



Lakelands
Academy

Music Development Plan Summary - 2024 onwards

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Contents

Overview.....	3
Part A: Curriculum Music.....	3
Curriculum Overview.....	3
Year 7.....	4
Year 8.....	4
Year 9.....	5
Year 10 & 11.....	5
Time allocated.....	6
Special Educational Needs & Disabilities.....	6
Links to Local Music Hub.....	6
Music Qualifications.....	6
Part B: Co-curricular Music.....	7
Instrumental & Vocal Groups & Clubs.....	7
Peripatetic Offer.....	7
Instrument Choices.....	7
Charging & Remissions.....	8
Application & Support.....	8
Part C: Musical Experiences.....	9
Part D: Into the Future.....	10

Overview

This is an overview that introduces some of the key information for understanding music at Lakelands Academy:

Detail	Information
Name of music lead	Stu Nicholls
Name of creative faculty lead	Karen Williams
Name of school leadership team member with responsibility for music	Gerard Pyburn
Name of Local Music Hub	Shropshire Music Service

Part A: Curriculum Music

This section addresses the content taught during timetabled lesson, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [Lakelands Academy School website](#). The website also details the time allocated for curriculum music for each key stage and term (or each half-term) of the academic year. At Lakelands Academy, the music curriculum has its foundations rooted in the National Curriculum while incorporating elements from the Model Music Curriculum (March 2021). These elements are integrated into our teaching framework, with adjustments to suit learners and our unique educational setting. Our curriculum is rich and diverse, creating opportunity for introduction to and development of instrumental skills, singing, collaborative work and learning about a range music industry careers. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

Curriculum Overview

Y7					
Musical elements & instruments of the orchestra	Musical foundations	Rhythm and standard notation	Keyboard skills	Folk music and festivals	Performance
Y8					
Chords, harmony and songs	Orchestral music	Reggae	African Music	Musical Theatre	Ukulele
Y9					
Jazz and Blues	Popular music	Minimalism and Dance Music	Film and video game music	DJing and careers in the music industry	Performance project

Year 7

The Year 7 music journey begins by exploring core elements of music, such as pitch, tempo, dynamics, texture, and timbre, through activities like singing, lyric writing, and keyboard playing. Students then move on to rhythm, staff notation, composition, and performance, using a variety of instruments. The year ends with a study of orchestral instruments, techniques for identifying them, and learning chords through keyboard practice.

In the first unit, students explore musical elements and orchestral instruments, gaining a solid understanding of pitch, dynamics, tempo, texture, and timbre, providing a foundation for active engagement and future learning in KS3 and 4. This foundation is built upon as students begin structured composition, using their knowledge of key elements to understand musical timelines and how sounds link to storylines through graphic scores, fostering creative expression and an understanding of form and structure.

Next, students explore rhythm and notation, learning to formalize rhythms through body percussion while developing confidence in rhythm recall and understanding notation as the written language of music. This leads to an introduction to keyboard skills, where students gain experience with formal instrument learning, focusing on autonomous learning, collaboration, and ensemble skills.

Studying folk music, particularly sea shanties, allows students to explore harmony, melody, and lyric structure, while also developing literacy skills and an awareness of the wider world of music while exploring the idea of festivals and the different careers involved. The year concludes with a performance opportunity, where students synthesize their learning through personal or group performances, preparing them for KS3-4.

Music in Year 7 is strongly linked to literacy and numeracy, with opportunities to explore these connections through notation, rhythmic work, and written exercises. Digital literacy development is also encouraged throughout.

Year 8

The Year 8 music journey begins by revisiting chord knowledge and learning, rehearsing, and performing a medley of songs on the keyboard, with the option of adding vocals. Students then develop songwriting skills, focusing on lyric writing, melody, and chord composition. The curriculum shifts to classical music, exploring great composers and their works. As the year progresses, students study world music, focusing on reggae, samba, and African music, engaging in listening to and performing pieces from these genres. The year ends with musical theatre, where students rehearse and perform a song from a musical, followed by an introduction to the ukulele.

