



Music Development Plan Summary 2024-2025

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Contents

Overview	3
Part A: Curriculum Music	3
Curriculum Overview	3
Year 7	4
Year 8	4
Year 9	5
Year 10 & Year 11.....	6
Time allocated.....	6
Special Educational Needs & Disabilities.....	6
Links to Local Music Hub	6
Music Qualifications.....	6
Part B: Co-curricular Music	7
Instrumental & Vocal Groups & Clubs	7
Peripatetic Offer	8
Instrument Choices	8
Charging and Remissions Information.....	8
Application and Support	8
Part C: Musical Experiences	9
Part D: In the Future.....	10

Overview

Below is an overview that outlines some of the key information regarding music at Poltair School:

Detail	Information
Academic year that this summary covers	Academic Year 2024 – 2025
Date this summary was published	20 th May, 2024
Date this summary will be reviewed	20 th May, 2025
Name of the school music lead	Stefan Richards
Name of school leadership team member with responsibility for music	Lee Adams
Name of Local Music Hub	ASONE Music Hub

Part A: Curriculum Music

This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [Poltair School website](#). The website also details the time allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

At Poltair School, the music curriculum has its foundations based on the National Curriculum with elements from the, incorporating elements from the [Model Music Curriculum](#) (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

Within the music curriculum, the golden threads of singing and instrumental development - encompassing both solo and ensemble playing - are intricately woven throughout. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

Curriculum Overview

YEAR 7		
It's Elementary	Music of the Orient	Saharan Sounds
<i>How do you make sounds with instruments? What are the key musical elements? How can we create soundscapes?</i>	<i>Understanding the music, culture, and instruments of East Asia as well as how to read musical notation.</i>	<i>The music from West Africa and the unique instruments, techniques, and rhythms that are used in West African drumming.</i>
YEAR 8		
The Four Magic Chords	Variations	Lights, Camera, Music!
<i>Exploring the popular music genre whilst exploring rhythmic devices using guitars, ukuleles and piano/keyboards.</i>	<i>Developing dexterity across different instruments, exploring compositional devices such as harmony, expression and context through the genres of West Classical and minimalist music.</i>	<i>How music technology is used to create music for film and television, whilst exploring sound effects and instrumentation through composition.</i>
YEAR 9		
Reggae	In The Band	Songwriting
<i>Exploring the culture, history and music through different genres whilst exploring rhythmic devices using guitars, ukuleles and piano/keyboards.</i>	<i>Understanding harmony, ensemble work and group performance through genre study, chord development and rhythm.</i>	<i>How do the music 'greats' start writing such poignant and expert lyrics; understanding music structures, vocal development, and lyrical writing.</i>

Year 7

The development of singing starts in the first term of Year 7, where students begin by singing as part of an ensemble during class lessons. This foundational experience helps them understand the basics of vocal harmony and group performance. Students also explore playing various instruments, both as soloists and as part of an ensemble. They delve into the orchestral setting, learning about the different sections and roles within an orchestra. Additionally, they work on developing a soundscape, which enhances their understanding of how different instruments and sounds can be combined to create a cohesive auditory experience. This multifaceted approach to instrumental development broadens their musical skills and fosters an appreciation for the complexities of orchestral and soundscape compositions.

In the second term, students exploring different traditions and are exposed to several traditional Japanese vocal techniques. This exposure not only broadens their cultural understanding but also enhances their vocal range and control through the unique techniques that are characteristic of Japanese music. During this term, students are presented with the chance to participate in an ensemble performance of a traditional Japanese music piece, rendered in three-part harmony. This unique opportunity allows students to engage deeply with Japanese musical traditions, immersing themselves in the intricacies of melody, harmony, and rhythm inherent to this cultural heritage. By collaborating with their peers in an ensemble setting, students not only refine their instrumental skills but also develop essential teamwork and communication abilities. Moreover, the experience fosters a broader appreciation for global musical diversity and the rich tapestry of musical expressions found across different cultures.

