

# Music development plan summary: St Bede's Catholic Voluntary Academy

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Mrs N Beuzelin
Name of school leadership team member with responsibility for music (if different)	Mrs J Jackson
Name of local music hub	<a href="#">North Lincolnshire Music Service</a>
Name of other music education organisation(s) (if partnership in place)	

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 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 also available on the St Bede's School website.

At St Bede's, the music curriculum has its foundations based on the National Curriculum with a core focus on the musical element integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting. Those core threads of the music elements are weaved throughout student's curriculum and are intertwined through a range of topics and encompassing the three strands of appraising, performing and composing. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

## Curriculum Overview

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Year 7</b>	<b>The Elements of Music</b>  Introductory unit to the Elements of Music.	<b>Singing</b>  A study of the voice and singing through practical workshop-style learning.	<b>Sounds of West Africa</b>  An insight into the Music of West Africa and looking at the musical elements applied to percussion	<b>Every Breath You Take</b>  Students begin with learning basic keyboard skills and move onto using the song 'Every Breath You Take' to apply these skills. With a key focus on hand positioning for technique.		<b>Shanty Time</b>  Students study the folk tradition of Sea Shanties through practical performance and composition skills.
<b>Year 8</b>	<b>Samba</b>  A practical unit based on the Music of Brazil. Students use full samba kits to develop knowledge of this style.	<b>The Voice</b>  A continuation of the unit in Y7 the study of singing and moving onto skills in rap.		<b>The Great Composers</b>  Students learn to play the keyboard and gain knowledge of Haydn, Mozart and Beethoven.		<b>Reggae</b>  Students will study the genre of Reggae through practical performance-based ensemble work.
<b>Year 9</b>	<b>Blues Music</b>  A study of Blues music, Jazz, improvisation, and the Slave Trade	<b>Rock 'n' Roll Christmas</b>  A look into the genre of Rock and Roll and apply these through popular Christmas song 'Run Run Rudolph'.	<b>The Planets</b>  Another of the great composers, Holst, is studied through this unit on programme music with an initial focus on performance and appraising moving onto composition.		<b>Minimalism</b>  Students experience using music software to compose in this 20 <sup>th</sup> Century musical genre.	<b>Covers</b>  Students look at how popular music is composed and perform their own covers of existing popular music.

### **Year 7**

Using body percussion students are given initial exposure to all Elements of Music: Pulse, Rhythm, Texture, Tempo, Timbre, Dynamics, Structure, Instrumentation, Harmony, Tonality & Melody Pitch. We feel starting with Elements of Music is crucial as primary schools have very different ways of delivering KS2 music curriculum and students arrive with different prior experiences of music. The elements of music scheme will enable all students to gain a good basis of understanding on which to build upon and therefore ensuring all students have a firm grounding in the elements of music which interweave all music learning whatever their starting point. This unit is most useful in ascertaining starting points through practical skill and a solid knowledge base. This unit has a focus on Composition, and ensemble Performance.

In the next half term we look at a study of the voice, how it works and how sound is created. Learning about primal sounds, primitive forms of communication. Developing ensemble skills and singing skills. This is delivered early in Y7 when students are still very used to singing from primary school and before the Cambiata range begins. This unit continues the thread of musical elements with a focus on, Texture, Timbre, Dynamics, Structure, Harmony & Melody. Students to create their own versions of existing songs with a Christmas twist. This unit is a Performance & Composition focus.

In the Spring term we begin 'Sounds of West Africa' this unit aims to put the elements onto instruments and into a world context developing cultural capital. Students will develop an understanding of the cultural use of music within a West African context as well as using authentic African instruments and beginning to look at the idea of improvisation. Reiterating use of the core elements lays a solid foundation to be built upon in further topics. The unit interweaves listening & appraising with performance (ensemble & solo (improv)) and composition.

A study of basic keyboard skills follows on from this for two half terms. During the first half there is a focus on keyboard basics, geography of notes, reading from the stave and hand position. During the second half students will learn the melody to 'Every Breath You Take' and in turn apply proper keyboard technique focusing on hand positioning, reading notation, playing with both hands fluently as a soloist. This is the first unit of independent study where learners are assessed alone, after having gained confidence through group work previously. This unit is an Appraising and Performance (solo) focus (NC).

Finally, a culmination and logical end point of Year 7. Students use the skills developed in both singing and keyboard to enable them to access this unit on Sea Shanties. An in-depth study of where Sea Shanties within the wider context of Folk Music. Students will sing, play the keyboard and/or develop ukulele skills, to develop an ensemble performance of a Sea Shanty.

## **Year 8**

The first unit, Samba, directly maps to the beginning of Year 7 to revise all Elements of Music sequentially (as taught in Year 7). Ensuring a swift strong start to the academic year with a complete focus back on the Elements of Music which will again permeate through all musical learning through this academic year. Samba develops cultural capital of all students, studying music from other cultures and traditions including knowledge about carnivals, a wider knowledge of Brazil, Rio De Janeiro and deepens knowledge of African American influences on Music. Students use authentic samba instruments throughout this unit to develop their real-world understanding of this music in context. This unit is a Composition and Performance Focus (ensemble).

A dual unit of work which not only revisits singing (covered in Year 7) and develops the idea of singing in harmony and practice skills but also celebrates cultural capital and diversity within modern music with a focus on Hip-Hop and Rap. This unit builds upon the singing unit by recapping key features taught in Y7 and furthering these in terms of use of the voice within a rap context. This unit is placed here, both as it maps directly onto Y7 scheme and because of boys changing voices. Culturally, RAP is more acceptable for boys than singing, though it develops similar skills. The unit continues the focus on the Elements of Music: Pulse, Rhythm, Dynamics, Tempo, Texture & Timbre. Knowledge base here focuses on the culture behind RAP; gangs (linking to Prevent) as well as the origins of RAP as Rhythmically Applied Poetry. The unit is a Performance and Composition Focus (ensemble).