Chords, harmony, and songs serve as the foundation for Year 8, building on the musical skills learned in Year 7. Students strengthen their understanding of scales, chord creation, and harmony by learning common chord sequences, applying these in song learning. The study of classical music connects to previous knowledge of musical elements, highlighting melodic and harmonic themes through famous orchestral pieces.

Building on rhythm, students explore reggae, focusing on the offbeat, playing chords and bass lines, and studying the cultural and political themes within reggae lyrics. DAW (Garageband) is introduced for recording and arranging reggae songs, laying the groundwork for future music technology studies.

In African music, students explore rhythm through call-and-response and improvisation, gaining insight into the social, political, and cultural contexts of music.

Musical theatre builds on Year 7's storytelling and lyric knowledge, allowing students to explore performance and the musical elements tied to social themes.

Music continues to link strongly with literacy and numeracy, with lyric writing, chord systems, and historical studies of classical music and the slave trade, highlighting music's cultural evolution.

Year 9

The Year 9 music journey begins with an exploration of Blues history and its influence on modern music, focusing on the 12-bar blues chord sequence and improvisation. Students then study pop music from the 1950s to today, learning key characteristics and repertoire from each decade. Minimalism and dance music follow, where students use iPads and DAW to experiment with techniques like looping and phasing, building their music technology skills.

The curriculum moves on to film and game music, examining how music enhances plot and character in various genres. Students will compose pieces to fit creative briefs, learning how music supports themes, characters, and settings. The next unit focuses on DJing, providing insights into its history, culture, and career opportunities. Students try out DJing, broadening their perception of modern music careers, preparing them for future options and KS4.

The year concludes with a personal performance project, where students research, rehearse, and evaluate a chosen piece of music, mimicking KS4 coursework. Throughout Year 9, cross-curricular links with literacy, numeracy, and technology are strengthened, with historical connections made through studying Jazz, Blues, and DJing.

Year 10 & 11

The Year 10 music journey begins with students deepening their understanding of composition techniques. They explore various music styles and theory, applying this knowledge to develop their own creative work. In the second half of the year, the focus shifts to personal performance, enhancing technical, practical, and professional skills. Students work on effective practice routines, building confidence, and setting goals for their chosen instrument.

The year starts by exploring composition elements in more depth, including the composer's intention, mood, and purpose, essential for Unit 2 coursework research. Students then embark on their performance journey, focusing on quality rehearsals, techniques, and considerations like health and safety in performance environments.

Unit 1 'Performing' coursework officially begins, requiring students to research their chosen pieces, create a rehearsal plan, maintain a rehearsal journal with video evidence, and evaluate their performance. Concurrently, students begin exploring vocational topics for Unit 3, such as event planning, live music, recording, digital distribution, festivals, and marketing, preparing for Year 11 coursework.

Consistent links are made to English through literacy skills, with additional ties to Business Studies in Unit 3. Technology and numeracy also play a role, depending on the approach to rehearsal and performance.

In Year 11, students focus on completing their composition and performance coursework. For the composition coursework (Unit 2), students create a brief, compose an original piece, present their

work, and reflect on its success and areas for improvement. The performance coursework involves selecting, learning, rehearsing, and performing a repertoire based on a brief.

The second half of the year centres on the external unit, "Performing Arts in Practice" (Unit 3), completed under controlled conditions by a set deadline. This unit includes tasks such as planning, creative development, pitching an idea, and evaluating the process. The year concludes with finalizing and submitting all coursework to the exam board.

Throughout Year 11, there are strong links to English and literacy skills, as well as cross-curricular connections to Technology and Business Studies, especially in Unit 3.

Time Allocated

At Lakelands Academy we follow a two-week timetable with 60 minute lessons, and so the time allocated for each subject is per fortnight as follows:

Y7	Y8	Y9	Y10	Y11
2 x 60 minutes	2 x 60 minutes	2 x 60 minutes	5 x 60 minutes	5 x 60 minutes

Special Educational Needs & Disabilities

Lakelands Academy has an ongoing commitment to inclusion and equity which is integral to the curriculum. It is essential that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional support, sometimes temporary, providing frameworks to allow them to reach these outcomes. The music department works closely with SEN, The Kettlemere Centre and the Well-being Centre to outline potential barriers that students with special educational needs and disabilities may encounter in music lessons, along with specific strategies to overcome these barriers.

