

Redborne Upper School: Music Development Plan

School Details:

- **School Name:** Redborne Upper School & Community College
 - **Address:** Flitwick Road, Ampthill, Bedford, Bedfordshire, MK45 2NU
 - **Key Contact for Music:** Jonathan Price - Subject Leader: Music
 - **Date of Plan:** June 3, 2025
 - **Review Date:** June 2026
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Section 1: Vision and Context

1.1 Vision for Music at Redborne Upper School: At Redborne Upper School, we believe that music is a fundamental part of a holistic education, fostering creativity, discipline, emotional intelligence, and a sense of community. Our vision is to provide a rich, diverse, and inclusive music education that inspires all students to engage with music in meaningful ways, develop their musical potential, and cultivate a lifelong appreciation for the arts. We aim to nurture talent, encourage participation, and provide opportunities for students to explore a wide range of musical genres, cultures, and performance styles.

1.2 Current Context and Strengths: Redborne Upper School has a strong tradition of musical engagement, with a dedicated music department and enthusiastic students. Our current strengths include:

- A committed music teaching staff.
- Good uptake at GCSE and A level Music and Music Technology.
- A range of extra-curricular ensembles (e.g., jazz band, orchestra, choir).
- Access to dedicated music rooms and good-quality instruments.
- Existing links with local lower and middle schools through our feeder system.

1.3 Areas for Development: Based on current provision and aspirations, areas for development include:

- Broadening the range of musical styles and technologies explored in the curriculum.
 - Increasing participation in extra-curricular activities across a wider demographic of students.
 - Further developing pathways for progression for all students, including those with SEND.
 - Strengthening community engagement through music.
 - Maximising the impact of partnerships with external organisations.
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Section 2: Curriculum and Teaching & Learning

2.1 Music Curriculum Overview (Key Stage 3, 4 & 5): Our curriculum at Redborne Upper School aims to build upon prior learning from middle schools and provide a comprehensive and challenging music education.

- **Key Stage 3 (Year 9):**
 - Students explore a range of musical styles through performance, composition and listening. Performance opportunities are offered on the keyboard, guitar, bass guitar and drums. Students are also taught to use music production software (Cubase and MuseScore).
 - **Focus:** Developing skills learned at middle school and preparing students for a key stage 4 course.
- **Key Stage 4 (Years 10-11):**
 - **GCSE Music (Edexcel):** Students develop their performing, composing, and appraising skills across a variety of musical traditions and genres. This includes detailed study of set works, free composition, and solo/ensemble performance.
 - **Focus:** Developing musical literacy, critical listening, creative expression, and technical proficiency.
 - **NCFE Music Technology:** Students develop their music production skills through the study of the digital audio workstation and multitrack recording. They also learn about a variety of music industry job roles, musical elements used in production, popular music styles and sound creation.
 - **Focus:** Developing music production and DAW skills and learning skills that would be used in a future career in the music industry.
- **Key Stage 5 (Years 12-13):**
 - **A level Music (Edexcel):** Students engage in advanced performance, composition, and analytical study. This includes in-depth analysis of diverse musical periods, extended compositional projects, and high-level performance.
 - **Focus:** Cultivating independent musical thought, advanced technical skills, and a sophisticated understanding of musical theory and history.
 - **A level Music Technology (Edexcel):** Students engage in advanced recording, composition, and analytical study. This includes in-depth analysis of popular music styles, studio equipment and production techniques.
 - **Focus:** Cultivating advanced technical skills, and a sophisticated understanding of popular music history.

2.2 Teaching & Learning Strategies: We employ a range of teaching and learning strategies to ensure effective and engaging music education:

- Practical hands-on activities, including instrumental performance and music production tasks.
- Collaborative group work and ensemble playing.
- Creative composition tasks, utilising both traditional and digital tools.
- Active listening and critical appraisal.

- Differentiated instruction to support all learners, including those with SEND and gifted musicians.
- Integration of music technology (e.g., Cubase, MuseScore, GarageBand) to enhance composition and production skills.

2.3 Assessment: Assessment in music will be ongoing and formative, alongside summative assessments linked to GCSE, NCFE and A level specifications. This includes:

- Performance assessments (solo and ensemble).
 - Composition portfolios.
 - Music production tasks.
 - Listening tests and analytical essays.
 - Self and peer assessment to encourage reflective practice.
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Section 3: Extra-Curricular and Enrichment Opportunities

3.1 Current Extra-Curricular Provision:

- Battle of the Bands/Jam Night
- Brass Group
- Choir
- Flute Group
- Folk Group
- Jazz Band
- Orchestra
- Percussion Group
- String Group

3.2 Planned Development for Extra-Curricular:

- **Objective:** Increase student participation across all year groups and introduce new opportunities.
- **Actions:**
 - Establish a Rock Band club to support contemporary musicians to set up their own bands.
 - Introduce a Year 10 Music Technology club to give students the opportunity to build the skills which are ordinarily learned on the NCFE course.
 - Promote student-led ensembles and performance opportunities, such as the advanced string group and the reinstatement of A level tea concerts.

3.3 Performance Opportunities:

- Termly concerts (Christmas Concert in December, Community Concert in March and Summer Concert in July, plus Jazz Café in May).
- School assemblies and open evenings.
- Local community performances (e.g., Big Tent Festival).