By the third term, students further refine their skills by singing in canon and round, which teaches them the complexities of timing and harmony in a group setting. Additionally, they engage with West African call and response and polyrhythmic techniques, which introduces them to different rhythmic patterns and the interactive nature of this singing style. This diverse approach ensures that students develop a well-rounded set of vocal skills and a deep appreciation for various musical traditions. As part of this topic, students embark on the creation of West African drumming compositions within an ensemble setting. Through collaborative effort, they utilise a diverse array of rhythmic and compositional devices to craft cohesive musical pieces. This hands-on experience empowers students to explore the rich rhythmic traditions of West African music while honing their skills in ensemble coordination and communication. By experimenting with various rhythmic patterns, dynamics, and improvisational elements, students not only deepen their understanding of West African musical techniques but also cultivate their creativity and artistic expression.

Year 8

In Year 8, students refine their instrumental and vocal abilities while exploring popular music. Throughout the first term, they explore popular conventions and pop structures. Engaging in a diverse repertoire of pop songs, students develop their vocal ability both individually and as part of a larger ensemble, honing techniques such as melisma, projection, and vocal harmony. Concurrently, students delve into the intricacies of chord structures using a variety of instruments including pianos, keyboards, guitars, and ukuleles. Through solo performances and collaborative efforts within larger groups, students not only develop their musical skills but also foster a sense of camaraderie and artistic expression. This comprehensive approach empowers

students to cultivate confidence, creativity, and a profound appreciation for the universal language of music.

In the second term, students engage in an exploration of sequencing techniques using Digital Audio Workstation (DAW) software to create theme and variations. Canon singing serves as a method for exploring the variation of themes within this context. Additionally, students utilise MIDI keyboards to record and compose their musical ideas instrumentally. Through structured instruction and practical application, students develop proficiency in digital audio production, honing their skills in composition and arrangement within a digital environment.

During the third term, students further develop their skills in composition and arrangement through the utilisation of sequencing software, focusing specifically on the music found in films, television, and video games. Working in pairs, students employ MIDI keyboards alongside digital sound effects to craft original compositions tailored to specific cinematic or interactive contexts. Drawing upon their understanding of musical notation and chords, students employ these tools to create compositions that effectively convey mood, atmosphere, and narrative within their chosen medium. This immersive exploration not only enhances students' technical proficiency in digital music production but also fosters their creativity and critical thinking skills in the realm of multimedia composition.

Year 9

In Year 9, the curriculum shifts towards diverse musical genres and ensemble activities. During the first term, students explore Reggae music collectively as part of a band and individually. Through structured band rehearsals and individual practice sessions, students engage with the distinctive vocal techniques and rhythmic complexities inherent in Reggae music, enhancing their technical proficiency and theoretical understanding of the genre. Additionally, students embark on the creative process of songwriting, applying their vocal skills within various musical contexts. This creative endeavour provides a platform for students to explore the expressive potential of vocals across different musical styles. In ensemble performance, students collaborate on a Reggae music piece, with each member contributing an independent musical part. Instruments such as the drum kit, keyboard/piano, ukulele, guitar, or vocals are employed, allowing students to showcase their individual talents while collectively contributing to the ensemble's cohesive musical expression. This collaborative experience fosters teamwork, artistic development, and a deeper appreciation for ensemble performance within the context of Reggae music.

In the second term, students engage in an exploration of diverse music genres and collaborate as an ensemble to prepare a performance of a selected song. This collaborative endeavour fosters the development of ensemble playing skills and encourages active listening and cooperation among students. Instrumentally, students are provided with opportunities to advance their proficiency as instrumentalists by studying various chord types and intricate rhythmic patterns. Additionally, students delve into a comprehensive exploration of vocal skills and techniques, including projection, melisma, falsetto, and intercostal diaphragmatic breathing. Through structured vocal exercises and practical application, students refine their vocal abilities, acquiring greater control, range, and expressiveness.

In the final term, students engage in songwriting activities, where they develop original lyrics. This process allows students to integrate and showcase the vocal and instrumental skills they have acquired throughout the year.

