

# Music development plan summary: Madani Girls School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	18 <sup>th</sup> September 2024
Date this summary will be reviewed	18 <sup>th</sup> September 2025
Name of the school music lead	Ismail Abdullatif
Name of school leadership team member with responsibility for music (if different)	Abdul Azeez
Name of local music hub	Leicestershire Music Hub

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.

Music connects us all, bringing different communities and cultures together through the shared endeavour to understand each other. In our school we are committed to continuously developing our Music Curriculum and enhancing ensemble playing, experimenting with the creative process of making music, thus strengthening the shared bonds between our school community.

As we develop our Music Curriculum, we intend to implement the opportunity for whole school singing, bringing our school community closer together and develop their love for Music further.

We currently have an established Music Curriculum that meets the National Curriculum for Music. This curriculum is taught to all of our students as they progress through Key Stage 3. This is especially key for our students who are disabled and have special educational needs (SEND). Alongside the offer available from the Music Curriculum, extra-curricular opportunities are open to students, for example, Nasheed club is delivered by an LSA who is best placed to support SEND students enrich their

knowledge and skill in the subject area. This year we intend to further increase access to Music for students with SEND.

We will do this by:

- Initiating collaborative projects and ensemble work where students of all abilities can participate in creating and performing music through playing, instruments, singing and through the use of technology.
- Offering opportunities for extracurricular activities allowing for additional practice time and social interaction with music
- Partnering with external music services through community engagement; including inviting local musicians to host inclusive music sessions, exposing students to professional music making and widening their opportunities

Our school Music Curriculum is informed by elements within the Model Music Curriculum which provides guidance on Music Curriculum planning for Key Stage 3. This enables students to build upon their knowledge of Music gained during their Primary School years throughout Key Stage 1 and 2.

In Music lessons taught at the school, students are given opportunities to partake in group performances thus enhancing confidence, skill and celebration of Music.

Our Music Curriculum is covered in four key sections listed below:

- Singing
- Listening
- Composing
- Performing

### **Singing**

At our school, students regularly engage in singing and performing from an extended repertoire, developing a strong sense of ensemble and performance. They are encouraged to observe phrasing, pitch accurately, and incorporate dynamic contrasts into their singing. Additionally, we provide opportunities for students to sing in three- and four-part rounds, adjusting the music to meet the varying needs of the class. To further cultivate their performance skills, we create many platforms for students to showcase their talents, whether through live performances for an audience and community events.

### **Listening**

At our school, students are given the opportunity to listen to a range of titles, both famous and those related to a wide range of cultures represented by our students

celebrating Music from around the world. In listening, students are taught how to distinguish tone, texture, rhythm, pitch, harmony and dynamics. It also provides opportunities for discussions through Oracy, learn about the history of respective titles and the opportunity to provide their reactions to the music.

### **Composition**

Students are supported to explore music through improvisation and find their own compositional voice towards the later stages of Key Stage 3. Opportunities to practice enable students to enhance their musical memory as a valuable skill in recalling melodic shapes, harmonic sequences, rhythmic patterns and sections of their own compositions. A key element of this is relation to how students find their own preferred melodic style when performing, this is also evident in the links to our school's ethos, for example, when students recite a supplication at the start and end of every curricular lesson in harmony.

### **Performing**

Instrumental performance is an area of diversity where students are able to celebrate and learn about a range of cultures from their peers. Students focus on their proficiency in an instrument; this opens a route to musical success. Students are given ample opportunity to use instruments as well as their voices to perform solo and part of ensembles enhancing confidence and enabling opportunities for practice resulting in enhanced skill.

## **Part B: Extra-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 our music curriculum.

Outside of lesson time students are supported by our Director of Ethos and other members of staff to use their voices in solo vocal performances as well as ensembles. A good example of this is before assemblies where students perform in front of the rest of their Houses. A large proportion of students join external evening classes where they learn how to recite the Qur'an in a melodious way, there is also provision for this on site outside of school hours.

Students are able to take advantage of extra-curricular activities including Nasheed club. In Nasheed club, students gain music knowledge and skills through a combination of structured learning, practical experience, and collaboration. They are introduced to the fundamentals of vocal techniques, rhythm, and melody, often focusing on Islamic themes and traditional vocal arrangements. Through regular

practice, they learn breath control, pitch modulation, and the ability to harmonise in a group setting. The club environment fosters teamwork and creativity, as students collaborate to arrange and perform Nasheed's. Teachers or experienced peers may provide guidance on lyrical composition, cultural context, and performance etiquette, enhancing their understanding of music theory and Islamic musical traditions.