Links with the Local Music Hub

We collaborate with Shropshire Music Service to provide cost-effective instrument rental and they have provided one-to-one instrument teachers. We also encourage our students to attend extra-curricular ensembles to foster a collaborative approach to performing music and will be looking to develop more of a relationship with bringing in whole-class performance programmes in the future. A link to Hub website can be found here: [Shropshire Music Service](#)

Music Qualifications

Lakelands Academy offers students the opportunity to pursue the highly regarded and popular vocational Eduqas Level 1/2 Performing Arts (Music Pathway) Technical Award course during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with a range of awarding bodies such as RSL, ABRSM and Trinity. To support this, a variety of instrumental lessons are offered, delivered by peripatetic teachers, should students choose to engage in this opportunity.

Part B: Co-Curricular Offer

This section addresses the opportunity students at Lakelands Academy have to sing and play music outside of lesson time. Students have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental groups, as well as co-curricular clubs that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups & Clubs

- **Voicebox** - a school-wide singing group open to students from all year groups. Students are responsible for choosing the repertoire in many cases, offering them the opportunity to take ownership of the group. Where possible, Voicebox explores multiple-part harmonies, providing a rich and layered vocal experience. Additionally, the group offers numerous opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making.
- **Bands** - Students have the opportunity to form their own bands with peers, receiving guidance from their teacher. Practice rooms are provided to support the development of their ensemble, instrumental, and vocal skills. This structured environment fosters skill refinement and effective collaboration, preparing students for performances and future musical pursuits.
- **Annual Production** – participating in the annual school production offers invaluable opportunities for students to engage deeply with both music and drama. This collaborative experience allows students to enhance their performance skills, from acting and singing to stage presence and teamwork. By being part of the production, students gain practical experience in integrating music and drama, fostering creativity and confidence. They learn the intricacies of performance, including how to convey emotion and character through music and dialogue. This involvement not only supports their artistic growth but also prepares them for future endeavours in the performing arts. There is also a production band for those more experienced students which provides an opportunity to refine their skills and perform in a high-pressure environment, preparing them for future ensemble work.

Peripatetic Offer

Lakelands Academy offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction.

This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one or group basis.

Instrument Choices:

- **Piano and Keyboard:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.

- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.

Number dependent instrument choices:

- **Strings:** Violin, viola, cello, and double bass lessons emphasise technique, musicality, and ensemble playing.
- **Brass & Woodwind:** Trumpet, trombone, tenor horn, saxophone, clarinet and flute instruction focuses on embouchure, breath control, and ensemble playing.

Whilst these choices aren't always available due to the impact our small student body and uptake can have on the feasibility for a visiting tutor, we do recommend tutors for lessons outside of school hours and have a fantastic success rate with students taking up this route for learning a musical instrument.

Charging and remissions:

Lakelands Academy operate on a basis where peripatetic music tutors arrange and charge for lessons directly with parents lessons. We are committed to ensuring that all students are able to access this offer and potential remissions are available on a case-by-case basis.

The following fee structure and remissions are in place:

- **Standard Lessons:** The charge for individual 20-minute lessons is £11.50 per session – these are paid up front per term at £57.50 or £111.50 for five or ten lessons respectively.
- **Extended Lessons:** The charge for individual 30-minute lessons is £17.25 per session – these are paid up front per term at £86.25 or £172.50 for five or ten lessons respectively.

Subsidised Lessons: Students that are interested in lessons but require some financial support to access these are offered a reduced rate of 50% decided on a case-by-case basis.

Free Lessons: In certain circumstances, such as for students that access free-school meals, or those in care, music tuition is offered free of charge. Parents or carers can apply for this support through the school's finance department.

Instrument Hire: Instruments can be hired through Shropshire Music Service.