Year 10 & Year 11

In Years 10 and 11, students undertake the Pearson BTEC Level 1/2 Tech Award in Music Practice, a vocational qualification designed to equip students with practical skills in music performance. This course offers students extensive opportunities to develop their abilities both as solo performers and ensemble musicians. Throughout the course, students explore a diverse range of musical genres and styles, gaining insight into the conventions, as well as the melodic and rhythmic characteristics, inherent to each style.

Additionally, students benefit from dedicated time and structured guidance to enhance their instrumental proficiency on a chosen song, as outlined by the exam board's specific brief. This focused approach allows students to engage in thorough practice and rehearsal, facilitating their musical growth and readiness for assessment.

Time allocated

At Poltair School we follow a two-week timetable with 75-minute lessons, and so the time allocated for each subject is **per fortnight**.

Year 7	Year 8	Year 9	Year 10	Year 11
1 x 75 minutes	1 x 75 minutes	1 x 75 minutes	4 x 75 minutes	4 x 75 minutes

Special Educational Needs & Disabilities

At Poltair School, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes. The [Subject Specific Adaptive Teaching Strategies](#) document outlines potential barriers that students with special educational needs and disabilities may encounter in music lessons, along with specific strategies to overcome these barriers.

Links to Local Music Hub

Poltair School collaborates closely with ASONE Music Hub (formerly Cornwall Music Education Hub). ASONE Hub provides cost-effective instrument rental for whole-class use and facilitates the engagement of instrument teachers to deliver programmes to classes, fostering whole-class ensemble participation. In the past, we have utilised these resources in diverse capacities, such as through West African percussion, brass, and strings. A link to Hub website can be found here: asoneperform.com

Music Qualifications

Poltair School offers students the opportunity to pursue the vocational Pearson BTEC Level 1/2 Tech Award in Music Practice during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with

peripatetic teachers, should they choose to engage in this opportunity. A link to Poltair School's KS4 curriculum can be found here: poltairschool.co.uk/curriculum

Part B: Co-curricular Music

This section addresses the opportunity pupils at Poltair School have to sing and play music outside of lesson time. Within Poltair students have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental groups, as well as co-curricular clubs that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups & Clubs

Poltair School offer a range of instrumental and vocal groups as well as clubs that are offered free of charge which are open to all students across all year groups. Rehearsals and clubs take place in specialist music areas such as the music department, the peripatetic instrumental rooms, or the main hall where appropriate.

- **The Howlers**
The Howlers is a school-wide singing group open to students from all year groups. The repertoire includes songs specifically chosen to accommodate multiple-part harmonies, providing a rich and layered vocal experience. Additionally, the group offers numerous opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making.
- **Poltair Orchestra**
Poltair Orchestra is an ensemble that integrates traditional orchestral instruments with rock and pop instruments. Students perform using written notation, tablature, or chords, preparing for performances at various school and community events. This diverse group provides a platform for students to develop their musical skills in a collaborative setting, blending different musical styles and techniques. This group is open to auditions from all year groups.
- **Rock Bands**
Students have the opportunity to form their own bands with peers, supported by dedicated teacher guidance. Practice room space is made available to facilitate the development of their ensemble, instrumental, and vocal skills. This structured environment encourages students to refine their musical abilities and collaborate effectively, preparing them for performances and further musical pursuits. This group is open to all year groups.
- **Instrument Club & Band Club**
Instrument Club and Band Club are open to students from all year groups, providing an opportunity to learn how to play an instrument. Both opportunities allow for students who wish to use the instruments in a low-risk environment, but the opportunity for students to follow a structured grading system analogous to standard graded music examinations is available as well. Students receive support from a specialist teacher as well as guidance from music student lead learners, ensuring a comprehensive learning experience that promotes skill development and musical proficiency.

Peripatetic Offer

Poltair School offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one basis. Through our peripatetic teachers, students also have the opportunity to work towards completing music graded examinations.

Instrument Choices

- **Piano and Keyboard:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin, viola, cello, and double bass lessons emphasise technique, musicality, and ensemble playing.
- **Brass:** Trumpet, trombone, and tenor horn instruction focuses on embouchure, breath control, and ensemble playing.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

We hope to offer woodwind in the near future; this is a key part of our development plan.

