

Music development plan summary: [Katherine Warrington School] Overview

Detail	Information
Academic year that this summary covers	Year 7-11
Date this summary was published	01/09/2026
Date this summary will be reviewed	10/07/2027
Name of the school music lead	Jordan Knight
Name of school leadership team member with responsibility for music (if different)	Jacob-John Church
Name of local music hub	Hertfordshire Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

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.

Part A: Curriculum Music

1. Curriculum Overview & Access

Our bespoke music curriculum is a sequenced journey from foundational skills in Key Stage 3 to professional specialization in Key Stage 5. We are committed to removing barriers for all learners, particularly those with SEND, by offering diverse "roles" within our projects—ranging from sound design and management to performance—ensuring every pupil can succeed according to their strengths.

- **Curriculum Map:** Our curriculum map depicts a pathway for learners from year 7 to 11 demonstrating a wide and rich coverage of musical styles to allow in-depth exploration of each style whilst providing a platform for learners to compose, perform and appraise music.

- **SEND & Inclusion:** Our project-based approach allows for adaptive teaching, where tasks are scaffolded through visual aids, simplified technical briefs, and specialized music technology.

2. Time Allocation & Sequencing

Our curriculum map provides a clear progression path, ensuring students have the time required to master both the creative and technical aspects of the subject.

Key Stage	Year Group	Delivery Model	Time Allocation
KS3	Year 7 & 8	Core Timetabled Subject	1 hour per week
KS3	Year 9	Carousel (All) & Options (Bridge)	1 hour per week
KS4	Year 10 & 11	Elective Option	2.5–3 hours per week
KS5 (as of 28/29)	Year 12 & 13	A-Level / Vocational	3 hours per week

3. The Year 9 "Apprenticeship" & Bridge Model

Year 9 serves as a dual-pathway year designed to maximize engagement while preparing specialists for the rigors of Key Stage 4.

- **The Industry Carousel (Core):** All pupils rotate through apprenticeship-style projects focusing on the **industry-based use of music**. This includes cross-curricular links to **Music Business**, marketing, and media.
- **The Bridge Options:** For pupils intending to study music at Key Stage 4, we provide dedicated "Option" lessons. These do **not** start the GCSE early; instead, they focus on building the **fundamental musicianship skills**, advanced theory, and ensemble fluency required for a successful transition.

4. Instrumental & Vocal Opportunities

Every pupil is treated as a practicing musician within our bespoke framework.

- **Key Stage 3 Foundations:** Years 7 and 8 focus on building technical fluency on Keyboard and voice.

- **Industry Application:** In Year 9, students apply these skills within a professional context, such as acting as "Session Musicians" for a peer's recording project or performing in a business-managed showcase.

5. Strategic Partnerships

Our bespoke curriculum is supported by Herts music service and local industry partners. These collaborations provide students with "real-client" briefs for their Year 9 projects and professional feedback on their portfolio work.

6. Secondary Qualifications & Awards

We provide clear, high-level pathways for our students to achieve formal accreditation:

- **Key Stage 4:** Eduqas GCSE Music
- **Key Stage 5:** Eduqas A Level Music (As of 27/28)
- **Graded Exams:** We facilitate graded examinations through Multiple external examboards, which are integrated into our instrumental support program.

Part B: Co-curricular music and Personal Development

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.

1. Musical Tuition & Financial Support

We offer a comprehensive range of 1-to-1 instrumental and vocal tuition delivered by a team of specialist visiting tutors. We are committed to ensuring that financial circumstances are not a barrier to high-level musical training.

- **Instruments Offered:** Drum Kit, Bass Guitar, Electric/Acoustic Guitar, Brass, Piano, and Voice.
- **Pupil Premium Support:** Full or partial funding is available for music lessons for students eligible for **Pupil Premium** funding.
- **KS4 Music Incentive:** To support our "Bridge" model and encourage specialization, the school provides a **30% discount** on 1-to-1 tuition for any student who opts to study Music at Key Stage 4.

