

Harmony & tonality

Instrumentation

Rhythm and Metre

Tempo

These are referred to throughout all units, and are used at KS4 in both the Music GCSE and in the BTEC.

Students use a variety of ways to create and perform music, including a range of tuned and untuned percussion, a class set of ukuleles, a set of digital keyboards, voices and music technology. Students are encouraged to develop their performance skills with technical accuracy and fluency as well as expression.

Students learn about music notation and the different means and methods of notating music. They are encouraged to use notation for their own work as appropriate to the style.

Students learn about a wide variety of composers, styles and cultures and explore the historical and social contexts of music. They listen, perform and compose in these different styles to improve their musical knowledge and understanding and to prepare them for further study.

Throughout Key Stage 3, and in all units, singing is encouraged and developed. We are working to weave singing into all units; it is an essential musical skill which helps students access aural tasks at GCSE and is without restriction. We have developed a singing strategy which is designed to build students confidence and ability to internalise melodies.

SEND students are supported in Music according to their individual needs, e.g. by using the information on ClassCharts to identify appropriate seating arrangements, coloured paper, individualised support.

Nurture classes have access to the smaller music room and further opportunities for Music Technology.

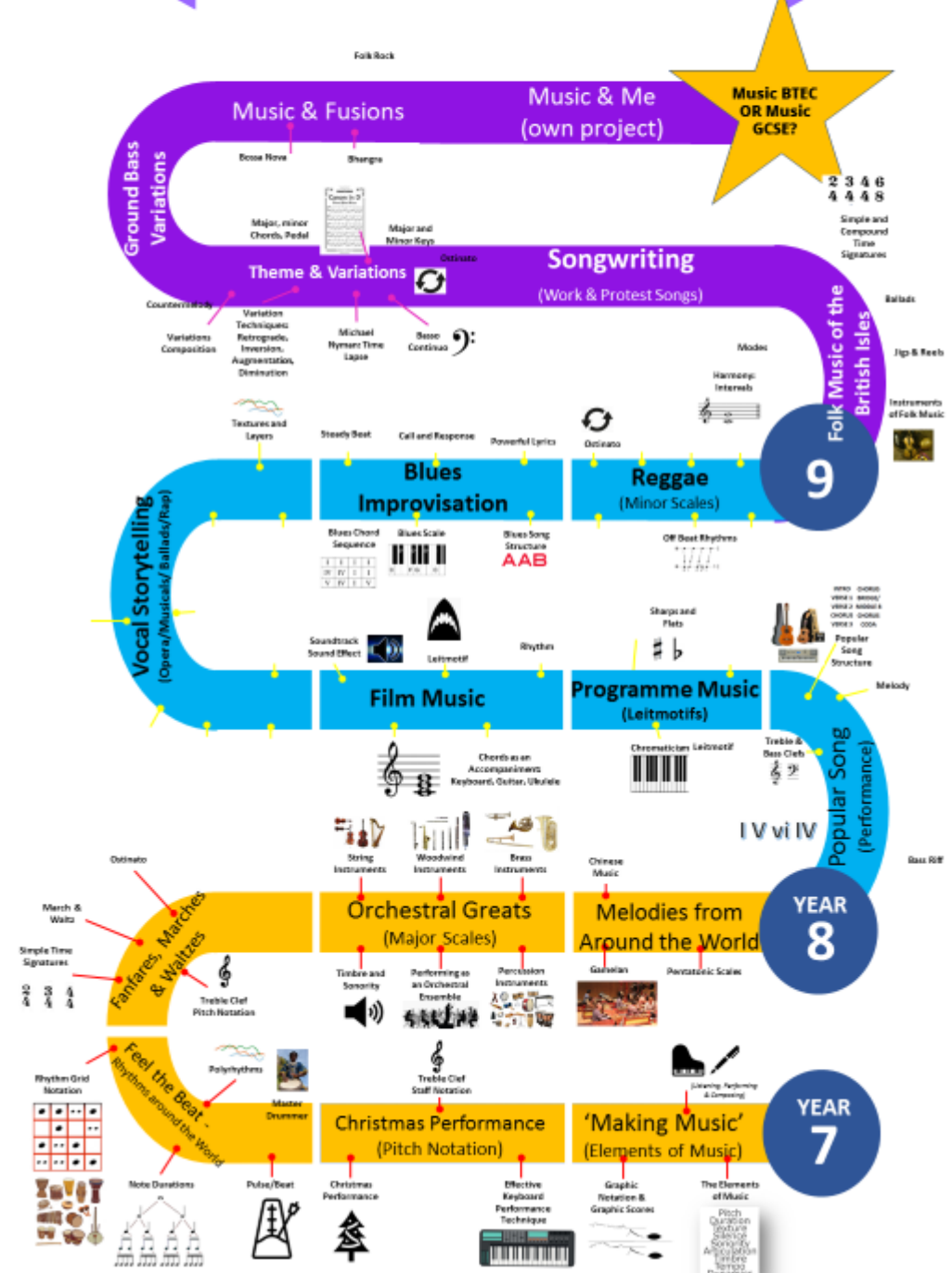
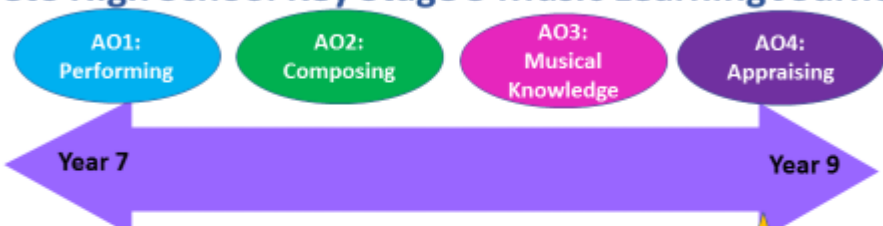
The units at KS3 are designed to build upon the skills and experiences students have gained in previous units, so that they are constantly revisiting ideas and building up both their procedural and declarative knowledge of Music.