## Part C: Musical Events and Performances

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.

At our school, music plays an integral role in both enhancing the student experience and reinforcing our Islamic ethos. One of the key moments where music is incorporated into school life is during the assemblies. Before each assembly begins, students come together to recite Qur'an and Nasheed's. These Nasheed's are carefully selected to focus on themes like gratitude, compassion, and unity. Reciting together not only brings a sense of harmony and spirituality to the school community but also fosters a sense of teamwork reminding students of their shared identity and purpose. This collective experience creates an uplifting atmosphere that sets a reflective and reverent tone for the rest of the assembly.

During major festivals such as Eid celebrations, students and staff alike are invited to perform in front of the school community. These events serve as a platform for showcasing the talents of both groups, often blending traditional Islamic songs with modern interpretations. Students, having practiced and refined their vocal skills in clubs or during music lessons, perform Nasheed's that emphasise the beauty of Islamic values and teachings. Staff performances are equally cherished, as they offer an opportunity for students to see their teachers modelling the same love for Islamic musical traditions that they are encouraged to develop. This shared musical experience during festivals is an embodiment of our school's dedication to nurturing a strong, faith-based community, where every individual can contribute to the spiritual well-being of others.

Throughout the year, the school organises performances during special events or for external visitors, where students are given the opportunity to display their growing skills in Nasheed's, poetry recitations, or even Quranic recitations with melodic inflection. These performances are designed to help students understand that music, when aligned with Islamic principles, can be a powerful tool for expressing faith, gratitude, and joy. For example, during an inter-school competition or charity event, students might perform a Nasheed centred on themes of charity or kindness, linking their performance to a higher moral purpose in line with Islamic teachings. These

opportunities not only build students' confidence but also encourage them to explore their creative abilities while adhering to the school's values.

By incorporating these musical events into the school calendar, we reinforce the message that music and performance are a way to elevate the soul, connect with others, and express devotion to our Lord. The shared experiences of singing, listening, and performing help to strengthen the bond between students, staff, and the wider community, nurturing an environment where Islamic values are lived and celebrated through every voice and every note.

## In the future

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

Over the coming year, our school is committed to expanding and enhancing our music offerings to students focusing on inclusivity, creativity, and community engagement. One key initiative we are working on is the introduction of collaborative projects and ensemble work, designed to allow students of all abilities to participate in the creation and performance of music. Whether through singing, playing instruments, or leveraging music technology, these projects aim to foster a spirit of teamwork and shared accomplishment. By creating an inclusive environment, we ensure that every student, regardless of their skill level, can contribute meaningfully to a group performance. This approach resonates with Islamic values such as unity and mutual support, as students learn to work together towards a common goal, appreciating the diverse talents within their group.

In addition, we are broadening the scope of extra-curricular music activities to provide students with more opportunities for practice, exploration, and social interaction outside of the regular curriculum. Through dedicated clubs and after-school sessions, students will have extra time to refine their skills, experiment with different musical forms, and collaborate with peers who share their interests. These extracurricular spaces not only provide students with valuable practice time but also strengthen the bonds between students, offering a communal environment that is reflective of Islamic principles. Moreover, through Nasheed clubs and similar offerings, we aim to encourage students to engage with music that aligns with our Islamic ethos, emphasising lyrical content and themes that promote values such as humility, gratitude, and respect.

A significant aspect of our development plan includes building partnerships with external music services and engaging more deeply with the local community. We are working to invite local musicians to host inclusive music sessions at our school, which

will expose students to professional music-making and broaden their understanding of the art form. This external collaboration will give our students the opportunity to witness first-hand how music can be both a form of expression and a career. These partnerships also aim to bring in diverse musical influences that can inspire students to explore different styles and techniques, all within the framework of Islamic principles. By engaging with the wider community, we hope to show students how their musical talents can contribute to and enrich both the school and the local community, fostering a sense of responsibility and cultural connection.

Through these initiatives, we are not just enhancing the technical aspects of music education, but we are also embedding deeper values of collaboration, community, and ethical creativity into the musical experiences of our students. Over the next year, we will continue to refine these approaches to ensure that our music program not only nurtures talent but also reflects the core teachings of our Islamic ethos.