

Music development plan summary: The Tiffin Girls' School



Overview

Detail	Information
Academic year that this summary covers	2024 – 25
Date this summary was published	20 May 2024
Date this summary will be reviewed	1 July 2025
Name of the school music lead	Angus Meryon
Name of school leadership team member with responsibility for music (if different)	Kathy Kilpatrick
Name of local music hub	Kingston Music Hub
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.

At The Tiffin Girls' School [TTGS] all academic lessons are one hour in duration. All students at KS3 receive one hour per week of curriculum music. As well as frequent class singing opportunities, our students have access to a range of instruments including piano, ukulele, bass, acoustic and electric guitar, drumkit (acoustic and electric) for whole-class music making. Also, many students learn an instrument both in and out of school time. Lessons are provided by a team of visiting music teachers [VMTs] across a broad spectrum which covers every band and orchestral instrument plus those listed above. Students can enter for external exams through ABRSM, Trinity and Rock School and we organise the administration of those.

We make performance a key attribute in many of our lessons across KS3-5. All students in Year 7 perform in their own concert, solely for that year group, in October, with a range of vocal performances (from memory) as well as instrumental and

chamber performances including a Year 7 orchestra. All the modules that we teach have a performance element, as well as developing the key skills of analysis and composition. We have two Mac suites running Sibelius, GarageBand and Logic X that can be combined for larger KS4 classes, but are used in pairs for KS3 students.

Although we do not follow the outlines of the model music curriculum in detail, our schemes of work do trace its outlines in terms of key musical skills and experiences. We follow the Eduqas specification at GCSE and A Level.

To summarise, our KS3 curriculum is as follows:

Year 7 – vocal and instrumental performance; elements of music; basic composition, notation and musical analysis from a technical/emotional viewpoint; art music (Peter and the Wolf)

Year 8 – songwriting through Blues, the Great American Songbook and popular music styles; a focus on technical composition, melody and harmony analysis; matching lyrics to rhythmic cells and developing them into larger phrase structures; a study of Bizet's opera *Carmen* through motivic analysis, practical compositional and performance-based projects

Year 9 – film music through its history and application in a wide range of styles and genres; practical projects involving motivic elements from John Williams' soundtracks, piano improvisation to Charlie Chaplin films; composing film music to existing clips using GarageBand including the creation of Foley elements; rock music, band and ensemble work, electric/bass guitar and drumkit skills, song covers as well as original compositional work; the creation of a musical from scratch in groups of ten, with script/songs/lighting/costume all part of a devised joint project with Drama, culminating in a live assessed showcase in July.

The allocation of class time at KS4/5 is as follows:

KS4 – two hours a week for composition, performance practice and analysis. Students perform in termly informal concerts, record their final submissions and participate in their own Year 11 Soirée in September. Assessment of the three modules is divided up as follows: 30% performance, 30% composition, 40% analysis. Performance and composition coursework are marked internally and moderated externally. The analysis paper is assessed in June.

KS5 - four hours a week for composition, performance practice and analysis in Year 12, with an extra hour added in Year 13. Students perform in informal concerts twice a term, occasionally performing their own compositions. Assessment of the three modules is divided up as follows: 25-35% performance, 25-35% composition, 40% analysis. Composition coursework is marked externally, with a visiting specialist examining their performance recitals in April of Year 13. The analysis paper is assessed in June.

We partner with Kingston Music Hub in the delivery of CPD across the borough and liaise with a range of neighbour schools to exchange resources and to discuss curriculum matters.

TTGS has a number of students who require additional SEND/EAL/PP provision. This is assessed on a case by case basis, with the needs of every such student individually considered. Adaptations include, but are not limited to, the provision of resources on coloured/larger paper, tailored seating plans, the provision of ear defenders, quiet rooms, brain breaks, individualised arrangements with regard to classroom participation depending on their needs. Resources, slides and lesson plans are sent to students in advance; they can also attend catch-up sessions, composition clubs and one-on-one rehearsal and performance opportunities in order to manage anxiety and sensory issues.

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.