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Loreto High School Key Stage 3 Music Learning Journey



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KS4 Music

At KS4 students are given the option to continue to study music. Students are able to choose between Edexcel GCSE Music and Pearson BTEC Tech Award in Music Practice.

In Edexcel GCSE students study the 8 Set Works set by the exam board, these are as follows:

Area of Study 1: Instrumental Music

Bach: Brandenburg Concerto No. 5 in D major, Movement 3

Beethoven: Piano Sonata No. 8 in C Minor 'Pathetique', Movement 1

Area of Study 2: Vocal Music

Purcell: Music for a While

Queen: Killer Queen

Area of Study 3: Music for Stage and Screen

Stephen Schwartz: Defying Gravity (from *Wicked*)

John Williams: Main Title and Rebel Blockade Runner from *Star Wars: Episode IV A New Hope*

Area of Study 4: Fusions

Afro Celt Sound System: Release

Esperanza Spalding: Samba Em Preludio

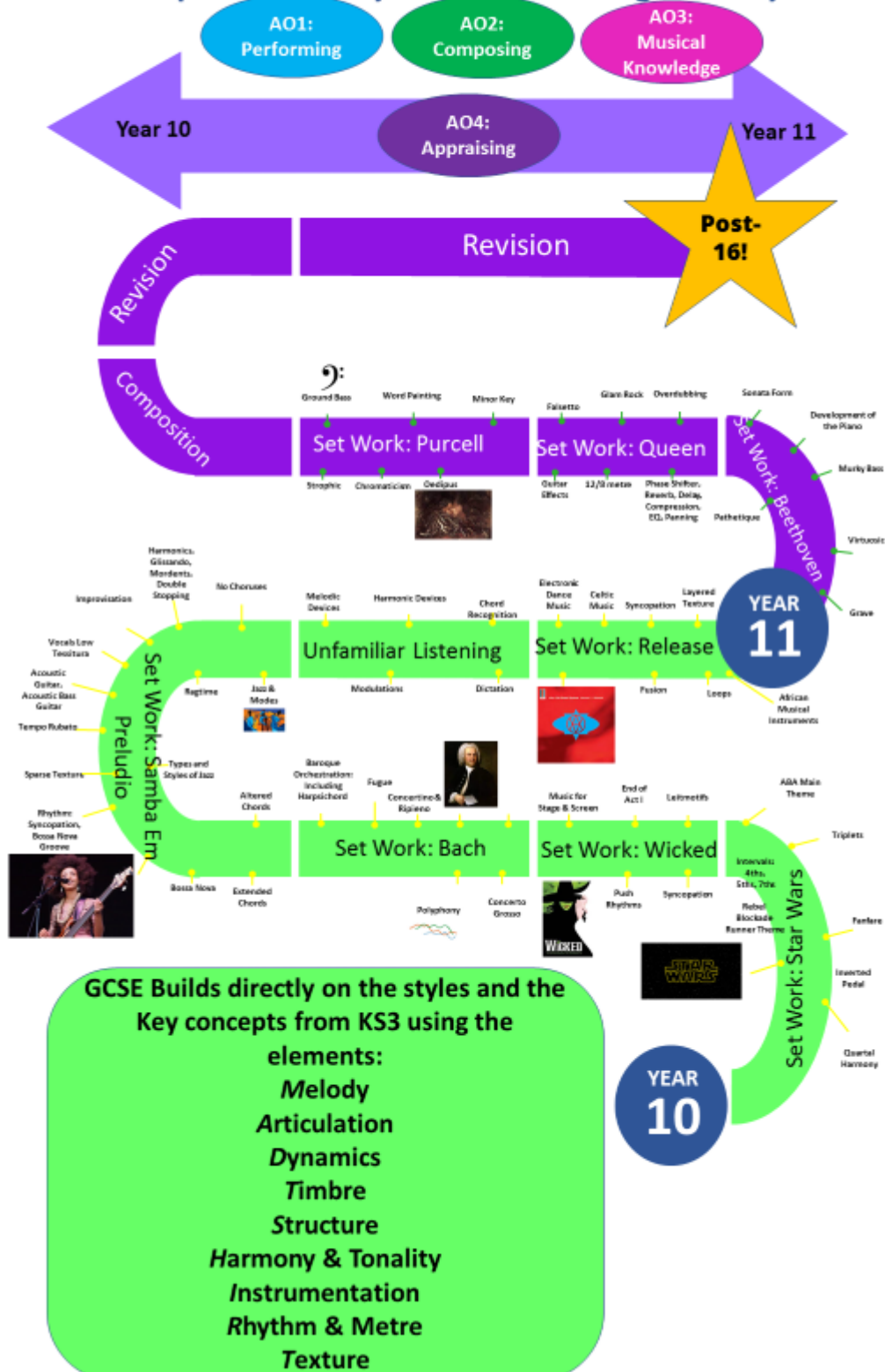
Students also continue to work on their skills of performance and composition, completing mini compositions throughout year 10 to build up to the final 2 compositions in year 11, one set by the exam board and one free choice. Performance skills are supported by the team of peripatetic teachers and arrangements are made where needed for students to take lessons if they are not already doing so.



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Music Department Key Stage 4 Learning Journey GCSE



