



NAENAE COLLEGE

Music - Department Report 2023/2024

Section One - Executive Summary

Department Vision and Goals for 2024 as related to the Strategic Goals: Mana Tangata strand 3.1, 3.2, 3.4, 3.6

<u>Strategic Goals</u>	Music Department Vision and Goals
<p><u>Mana tangata Strands: (Cultural, wellness and attendance, engagement, literacy and numeracy)</u></p> <p>3.1 The curriculum will be designed to maximise engagement and provide successful pathways for all students. This includes Māori being able to achieve success as Māori.</p> <p>3.2 Literacy and numeracy skills will be strengthened across the curriculum in the junior school.</p> <p>3.4 Akonga NCEA achievement at graduation will match national norms. At risk groups will be targeted for intervention support programmes.</p> <p>3.6 Excellence will be promoted and celebrated at every level in the school.</p>	<ul style="list-style-type: none"> ● Refine junior curriculum with new units of work incorporating Te ao Māori and Taonga puoro ● Provide music pathway options by mentorship programmes ● Less standards offered to foster excellence - Y12 and y13 students will choose either Performance or Composition as their main focus of study. ● Literacy skills are embedded purposefully in music classes through reading and writing activities such as, Practise journals for students to write notes from ITM lessons, Keeping a production log for their music composition, using Music vocabulary, writing up performance reviews, Research essays and Lyric writing. ● Numeracy skills are directly linked to Music theory and students will apply numeracy skills to understand chords, scales, note values, time signatures and rhythm. ● Students who achieve excellence in performance will be celebrated by performing in the “Whanau and friends concert” in Term 3.

Highlight and concerns for the 2023 academic year

- Rockband placed 11th in the country for Rockquest
- TWT Choir won an adjudicator's award for 'Performance with heart' and were invited to go on a tour with leading choirs - A big accomplishment for a beginner choir
- Quality Group Performances
- Increase in student numbers

Staffing

- There is a need for an Arts Events Coordinator - for Music students to experience and participate in music events in and out of school
- We need a sound technician for all events such as annual concerts x2, prize giving x2, and guest performances.
- Due to significant growth of students wanting to learn instruments, we are in shortage of ITM. Several teachers are helping out as volunteers, however not sustainable long term.
- Classroom teacher needed to cover maternity leave. Y10 Music class was cancelled this semester due to this.

Te Whanau Tahi- An explanation of how you show/live our special character in the Music Department

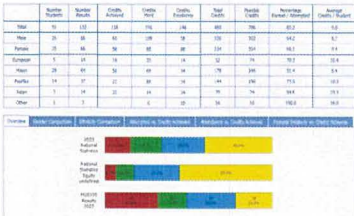
- We foster Manaakitanga and Pumanawatanga in our spaces by teacher modelling. Students enjoy coming to our space, as the teaching staff are friendly and welcoming to those who come to our lessons or to practise for their assessment.
- Students book practise rooms and equipment during lunchtime and interval everyday and we are always there to support.
- TWT values are a focus in our classrooms with students.
- Our music classes involve extensive group work, playing music as part of a group. Ensembles are a perfect way to build whanaungatanga and kotahitanga.

Section Two - Results Analysis for Years 11 – 13

The numerical data which forms part of the analysis can be presented any way you want with information gathered either from KAMAR or NZQA but must clearly show the following:

1. Total credits offered per course and number of internal/external credits
2. Number of students participating in course
3. Any students achieving Merit/Excellence grades per standard
4. Maori and Pasifika breakdown of achievement

2023 Senior Music Classes	2024 Senior Music Classes	Overall Outcomes	Areas of Improvement/Recommendations	Graph/Data 2023	Improvements made for 2024 Literacy/Numeracy
<p>L3 Music</p> <ul style="list-style-type: none"> 9 students 	<p>L3 Music</p> <ul style="list-style-type: none"> 26 students 	<ul style="list-style-type: none"> Increased enrollment in L3 Music. Students who are on the class list but are barely in class affect the data 	<ul style="list-style-type: none"> One on one teacher help needed for Literacy improvement, however large class size makes this difficult 		<ul style="list-style-type: none"> Introduction of Production logs and practise journals to improve literacy.
<p>L2 Music (2 classes)</p> <ul style="list-style-type: none"> 37 students 	<p>L2 Music (2 classes)</p> <ul style="list-style-type: none"> 35 students 	<ul style="list-style-type: none"> L2 students generally gained confidence in music. Notable excellences: <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>	<ul style="list-style-type: none"> Use flipped classroom resource for L2 to prep for external exam 		<ul style="list-style-type: none"> Guided sentences to scaffold literacy