3.4 Inspiring Music Links:

- **Partnership Objective:** To leverage the expertise and resources of Inspiring Music (Central Bedfordshire Music Hub) to enrich and expand our extra-curricular and enrichment offerings.
 - **Actions:**
 - **Instrumental/Vocal Tuition:** Continue to facilitate and promote instrumental and vocal tuition provided by Inspiring Music and private peripatetic teachers. Regularly review the uptake and range of instruments offered.
 - **Ensemble Participation:** Encourage and support Redborne students to participate in Inspiring Music's wider ensembles (e.g., BLMK Orchestra, Youth Opera and Saturday Morning Music Centre), providing pathways for advanced musical development beyond school. Share information about these opportunities regularly.
 - **Workshops & Masterclasses:** Collaborate with Inspiring Music to bring in guest artists, deliver workshops on specific musical styles, improvisation, or music technology. This could include workshops on songwriting, DJing, or specific orchestral instruments.
 - **CPD for Staff:** Explore opportunities for music staff to attend professional development courses offered by Inspiring Music, particularly in areas such as curriculum diversification, music technology, or inclusive music practices.
 - **Music Mark Events:** Actively participate in and promote any county-wide Music Mark events or festivals organised by Inspiring Music, providing performance platforms for our students and fostering a sense of wider musical community.
 - **Singing Strategy:** Engage with Inspiring Music's county-wide singing strategy, looking for opportunities to enhance vocal provision and participation within Redborne.
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Section 4: Staffing and Professional Development

4.1 Current Staffing:

- Jonathan Price - Subject Leader: Music
- Blythe Riding - Teacher of Music and Drama
- Peripatetic teachers
 - Elizabeth Bottone (singing teacher - private)
 - Chris Doggett (lower strings teacher - Inspiring Music)
 - Ella Draycott (piano and singing teacher - Inspiring Music)
 - Anthony George (guitar teacher - private)
 - Steve Howard (drums and percussion teacher - private)
 - Pamela Jaggars (flute teacher - Inspiring Music)
 - Chris Jones (woodwind teacher - Inspiring Music)
 - William Mee (brass teacher - Inspiring Music)
 - Danny Page (guitar teacher - Inspiring Music)
 - Hannah Perry (upper strings teacher - Inspiring Music)
 - Adrian Perry (piano teacher - private)
 - Liz Schofield (lower brass teacher - private)

4.2 Professional Development Needs & Plans:

- **Objective:** Ensure music staff are up-to-date with current pedagogical practices, curriculum developments, and music technology.
 - **Actions:**
 - Regular departmental meetings to share best practice and review curriculum.
 - Identify and address individual staff CPD needs through INSET days and external courses.
 - Inspiring Music Link: Utilise Inspiring Music's CPD offerings, particularly in areas identified for development (e.g., world music, digital music production).
 - Encourage staff to attend Music Mark conferences and network with other music educators.
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Section 5: Resources and Facilities

5.1 Current Resources:

- 3 dedicated music classrooms.
- 5 practice rooms (all with pianos or digital pianos, some with guitar amplifiers, drum kits and microphones, including one silent rehearsal room).
- Range of classroom instruments (keyboards and guitars).
- Access to a wide range music technology software/hardware: 60 classroom PCs running Cubase 11 and MuseScore 4, 2 studio PCs, 2 studio audio interfaces (Focusrite and Tascam) and a portable audio interface (MOTU), professional-quality studio monitor speakers, a music technology suite with Focusrite Solo interfaces for each computer and a range of studio-standard microphones plus cables, stands and all related equipment.

5.2 Planned Development for Resources:

- **Objective:** Enhance music facilities and resources to support a broad and ambitious music curriculum.
 - **Actions:**
 - Audit existing music technology resources and identify key areas for investment (e.g., new music software licenses, MIDI keyboards, recording equipment).
 - Audit existing musical instrument stock and label all instruments clearly.
 - Explore opportunities for acquiring a wider range of world instruments to support curriculum diversification.
 - Enhance room 95 through the addition of blinds over the windows, to ensure students are not dazzled on sunny days and the projector screen remains visible in all lessons.
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Section 6: Partnerships and Community Engagement

6.1 Existing Partnerships:

- Feeder middle schools for transition activities.
- Local community groups (e.g., Amptill Concert Orchestra).

6.2 Planned Development for Partnerships:

- **Objective:** Strengthen existing partnerships and forge new ones to enrich musical opportunities for students and the wider community.
 - **Actions:**
 - **Inspiring Music:** As detailed in Section 3.4, maintain and strengthen our formal and informal links with Inspiring Music, viewing them as our primary strategic partner for music education in the county.
 - **Local Professional Musicians:** Invite local musicians and ensembles to deliver workshops or perform at school.
 - **Higher Education Institutions:** Explore links with university music departments for taster days or outreach programs for our A level students.
 - **Community Concerts:** Host more community concerts or open mic nights to involve families and the wider local area.
 - **Feeder Schools:** Develop a more structured transition program for music students from middle schools, including shared performances and workshops.
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Section 7: Monitoring and Evaluation

7.1 How will the impact of this plan be measured?

- Student attainment in GCSE Music, NCFE Music Technology, A level Music and A level Music Technology.
- Uptake and participation rates in extra-curricular music activities.
- Teacher observations and self-assessment against plan objectives.
- Audience feedback from performances.
- Participation in Inspiring Music initiatives and county ensembles.
- Review of resource utilisation and investment.

7.2 Review Cycle: This plan will be reviewed annually in June, with an interim review in January to track progress and make any necessary adjustments.