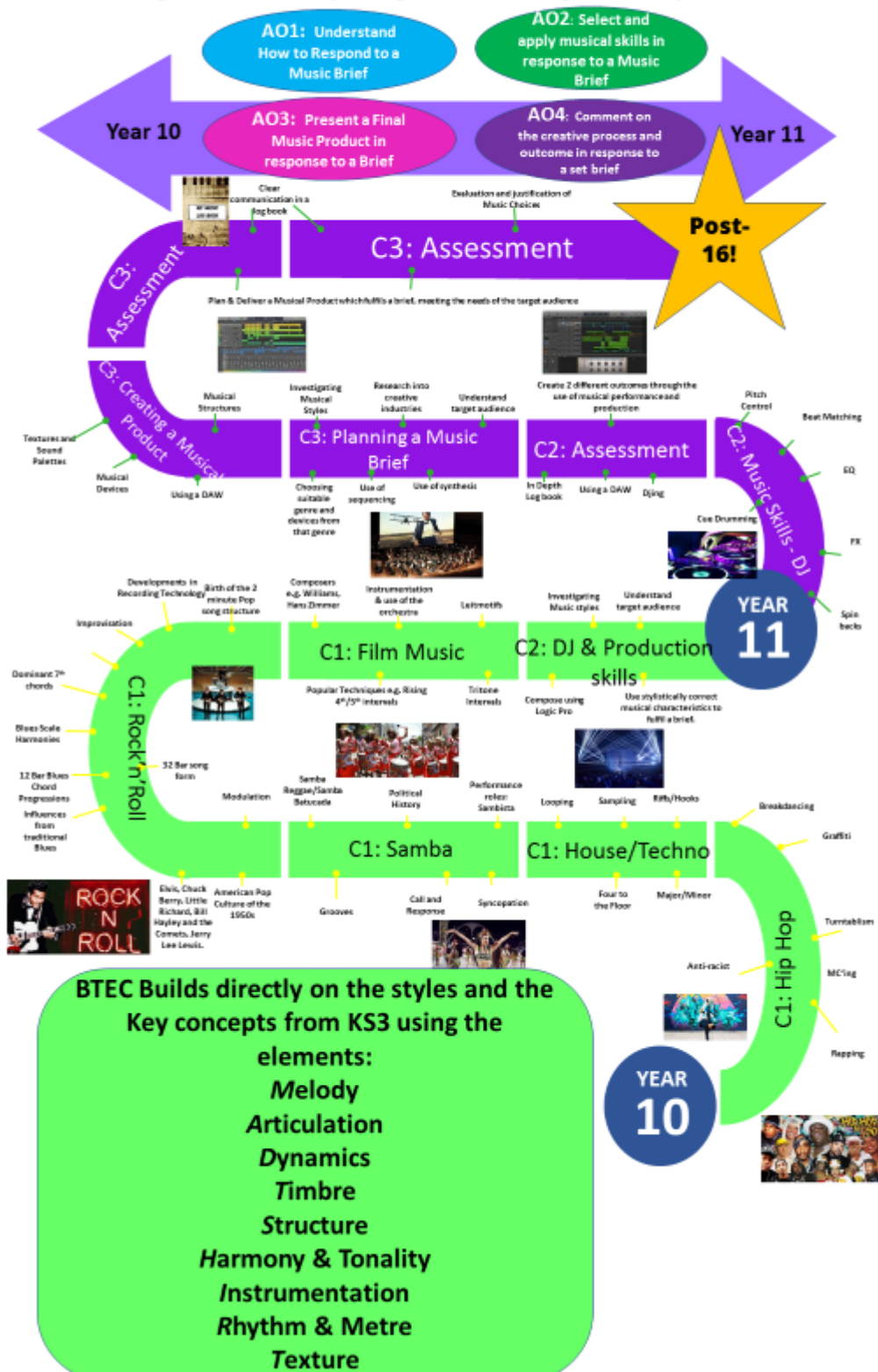
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In Music BTEC, students develop their skills of using music technology to create, sequence and perform.

Students use the program Logic to create sequenced pieces and to record their responses to the BTEC assessment components.

Students learn how to perform using the DJ controllers, learning specific techniques and approaches to creating music in this way.

Music Department Key Stage 4 Learning Journey Music BTEC



Part B: Co-curricular music

We have an extensive co-curricular offer; both in terms of instrumental/vocal lessons and in terms of enrichment.

We offer lessons on Strings, Woodwind, Brass, Drumkit, Classical Guitar, Electric & Bass Guitar, Steel Pans, Piano and Voice. Lessons are offered as 20 or 30- minute individual lessons, paired or small group 30-minute lessons as is appropriate to the instrument (e.g. steel pans is small group, piano is individual only). These lessons are offered to all students in school and are heavily subsidised by the school to help ensure that they are available to all. Lessons are timetabled at a fixed time slot for half a term, which then changes so that a different lesson is impacted the following half term. We have a selection of instruments for hire for a nominal fee, again, to ensure accessibility.

Students who have been studying the previous year or students who are on the GCSE or BTEC Music course are given priority for lessons. There are waiting lists in place for some instruments, others we are working on building more of a base of students studying that instrument. Students of any ability are welcomed to take up peripatetic lessons.

Students are able, and are encouraged where appropriate, to take the relevant ABRSM or Trinity Rock and Pop graded exams for their instrument.

We have a vast enrichment offer (see timetable below).



