

# Music development plan summary: The Skipton Academy

## Overview

| Detail   | Information  |
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| Academic year that this summary covers   | 2024-25  |
| Date this summary was published  | July 2024  |
| Date this summary will be reviewed   | July 2025  |
| Name of the school music lead  | Mr W Osborn  |
| Name of school leadership team member with responsibility for music (if different) | Mr M Cook  |
| Name of local music hub  | North Yorkshire                                    |
| Name of other music education organisation(s) (if partnership in place)            | Ilkley Grammar School<br>North Yorkshire Music Hub |

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.

All pupils at The Skipton Academy study Music in Years 7 and 8 for 60 minutes per week, with Year 9 students studying for 60 minutes every two weeks. The curriculum is informed by the **Model Music Curriculum**, starting with a baseline assessment in Year 7 and building on foundational skills through half-termly assessments. Students explore a wide range of musical instruments, including percussion, keyboards, ukuleles, brass, and woodwind instruments, fostering creativity, improvisation, composition, and performance.

### Skills Development by Year Group:

- **Year 7: Foundation Skills**

In Year 7, students are introduced to the fundamentals of music theory and performance. They develop basic rhythm patterns, an understanding of dynamics (loud and soft), and treble clef notation. Pupils begin to compose

simple melodies using percussion and keyboard instruments, focusing on ensemble playing and coordination. They also learn teamwork and communication skills by participating in group performances.

- **Year 8: Intermediate Skills**

Year 8 builds on the skills learned in Year 7. Students explore more complex rhythms, such as syncopation, and expand their melodic range through the introduction of the bass clef and chord structures. Improvisation is a key focus, encouraging creative expression and confidence. By this stage, students experiment with rock and blues styles, incorporating instruments like ukuleles and exploring harmonies in ensemble settings.

- **Year 9: Advanced Skills and Specialization**

In Year 9, students deepen their understanding of musical elements, including extended chords, advanced dynamics, and texture. They engage in composing multi-layered pieces, drawing inspiration from various musical genres. Minimalism and variation techniques are explored, allowing pupils to enhance their compositional skills. Practical applications involve arranging music and refining performance techniques, preparing them for GCSE music if they choose to continue.

#### **Broader Skillset Development:**

Throughout these years, students enhance:

- **Analytical Skills:** Through active listening and appraising different music styles.
- **Creativity:** By composing original works and improvising in diverse genres.
- **Resilience and Confidence:** By performing individually and in groups, building stage presence.
- **Collaboration:** By participating in ensembles and leading sections, fostering leadership skills.

TSA's music curriculum ensures that students are equipped with both the practical and theoretical tools to enjoy and excel in music, setting a strong foundation for further study at GCSE and beyond.

## **Part B: Co-curricular music**

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

The school has close links with **North Yorkshire Music Hub**, which supports the provision of extra-curricular music tuition through individual lessons on guitar, accordion, brass, drums, piano, and keyboard. TSA also provides additional woodwind

lessons via its own staff. These lessons encourage students to discover and develop their musical interests, with many progressing to graded exams or learning for personal enjoyment. The **Music Hub Sample Day** is an exciting initiative that showcases instrument learning to boost engagement, especially for beginners. Additionally, **free group lessons** are offered to students eligible for free school meals, ensuring that financial barriers do not hinder access to music education. All lessons provided by TSA staff are free of charge, further promoting inclusivity.

### **Promoting and Expanding Opportunities**

To ensure that these offerings reach as many students as possible:

- Regular assemblies and newsletters highlight the benefits of music tuition and encourage sign-ups.
- Open “taster sessions” allow students to try out different instruments before committing to lessons.
- Success stories of students achieving graded exam certifications or participating in performances are celebrated to inspire peers.

### **Nurturing Talent Through Clubs and Ensembles**

All pupils are encouraged to participate in the wide range of extra-curricular music activities, fostering teamwork, confidence, and technical skills. Opportunities include:

- A **non-auditioning choir** open to all, where students explore vocal harmonies and build stage confidence through frequent performances.
- A **rock ensemble** that nurtures modern musical skills, such as improvisation and collaboration, often culminating in dynamic performances.
- **Keyboard and general music clubs**, offering informal settings for students to explore music, experiment with instruments, and collaborate creatively with peers.