<p>L1 Music (2 classes)</p> <ul style="list-style-type: none"> 44 Students 	<p>L1 Music (2 classes)</p> <ul style="list-style-type: none"> 51 students 	<ul style="list-style-type: none"> Significant growth in quality of performance: One on one ITM lessons proven to be essential for achieving performance standards 	<ul style="list-style-type: none"> Use flipped classroom resource for L3 to prep for external exam More ITM hours for instrument skill to meet NCEA L1 to meet the requirements: L1 students should be in their 3rd yr of private tuition 	 <table border="1"> <thead> <tr> <th>Student Number</th> <th>Number Marks</th> <th>Class Award</th> <th>Topic Area</th> <th>Quality Evidence</th> <th>Total Marks</th> <th>Weighted Marks</th> <th>Percentage Exam/Portfolio</th> <th>Average Quality Evid</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>221</td> <td>28</td> <td>7%</td> <td>216</td> <td>488</td> <td>286</td> <td>58.7</td> <td>5.2</td> </tr> <tr> <td>10</td> <td>80</td> <td>80</td> <td>100%</td> <td>78</td> <td>150</td> <td>150</td> <td>100%</td> <td>5.2</td> </tr> <tr> <td>10</td> <td>45</td> <td>30</td> <td>67%</td> <td>38</td> <td>131</td> <td>81</td> <td>61.1</td> <td>4.4</td> </tr> <tr> <td>11</td> <td>17</td> <td>16</td> <td>94%</td> <td>15</td> <td>32</td> <td>29</td> <td>90.7</td> <td>5.4</td> </tr> <tr> <td>10</td> <td>40</td> <td>30</td> <td>75%</td> <td>34</td> <td>70</td> <td>50</td> <td>71.4</td> <td>5.1</td> </tr> <tr> <td>11</td> <td>14</td> <td>12</td> <td>86%</td> <td>14</td> <td>28</td> <td>24</td> <td>85.7</td> <td>5.3</td> </tr> <tr> <td>11</td> <td>14</td> <td>12</td> <td>86%</td> <td>14</td> <td>28</td> <td>24</td> <td>85.7</td> <td>5.3</td> </tr> <tr> <td>11</td> <td>1</td> <td>1</td> <td>100%</td> <td>1</td> <td>2</td> <td>2</td> <td>100%</td> <td>5.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Category</th> <th>High</th> <th>Medium</th> <th>Low</th> <th>Very Low</th> </tr> </thead> <tbody> <tr> <td>L1 Music</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>L1 Music (2 classes)</td> <td>100%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table>	Student Number	Number Marks	Class Award	Topic Area	Quality Evidence	Total Marks	Weighted Marks	Percentage Exam/Portfolio	Average Quality Evid	10	221	28	7%	216	488	286	58.7	5.2	10	80	80	100%	78	150	150	100%	5.2	10	45	30	67%	38	131	81	61.1	4.4	11	17	16	94%	15	32	29	90.7	5.4	10	40	30	75%	34	70	50	71.4	5.1	11	14	12	86%	14	28	24	85.7	5.3	11	14	12	86%	14	28	24	85.7	5.3	11	1	1	100%	1	2	2	100%	5.4	Category	High	Medium	Low	Very Low	L1 Music	100%	0%	0%	0%	L1 Music (2 classes)	100%	0%	0%	0%	<ul style="list-style-type: none"> Production logs and practise journals.
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Section Three - Analysis of Year 9 and 10 Courses

Please give a general overview of these courses which should include a reflection on highlights and areas for improvement in 2024

2023 Junior Classes	2024 Junior Classes	Overall Outcomes	Areas of Improvement/Recommendations	Improvements made for 2024 Literacy/Numeracy
<p>9Mus 82 students</p>	<p>9Mus 68 students</p>	<ul style="list-style-type: none"> Students gained skills in: Composition, Instrument skill, Performance and music theory Junior Workbooks well utilised for our classes, esp. when classes share instruments, computers and spaces. Student feedback was positive with a high level of engagement. 	<ul style="list-style-type: none"> Additional ITM hours for instrument skill development Refine junior curriculum with new units of work incorporating Te ao Māori and Taonga puoro 	<ul style="list-style-type: none"> Research assignment posters on walls Music Vocabulary on walls Music symbols, circle of 5th posters to help visual learners Continued scaffolding in the classroom on Research assignment
<p>10Mus 74 students</p>	<p>10Mus 74 students</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<ul style="list-style-type: none"> High retention into Year 11 Improved results in Theory 	<ul style="list-style-type: none"> Staffing to cover for maternity leave Additional ITM hours needed for instrument skill development to prepare for Level 1 	<ul style="list-style-type: none"> Research assignment posters on walls Music Vocabulary on walls Music symbols, circle of 5th posters to help visual learners Continued scaffolding in the classroom on Research assignment Continued teaching of music theory directly linking to numeracy skills