Charging and Remissions Information

Poltair School charges a nominal fee for peripatetic music lessons to cover the costs of hiring specialist instructors. However, the school is committed to ensuring that all students are able to access this offer, and potential remissions are available on a case-by-case basis. The following fee structure and remissions are in place:

- **Standard Lessons:** The charge for individual 15-minute lessons is £7.50 per session – these are paid up front per term at £75.
- **Extended Lessons:** The charge for individual 30-minute lessons is £10.50 per session – these are paid up front per term at £150.

Subsidised Lessons: Students that are interested in lessons but require some financial support to access these are offered 15-minute lessons at a reduced rate decided on a case-by-case basis. For students that access free-school meals, or those in care, music tuition is offered at a subsidised rate. Parents or carers can apply for this support through the school's finance department.

Instrument Hire: Instruments can be hired through ASONE Music Hub. Information about these fees can be found [here](#).

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete a digital enrolment form found on the school's website. Information, as well as terms and conditions, can be found on the school website found [here](#).

Peripatetic lessons at Poltair School are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students receive

high-quality instruction tailored to their individual needs, ensuring that every child has the opportunity to develop their musical abilities to the fullest.

Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events.

Within the academic year there are several additional musical opportunities that take place.

- **Singing as part of Rewards Assemblies**
 - Students across all year groups are encouraged to participate in singing during Reward Assemblies through the Howlers. This platform allows them to showcase their talents and share the pieces they have rehearsed within The Howlers singing group. It is an opportunity for students to gain confidence performing whilst celebrating their achievements in a supportive environment.
- **Winter Concert**
 - Poltair School's annual Winter Concert offers students the chance to perform before a public audience. This prestigious event includes auditions for both ensemble and solo acts, ensuring a high standard of performances. Selected instrumental groups and soloists are invited to present their work, providing them with valuable performance experience. The Winter Concert is a highlight of the school's cultural calendar, fostering a sense of community and pride among students, staff, and attendees.
- **Summer Concert (Summer Festival)**
 - During the Summer Festival, students are invited to make musical contributions, performing pieces they have been diligently practicing throughout the year. This event features a variety of ensemble and solo acts, allowing students to demonstrate their musical progress and creativity alongside the community. The festival atmosphere encourages participation and celebrates the diverse musical talents within the school.
- **Trips to Musicals and Performances**
 - Poltair School offers students the chance to attend live musicals and music performances spanning a range of genres. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips range from free to a small fee – students that come from low-income families are offered subsidised or free tickets on a case-by-case basis.
- **International Trips**
 - Poltair School organises international arts and cultural trips, providing students with the opportunity to experience the musical, artistic, and theatrical offerings of different countries. These trips are designed to broaden students' cultural perspectives and deepen their understanding of global arts traditions. By immersing themselves in diverse cultural environments, students gain invaluable insights and

inspiration that enrich their artistic education and personal growth. These trips are charged, and students that come from low-income families are offered subsidies on a case-by-case basis.

Part D: In the Future

Poltair School has a forward-thinking vision for enhancing music education across the curriculum and co-curricular offerings. Over the next few years, we aim to develop and expand musical opportunities for all students, ensuring that music remains a central pillar of the school's creative learning environment. The following outlines our detailed plans for curriculum music, co-curricular activities, and broader musical experiences.