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete a digital enrolment form found on the school's website. Information, as well as terms and conditions, can be found on the school website found here. Peripatetic lessons at Lakelands Academy are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students receive high-quality instruction tailored to their individual needs, ensuring that every child has the opportunity to develop their musical abilities to the fullest.

Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events. Within the academic year there are several additional musical opportunities that take place.

- **Singing as part of assemblies and events** is a strong feature of music at Lakelands Academy. All year groups are encouraged to participate in singing during assemblies and events such as winter fairs and awards ceremonies. This platform allows them to showcase their talents and share the pieces they have rehearsed individually or as part of our Voicebox singing group. It is an opportunity for students to gain confidence performing whilst celebrating their achievements in a supportive environment.

- **Seasonal showcases at Lakelands Academy** offer students the chance to perform before a public audience. These low-key events are the perfect opportunity for first time performers or for experienced students to try out new material or perform ahead of examinations or before completing Year 11 performance coursework. Selected instrumental groups and soloists are invited to present their work, providing them with valuable performance experience and creating a sense of community and ownership of their musical journey. This event serves as a platform for students to showcase their musical talents and collaborate with peers across various year groups and musical disciplines.

- **The Winter Concert** not only enriches students' musical experience but also enhances their confidence, teamwork, and creativity. It provides a supportive environment where students of all skill levels—from beginners to advanced musicians—can perform in front of an audience. Our inclusive approach ensures that every student who wishes to participate is given the chance, whether through solo performances, ensembles, or choir participation. By encouraging participation in the Winter Concert, we aim to cultivate a deeper appreciation for music within our school community, while providing a memorable experience that contributes to the overall well-being and personal development of our students.

- **The Summer Festival** at Lakelands is a vibrant outdoor event designed to celebrate the culmination of the school year. This festival, unlike any other event brings together students, staff, families, and the wider community in a celebration of music, creativity, and collaboration. The Summer Festival offers students the chance to perform in a dynamic, real-world festival setting, with an outdoor stage, stalls, games, food and a genuinely exciting atmosphere. From solo performances to bands, DJs, other ensembles, and our vocal group, this event showcases the diverse talents of our students across a range of musical genres. It provides a unique opportunity for them to experience the thrill of performing for a large, enthusiastic audience in an informal, festival-style environment.

This event also serves as a platform for students to gain practical experience in event production, sound engineering, and stage management, further broadening their understanding of the music industry. By participating in the Summer Festival, students will not only develop their performance skills but also build teamwork, resilience, and a strong sense of community.

The festival also provides an excellent opportunity for transition, giving primary school students a chance to experience the musical life at Lakelands. It allows them to get involved and socialize with our community ahead of starting their own journey with us in the following academic year.

We also invite alumni to return and perform at the festival, inspiring current students as they pursue their own musical paths.

Our Summer Festival promises to be a spectacular finale to the academic year, leaving both performers and attendees with lasting memories while reinforcing our commitment to nurturing the next generation of musicians.

• **Experiencing live music** is a feature of music at Lakelands Academy with students having the chance to see live music spanning a range of genres at different points throughout KS3 and 4. We offer trips with the aim of building cultural capital and enriching students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These experiences range from being free to incurring a fee – students that come from low-income families are offered subsidised or provided with free tickets on a case-by-case basis.

Part D: In The Future

Lakelands Academy plans to continue offering a rich and diverse curriculum while improving provision and students' musical experience.

As we move into the future we will be:

- Working more closely with Shropshire Music Service to increase classroom provision and academy-wide live music experiences.
- Improving budget and provision for music through fund raising and sponsorship.
- Widening access to lessons across a range of instruments.
- Continuing to develop the Voicebox vocal group.
- Continue to develop the annual music and drama production.
- Continue to offer rehearsal spaces for students during lunch breaks.
- Continue to collaborate with other subjects to provide valuable cross-curricular links.
- Stay informed about career developments within the music industry and incorporate related learning opportunities within the curriculum.
- Re-ignite the primary singing workshop programme to support transition and sense of community in year 7.