TTGS offers a wide range of choirs and ensembles of all sizes. These include Concert Orchestra, Symphony Orchestra, Sinfonia [baroque music] ensembles that individually cater for guitar, percussion and brass players, Wind Band, various chamber ensembles such as string quartets, a Carnatic music ensemble, a cappella choir and many more. Half a dozen of these are student-led, giving the opportunity to choose repertoire, conduct, coach and prepare ensembles for public performance. All groups and ensembles are open to all; aside from the annual musical, there are no auditions. With groups catering for students at all ability levels, there is something for everyone. TTGS has a number of practice rooms and performance spaces; these are usually in use by VMTs but any empty spaces are swiftly filled by informal groups who practice, socialise and inspire each other within the department building. The music classrooms are large adjacent spaces, divided by a removable (and soundproof) wall; they are used individually and together for large ensembles, House gatherings, tutor meetings and rehearsals of all kinds.

Performance opportunities include three large-scale concerts a year, a concert solely for Year 7 students, informal concerts in the summer term for each year group at KS3, informal and formal performances for KS4/5. Our students provide background music and formal performances at Open Days, celebration evenings, alumnae events and more. As a collaboration between the music and drama departments, TTGS puts on a whole school musical every year, with a wide variety of opportunities for students; they

can sing as soloists or in the chorus, be part of the band, or compose/arrange music. In the last few years we have performed Annie, SIX! and Sondheim's masterpiece, Sweeney Todd. We organise a biennial choir tour, most recently to Venice, Malta and Salamanca; our students have performed at local events in Kingston, in shows and musicals in London, with some appointed music and choral scholars at local churches. We host the weekly rehearsals of the Thames Youth Orchestra [TYO] and many TTGS students play and tour with that ensemble. The annual House Music competition gives students the chance to compete individually or as a group to earn points for their House, with the ensemble finals being a high-spirited and energetic celebration of music-making and collaboration.

We have a wide range of instruments in school which students can borrow, hire or use on an ad hoc basis. Around 450 lessons are taught each week by 22 VMTs. Lessons cost £42 per hour, payable directly to the VMTs who are self-employed. The administration and timetabling for these is done in-house by our music administrator, who is herself a professional soprano and a member of our VMT team. Students can request for their PP funding to be used for this purpose. We timetable lessons at KS3 on a rotational basis; at KS4/5, lessons are timetabled during private study periods, break, lunch or before/after school.

Many instrumental ensembles are entirely student-devised and student-led; they happen at all times of day from early in the morning until long after the school day has finished. Some students bring their friends from neighbouring schools – with appropriate supervision – to rehearse as bands and vocal ensembles. Many students are involved with a significant amount of external music-making, attending the Junior Colleges of the RAM/RCM/Guildhall; they also play with local orchestras such as Stoneleigh and involve themselves in festivals in Barnes, Kingston and Richmond.

TTGS musicians have also been involved with the Gabrieli Consort through its ROAR programme and with the West London Sinfonia in a performance of Holst's *Planets* Suite.

Aside from performance opportunities inside/out of school detailed above, the music department also organises a range of trips and visits to professional concert venues. Many of these – the South Bank Centre, Kings' Place, Cadogan Hall and the Wigmore Hall - are firm favourites but we also take students to see shows and musicals in the West End.

Cultural enrichment opportunities have also included visits to the Horniman Museum in South London, for gamelan workshops and a chance to see one of the largest collections of wind, brass and string instruments in the UK.

In the future

Music at TTGS is valued and well supported by the Head/SLT downwards. Our department is highly visible within the school; concerts are ambitious in their scope and well attended; we have a good level of equipment thanks to generous donations and a heavily involved parent body. Our schemes of work are the subject of considerable revision and modification each year, as we look for ways to streamline what and how we teach to best prepare our students on their individual musical journeys. For the last few years, we have considered KS3 to be part of a five-year GCSE programme; actively conceptualising it as such allows us to take core skills and elements of the GCSE/A level curricula and introduce them lower down the school at accessible levels. Examples of this include the increasing use and fluency of notation and sequencing software, key skills such as melodic improvisation, chord voicing, instrument and element recognition, a sense of the wider cultural context in which music inhabits and how EDI should be a strong thread, considered throughout the study of our subject as an integral element.