Curriculum Music Development

- **Introduction of New Instruments**
 - To broaden the musical experience for students, Poltair School plans to gradually introduce new instruments into the classroom setting. Starting in 2025 with Year 7, we will introduce a broader selection of woodwind instruments, including the clarinet and flute, along with additional string instruments like the viola and cello. These will enhance the current offering of guitars, ukuleles, bass guitars, piano/keyboards, and various percussion, providing students with a wider variety of instruments to explore. This initiative will also promote engagement with more traditionally Western classical instruments, encouraging students to broaden their musical experiences.
 - By diversifying the instruments on offer, we aim to develop students' understanding of different timbres and instrumental techniques, while enriching ensemble work in class. These new instruments will also support differentiated learning strategies, providing options for students to specialise based on their interests and strengths.
 - As part of this phased rollout, we will introduce foundational instrument care and maintenance lessons into the curriculum in Year 7. By teaching students how to care for and properly handle instruments, we encourage a sense of responsibility and commitment to their musical development. Instrument-specific workshops and masterclasses will be incorporated into the curriculum, with local professionals and peripatetic staff providing targeted guidance and demonstrations across all disciplines.
- **Strengthening Music Technology**
 - A key development in the music curriculum will be the expanded use of Digital Audio Workstations (DAWs) across Key Stages 3 and 4. This will build on the school's existing commitment to fostering 21st-century skills, such as digital literacy and creativity.
 - We plan to introduce more structured lessons on music technology, focusing on the use of DAWs for recording, sequencing, and producing music. Students will be taught to create multi-layered compositions using MIDI instruments, sound sampling, and digital effects, giving them insight into the music production industry. This will culminate in projects where students create original soundtracks for short films or animations,

integrating music with other creative disciplines like Creative Media and Drama.

- Starting in 2026, we hope to partner with our local music hub to offer masterclasses in sound engineering and production techniques. This will allow students to gain hands-on experience with professional-level software and equipment, helping them develop practical skills that are highly valued in today's music industry.
- **Incorporation of Global Music Traditions**
 - Building on our current curriculum, which explores music from various cultures (e.g., Japanese and West African music in Year 7), we plan to deepen students' engagement with global musical traditions. From 2025, we will expand our cultural music units to include more in-depth studies of The Blues music, folk traditions, and Indian rhythms.
 - These studies will not only focus on the music itself but also incorporate historical and cultural contexts, allowing students to develop a well-rounded understanding of the music's place in global culture. We plan to invite guest musicians specialising in these genres to give live demonstrations, providing students with first-hand exposure to instruments and techniques that may be unfamiliar to them.

Co-curricular Music Development

- **Expanded Ensemble Opportunities:**
 - As part of our long-term co-curricular development, we will introduce a wider range of school ensembles. In addition to the existing Poltair Orchestra and rock bands, we hope that introducing more woodwind into the curriculum that we will be able to launch a jazz band and, perhaps, a wind ensemble in 2025/2026. These groups will offer students a chance to explore different musical genres, such as jazz, swing, and classical wind music.
 - The jazz band will focus on improvisation, swing rhythms, and jazz harmony, helping students to build confidence in solo performances and ensemble playing.
 - The wind ensemble will cater to students playing woodwind and brass instruments, giving them a platform to perform more traditional and contemporary wind band repertoire. This ensemble will work towards performing at local music festivals and competitions, allowing students to gain valuable experience in a formal performance setting. This will also build upon the local brass tradition that runs through our local communities.
 - By offering these additional ensembles, we aim to foster a sense of musical community within the school, encouraging students to pursue ensemble playing as a key component of their musical development.
 - By offering these additional ensembles, we aim to foster a sense of musical community within the school, encouraging students to pursue ensemble playing as a key component of their musical development.
- **School Choir and Vocal Groups**
 - We are committed to expanding our vocal provision, with "The Howlers" school choir taking on a more prominent role in school life. From 2025, there will be an emphasis on preparing for termly performances and public concerts.

- To broaden the choir's repertoire, we will introduce workshops in different vocal styles, including musical theatre, and contemporary a cappella. We hope to work with peripatetic teachers and visiting vocal coaches, helping students to develop skills such as breath control, vocal blending, and stage presence. By offering students the opportunity to explore diverse vocal techniques, we aim to cultivate a choir that is versatile and dynamic, with the ability to perform a wide range of music genres.
- In addition to "The Howlers," we will create smaller vocal ensembles, such as a contemporary a cappella group. These ensembles will provide focused opportunities for students interested in more specialised vocal performance.

