

Music development plan summary: Malet Lambert

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	
Date this summary will be reviewed	May 2025
Name of the school music lead	Kathryn Wilkinson
Name of school leadership team member with responsibility for music (if different)	Pamela Tarbet
Name of local music hub	Hull Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

Part A: Curriculum music

At KS3, all pupils spend one hour per week studying Music. The curriculum is informed by the Model Music Curriculum published by the DfE, and provides the opportunity for all pupils to experience and learn about music through singing, listening, composing, and performing.

Our aim is to prepare all pupils to appreciate music for its own sake, in order to enhance and enrich their lives and open their eyes to the musical world around them, contributing to their sense of wonder and joy. This aligns with Malet Lamberts' values of teaching subjects for their intrinsic worth, providing a broad and balanced curriculum, and ensuring social justice.

Pupils are guided through the vast musical landscape, listening to, appraising, and analysing Western Classical music, Popular music, Blues and Jazz, and music from other cultures.

Pupils develop their understanding of music-reading, pitch, rhythm, melody, harmony, structure, texture, and instrumentation, applying this knowledge to become competent in performance and composition.

The units of work studied by each KS3 year group are outlined below (each unit includes opportunities for pupils to be actively involved in music making through singing, use of keyboards and percussion, and use of music technology):

Year Group	Term 1	Term 2	Term 3
7	Voice and Body <i>An introduction to rhythm, pitch and melody through body percussion and singing.</i>	The Orchestra <i>An introduction to the instruments of the orchestra, and the role of instrumentation, harmony and texture.</i>	The Song <i>A deep dive into singing skills, structure, melody and harmony.</i>
8	African Fusions <i>African drumming skills with a focus on more complex rhythms, polyrhythm, use of call and response and ensemble skills.</i>	Music that Tells a Story <i>A deep dive into melodic and harmonic devices and how these can be used to 'tell a story' through music.</i>	Blues Music <i>Exploring the origins, development, and key characteristics of Blues music through listening, performance and improvisation.</i>
9	Rock Music <i>Exploring the origins, development and key characteristics of Rock music through listening, performance, and composition.</i>	Musical Covers and Arrangements <i>Exploring the use of sampling and sequencing in the music industry through listening, performance and composition/arranging.</i>	Film Music <i>Exploring and applying the devices used by film music composers.</i>

All pupils are supported to actively participate in music making, including disabled pupils and pupils with special educational needs. Adaptive teaching and differentiated resources support and challenge pupils at all levels. This sits alongside additional and targeted support outlined in the school's [SEND policy](#).

At KS4, pupils who chose to study music have five hours of curriculum time per fortnight. All KS4 music pupils receive free instrumental or singing tuition in school. AQA GCSE Music is the course offered at this key stage and comprises the four areas of study outlined below:

AOS1: The Western Classical Tradition 1650 - 1910	AOS 2: Popular Music	AOS3: Traditional Music	AOS4: The Western Classical Tradition since 1910
---	----------------------	-------------------------	--

Part B: Extra-curricular music

Pupils have access to instrumental and singing tuition in school hours, delivered by teachers from Hull Music Service. Lessons are taught one-to-one and small-group, dependant on the needs of the pupil and the instrument taught. Tuition is subsidised by the school, with the parental contribution this academic year being set at £290. The cost includes the loan of an instrument (when required). Pupil Premium families have the cost subsidised further – families are asked to contribute any amount they feel able. Lessons are available on the following instruments:

- Strings: violin, viola, cello, double bass, acoustic and electric guitar, bass guitar ukulele
- Woodwind: flute, oboe, clarinet, bassoon, saxophone
- Brass: cornet, trumpet, trombone, euphonium, tuba
- Percussion: drum kit, tuned percussion, including steel pans
- Piano
- Voice

All pupils are welcome at the school choir and music club. These groups rehearse across lunch time. The school orchestra rehearses during lesson time in the run up to concerts. Pupils have access to five music practice rooms in which to rehearse individually or as part of ensemble during lunch time or after school. They also have access to a variety of orchestras, choirs, and bands, directed by Hull Music Service. These ensembles rehearse during the evening and weekends at the Albemarle Music Centre, in Hull city centre. Music Service ensembles are free to pupils.

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.