2. Ensembles & Music-Making

Our ensemble provision is tiered to ensure pupils of all ages and abilities have a place to collaborate and grow.

- **Vocal Excellence:** Both a **Junior Choir** and a **Senior Choir** provide age-appropriate vocal development.

- **Instrumental Groups:** Students can join the **School Orchestra** or one of our **Two School Bands**.
- **Rehearsal Spaces:** Pupils have dedicated access to specialized rehearsal rooms and equipment during lunch and after school for individual and group practice.

3. Performance & Professional Experience

The Music Department acts as a creative hub, providing high-quality, "audience-facing" entertainment:

- **Annual Concert Series:** Includes a Christmas Concert, Easter Concert, Summer Showcase, and a Summer Recital for tuition students.
- **The School Musical (February):** A flagship production integrating our orchestra and vocalists.
- **The Talent Show:** A platform for individual and group creativity.
- **Departmental Collaboration:** Our musicians feature heavily in other department events, providing live music for Drama productions, Awards Evenings, and community ceremonies.

4. Educational Visits & Partnerships

To broaden musical horizons, we provide students with exposure to professional-level performance:

- **Orchestral Film Concerts:** In the next academic year, we have planned trips to live orchestral film screenings. These trips bridge the gap between classroom "Film Music" units and the professional industry.
- **Partnerships:** We maintain a strong relationship with our **Local Music Hub** for instrument loans and specialized workshops.

In the future

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

Integrating a formal Music Theory Intervention System is a strategic move, especially for students aiming for Conservatory or Russell Group university music courses, where Grade 8 Theory is often as highly valued as the practical grade.

Here is how you can weave this specific intervention into your Music Development Plan.

Part C: Future Schools Music Development

1. High-Level Theory Intervention System

We are introducing a purposeful intervention system designed to bridge the gap between classroom music and the rigorous requirements of **External Music Theory Examinations (Grades 5–8)**.

- **The "Grade 5 Fast-Track":** Recognising that Grade 5 Theory is a prerequisite for higher practical exams, we will launch a targeted intervention in **Year 9 (Bridge Group)** and **Year 10**. This ensures students have the theoretical foundation before they reach the pressure of KS4 exams.
- **The "Bridge to University" (KS5):** For students aiming for University or Conservatory, we will provide a supervised **Advanced Theory Clinic** focusing on Grades 6–8. This intervention targets the sophisticated harmony, counterpoint, and score analysis skills required for top-tier higher education entries.
- **Peer Mentoring:** Utilizing our Grade 8 Sixth Form students to mentor "Bridge" students in Year 9, creating a culture of theoretical excellence across the school.

2. Strategic Goal: The "8-8-18" Objective

Our long-term benchmark for high-attaining musicians is the **"8-8-18" goal**:

Goal: Supporting students to achieve **Grade 8 Practical** and **Grade 8 Theory** by the time they leave school at age **18**.

- This will be supported by the expansion of our peripatetic team and the 30% tuition discount for KS4 students, ensuring that private study is aligned with school-led theory intervention.

3. Curriculum & Co-curricular Integration

- **Intervention Timing:** Theory clinics will run as a "zero-period" (before school) or as part of the Year 9 Bridge option lessons to ensure they do not clash with ensemble rehearsals like Orchestra or Jazz Band.
- **Software Support:** We will invest in digital theory platforms to allow students to track their own progress in part-writing and melodic dictation, which directly feeds into our "Apprenticeship" portfolio model.

Summary 2-Year Plan

Area	2026/27 Objective	2027/28 Objective
Curriculum	Launch Year 9 Industry Carousel & Bridge.	Establish a formalized KS5 Theory & Analysis framework.
Staffing	Recruit Woodwind and Strings Peripatetic Tutors.	Full integration of Theory Tutors into the Intervention System.
Ensembles	Launch Jazz Band and Flute Choir.	Launch the first International/Domestic Residential Tour.
Theory	Target 100% pass rate at Grade 5 Theory by end of Year 10.	Track KS5 students toward Grade 8 Theory for UCAS advantage.