Dedicated time is also allocated for GCSE Music students to refine their compositions or improve their practical skills, supported by both staff and peers. This targeted support ensures academic and personal success in their music education.

### **Fostering Leadership and Community Engagement**

Students are encouraged to take ownership of their musical journeys. Advanced musicians often mentor younger peers. These leadership roles develop interpersonal and organisational skills.

### **Promoting Lifelong Music Engagement**

To create lasting connections with music, TSA actively promotes local community engagement:

- Partnerships with **North Yorkshire Music Hub** and local performance venues open doors to public showcases.

- Students are encouraged to join regional ensembles, such as the Skipton Music Centre, to broaden their network and refine their talent.

By cultivating an inclusive, dynamic music program, TSA ensures students not only enhance their technical skills but also gain invaluable opportunities for creative expression, personal growth, and leadership.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical experiences at The Skipton Academy are designed to enrich students' understanding of music, connect them to real-world applications, and celebrate their achievements. These experiences are closely aligned with the curriculum and extra-curricular offerings, providing opportunities for students to showcase their skills, broaden their perspectives, and engage with diverse musical traditions.

### Annual Trips and Performances

Students are exposed to professional productions and live performances that complement their curriculum learning:

- **Year 7 Panto:** This annual trip introduces students to live theatre, helping them understand the dynamics of stage performance and audience interaction.
- **Year 8 London Show:** By attending a professional West End production, students witness musical storytelling at its highest standard, inspiring their creativity and reinforcing curriculum concepts of performance and production.

### Embracing Diversity Through Workshops

As part of the **Year 8 Diversity Day**, students participate in an **African Drumming Workshop**, where they explore rhythm, texture, and improvisation. This hands-on experience deepens their appreciation for global music traditions, linking directly to topics of rhythm and cultural influences discussed in the curriculum. Students also learn how music is a universal language, fostering inclusion and cultural awareness.

### Local Partnerships and Community Engagement

The Academy's partnerships with organisations such as the **Skipton Music Centre** and **Craven Arts Centre** provide students with additional platforms to explore their musical interests. Through workshops and ensemble opportunities, students develop advanced skills in a collaborative environment, linking their classroom learning to broader community initiatives.

## In the future

This is about what the school is planning for subsequent years.

The Skipton Academy is dedicated to enriching its musical provision, ensuring students have access to diverse and high-quality opportunities that inspire growth and foster lifelong engagement with music. Key future goals include:

- **Enhancing Musical Opportunities:** Expanding the number and quality of musical opportunities at TSA by introducing more workshops, live musician visits, and diverse genres, such as African drumming, to promote cultural awareness and inclusivity.
- **Encouraging Instrumental Learning:** Increasing the number of students engaged in learning a musical instrument by strengthening partnerships with local music hubs and providing taster sessions, free group lessons for eligible students, and inspirational performances by advanced students.
- **The Return of the Yearly School Show:** Reinstating the much-anticipated yearly school show in 2025, providing students with the chance to participate in a large-scale musical production, either on stage or behind the scenes.
- **Broadening Musical Experiences:** Organising Key Stage 4 music trips to theatres and other musical venues, offering students the opportunity to experience professional performances and gain inspiration for their own practice.
- **Strengthening Links with Primary Schools:** Developing closer links with local primary schools to introduce younger pupils to the joys of music and increase the uptake of instrumental learning. TSA aims to host joint workshops and performances to create a seamless pathway for musical progression.
- **Expanding Extra-Curricular Offerings:** Broadening the range of clubs to include technology-focused activities such as music production, recording, and sound engineering, equipping students with modern industry skills.
- **Showcasing Talent in the Community:** Partnering with regional venues and organisations to facilitate collaborative student performances, ensuring broader recognition of their achievements.
- **Incorporating Music Technology:** Ensuring students engage with professional-level music technology for recording, editing, and live production to prepare them for future careers in the music industry.

Through these goals, The Skipton Academy seeks to create a vibrant and inclusive musical culture where all students can discover and nurture their talents.