Musical Experiences and Performances

- **Termly School Performances:**

- Starting in 2025, Poltair School will introduce a series of termly school performances, each designed to offer students multiple opportunities to showcase their musical talents across a variety of formats and settings:
 - **Winter Concert**
 - The Winter Concert will be a grand, formal event held in the main hall, featuring the full range of musical ensembles, including the school orchestra, choir, rock bands, and soloists. This will be the highlight of the school's musical calendar, offering students the opportunity to perform in a high-production setting with professional lighting and sound. Auditions will ensure a high standard of performances, and the event will be open to the entire school community. The Winter Concert will showcase the culmination of term-long preparations, providing an impressive platform for the students' hard work and musical progress.
 - **School Production**
 - We will stage an annual School Production, incorporating both musical and theatrical elements. This will be a large-scale collaboration between the music, drama, and Creative Learning faculty, providing students with the chance to perform in a fully staged musical or play with a significant musical component. Students will not only contribute as performers but also have the opportunity to engage in backstage roles such as set design, sound engineering, and costume production. The School Production will help students develop a wider range of skills, including acting, singing, and ensemble coordination, all while contributing to a collaborative, creative effort.
 - **Summer Event**
 - The Summer Concert will be a lively, collaborative event involving students from Poltair and other schools within the Trust. Taking place in an outdoor or large venue, this festival-style concert will celebrate the end of the school

year with performances that span a variety of musical genres, including classical, jazz, pop, and rock. Joint performances from combined school ensembles, choirs, and bands will highlight musical diversity and foster a sense of community across the schools. The Summer Concert will provide students with the chance to collaborate with peers from other schools, broadening their musical and social experiences.

- Through these termly performances, we aim to offer a range of high-quality musical opportunities, ensuring students have regular platforms to demonstrate their growth, creativity, and collaboration across multiple disciplines.
- **Exposure to Live Professional Musicians**
 - As part of our commitment to providing students with enriching musical experiences, we plan to organise more frequent trips to live performances. Starting in 2025, we will ensure that every student has the opportunity to attend at least one live professional concert or musical performance per year.
 - These trips will include visits to symphony orchestra performances, West End musicals, jazz festivals, and contemporary music concerts, covering a wide range of genres. For students interested in specific areas of music, such as production or composition, we will also arrange behind-the-scenes tours and Q&A sessions with professional musicians, composers, and sound engineers.
 - To support students from low-income families, we will continue to offer subsidies, ensuring that all students can participate in these enriching cultural experiences.
- **International Arts Trips**
 - From September 2024, Poltair School will merge its existing international Art trip with a additional focus on music, creating a combined International Creative Learning Trip. This annual trip will offer students the opportunity to experience both visual and performing arts in some of the most culturally significant locations around the world.
 - The trip will include visits to world-renowned venues to watch live musical performances, such as symphony orchestras, opera, and contemporary concerts, providing students with first-hand exposure to high-calibre musical artistry. Students will have the chance to explore globally significant concert halls, opera houses, and theatres, immersing themselves in performances that represent the pinnacle of musical achievement.
 - In addition to the musical experiences, students will continue to engage with visual arts by visiting famous galleries, museums, and exhibitions, making this trip a comprehensive exploration of global culture and creativity. Through guided tours and expert-led workshops, students will gain insights into the historical, cultural, and technical aspects of both music and visual arts.
 - This combined trip will not only deepen students' appreciation for the arts but also inspire them by showing how music and art intersect to shape cultures across the world. By experiencing live performances in prestigious venues and exploring iconic art spaces, students will expand

their cultural horizons, enhancing both their artistic and musical education.

- o For students involved in music, this trip will offer a unique opportunity to see professional musicians and ensembles perform at the highest level, inspiring them to refine their own musical practices.
- o Through these termly performances, we aim to provide regular opportunities for students to build confidence, develop their stage presence, and share their musical progress with the wider school and trust communities.

These plans are aimed at ensuring that every student at Poltair School has access to high-quality music education, with opportunities to develop their musical talents both inside and outside of the classroom. Through a combination of curriculum innovations, expanded co-curricular options, and enriching musical experiences, we aim to create a vibrant and inclusive musical culture that benefits all students.