Music Clubs 2024



Day	Lunch	After School
Monday	Band <i>Mr Fry</i> Keyboard Skills <i>Mrs J</i>	Choir <i>Mrs J</i>
Tuesday	Year 9/10 Band <i>Mr Lee</i> Ukulele Club <i>Mr Fry</i> Guitar Group <i>Ms Wade</i>	Folk Band <i>Mrs J</i>
Wednesday	DJ Club <i>Mr Fry</i> Revision Y11 <i>Mrs J</i>	Orchestra <i>Mrs J</i>
Thursday	Y7 Singing <i>Mrs J</i> Vocal Ensemble <i>Miss Aristi</i>	Jazz Band <i>Miss Pillinger</i>
Friday	Keyboard Skills <i>Mr Fry</i> Year 11 Band <i>Mr Lee</i>	Year 8 Band <i>Mr Fry</i>

This is flexible; e.g. if we have a student or group of students who we feel would benefit from a specific activity then we are able to set that up. We are lucky to be supported by Peripatetic staff in running a number of our ensembles.

All groups are open to all students, although for Orchestra, Folk Band and Jazz Band, there is the expectation that you are already learning an instrument before attending.

Year 7 choir is for year 7s only and is designed to build confidence in their first year at Loreto High School.

Choir after school is open to all (including Y7s)

Rock Bands are arranged separately and are open to all within the confines of the limited spaces of a band. However, depending on groupings we will cater between 3 and 8 in a coached band.

We allow students rehearsal time on the keyboards on Monday and Friday, and they can use the practice rooms on the occasions where there are staff available for supervision and the room is not being used by a peripatetic teacher.

We use a mixture of One Education and privately arranged peripatetic staff for peripatetic lessons.

We have strong links with the hub and our local network of high schools and attend all the Music Network Meetings.

Part C: Musical experiences

We run regular trips, visits and performance opportunities to enhance the musical learning and experiences of students attending our school.

These involve workshops in and out of school, performances, tours, concert trips and theatre trips. We strongly believe that music comes alive outside of the classroom and that where students have a real performance to work towards, it is inspirational what they can achieve.

Term 1

Induction Day Year 7 (singing – repeat of what they learnt at transition)

Year 7 Welcome Mass (hymns)

Create Arts Project (joint with The Grange School and the Create Charity)

Key Stage 4 Arts Evening (solo performances from KS4 students, both GCSE and not)

Remembrance Day Assemblies (performance of relevant hymns)

Carols on the Green/Other Community Carol Event (Choir & Y7 Choir performance)

Carol Service with partner primaries (Choir, Year 7 Choir, Musicians for accompaniment)

Christmas Extravaganza (all ensembles perform)

Term 2

Key Stage 3 Arts Evening (solo performances from KS3 students)

Whole School Musical (alternate years)

Smaller Musical Theatre production (on years without a musical)

Term 3

Summer Extravaganza

Music Tour (some years – aiming for years without a musical)

One Education Showcase Events:

Band on the Wall (Rock Bands and DJs)

Band on the Wall (Jazz Band)

Victoria Baths Vocal Evening

In addition, there are trips to Musical Theatre Productions e.g. Grease, Hamilton, Beauty and the Beast, Aladdin etc., Trips to see BBC Phil/Halle and other performances. If an opportunity arises we very much work on a 'can-do' approach and aim to allow our students the opportunity to partake in it.

In the future

- We are aiming to increase the number of assemblies and Masses that students are singing in. The aim is to operate this on a rolling schedule with each Year Group singing more and more from Year 7 onwards so that singing regularly in school is 'the norm'.
- Further monitoring of progress of peripatetic students and recording of their work to be uploaded to their Showbie.
- Improving our links with primary schools and transition – in order to avoid 'drop off' from primary to secondary, some further work with transition involving some of the Y5/6 students coming for Music Workshops here at Loreto, so that they are involved in Music from the start.

Further information (optional)

We also have strong links with our network of High Schools and work collaboratively on events such as the Vocal Evening at Victoria Baths and we have 2 collaborative days of moderation of both GCSE and BTEC Non-Examined Assessment.

We are also part of the Manchester Catholic Education Partnership (MANCEP) and receive a day of bespoke musical training through this partnership every February.