A study of 'The Great Composers' through brief tour of Western Classical music history. Studying great melodies of Haydn, Mozart, Beethoven and Greig through the learning of appropriate keyboard skills as a soloist. Students will gain knowledge of the great composers through musical history as well as continuing their journey to use proper keyboard technique, with an aim of learning to play with both hands fluently. This also links in with Year 8 Art scheme of work which during the advent term goes through a timeline of Art history, covering the key artistic era's of Renaissance, Baroque, Classical and Romantic. Students at this point will recognise those time periods and this unit will make links with art and music on the features which were popular during each. This is the first unit of independent study in Year 8 where learners are assessed alone, once again, deliberately not at the start of the year so that student confidence has grown through the academic year. Continued study of Elements of Music specifically including staff notation, Harmony & Tonality. This unit is an Appraising and Performance (solo) focus.

The next and final unit of work in year 8 is a round up some of the key skills accumulated over the course of Years 7 and 8. Students will learn to play 'Three Little Birds' and be given a choice of instrument to 'specialise in' for this unit from keyboard, and ukulele and will also be given the choice to multi-instrument using the voice as well. This unit broadens students understanding of world genres as well as furthering their skills on instruments. The focus on musical elements continues to thread through with a particular focus on Harmony, Pulse & Rhythm. This unit is an Appraising and Performance (ensemble) focus.

## **Year 9**

Blues Music is vitally important in forming a broad and balanced curriculum. This unit is rich in social, historical and cross curricular links with history and geography with discussions surrounding black history and the slave trade and an understanding of the continents and the movement of people which form an important part in their understanding of how blues and jazz evolved. Musically, blues underpins an understanding of harmony and tonality, 12 bar blues and key musical skills regarding the building of chords and the use of scales. This unit continues to give students the opportunity to work on their specialist instrument (keyboard, singing, ukulele) incorporating use of the elements throughout. There is also the development of improvisation skills melodically built into this unit. This unit is an Appraising, Performance (ensemble) and Composition Focus.

Following on from this, students will continue working towards mastery of their chosen instrument (keyboard, singing, ukulele). Through a unit with a focus on Rock 'N' Roll. This unit follows historically from Blues and will look at how Blues developed and influenced many different genres moving forwards through the 19th and 20<sup>th</sup> Centuries through the medium of Christmas Songs. Students will continue to develop and understanding of the elements practically and through written means. This unit is an Appraising, Performance (ensemble) focus.

The next unit, 'The Planets' builds upon the prior knowledge of The Great Composers and includes a study of the English 20<sup>th</sup> Century Neo-Classical Composer Gustav Holst. Students study Programme Music as a means of telling a story through something that is non-verbal. Students learn to analyse music aurally in greater depth linking to the Elements of Music studied throughout KS3. This unit also builds on the Keyboard skills learnt in Year 7 and 8. Particularly in the first half term where students develop a performance of Jupiter. The second half term focus' on students creating their own composition using a characteristic of their own choice for Earth. Again, with a key focus on the musical elements to create an atmosphere specifically focused on: Pitch, Melody, Harmony, Tonality, Instrumentation, Timbre and Dynamics in students planning is key. This unit is an Appraising, Performance (solo) and Composition Focus.

Minimalism is the penultimate unit of work in KS3 and aims to give students a final look at music which breaks boundaries in the 20<sup>th</sup> Century. The main focus of this unit is composing but alongside this, students will listen to and perform short pieces in a minimalist style as well. This unit broadens students understanding of Western Classical music as well as the availability and use of music technology using notation software for students who wish to.

As a final unit for KS3 'Covers' begins by exploring 'What Makes a Good Song?' through practical musical investigation of two 'good' songs as case studies: "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra. Pupils explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements. Pupils learn about the importance of Hooks and Riffs, Popular Song Structure and the various difference components/sections within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies and a range of other popular songs. Lead Sheet notation is used throughout the unit and pupils are encouraged to confidently navigate around lead sheets evaluating what musical information is, and is not, included in this form of notation. The unit ends with pupils creating their own musical arrangement of a popular song from a Lead Sheet in their chosen style/genre. This concept of "cover version" is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes. Pupils are encouraged to explore the resources available to them, the musical information included (and not included) on their lead sheet and to manipulate, refine and adapt existing (and include new) musical material to create their final arrangement.

## **Year 10 & 11**

In Years 10 and 11, if music is chosen as an option students undertake the Pearson Edexcel GCSE in Music, a highly accredited qualification designed to equip students with practical skills in music performance, composition and appraising. Students have an in depth study of 8 set works exposing them to a diverse range of music genres and styles as well as looking as continuing to apply the musical elements through their study of each piece and style. Students are encouraged to develop independence and resilience

in practicing their chosen instrument and are supported in choosing and developing pieces which suit their individual capabilities.

### **Time allocated**

At St Bede's we follow a two-week timetable with 60-minute lessons, the time allocated per fortnight is below.

Year 7	Year 8	Year 9	Year 10	Year 11
2 x 60 minutes	2 x 60 minutes	2 x 60 minutes	5 x 60 minutes	5 x 60 minutes

### **Special Educational Needs & Disabilities**

At St Bede's 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. We often find that students inherently enjoy music however, it is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes. Adaptations and strategies are completely individualised as there is no one size fits all.

### **Links to Local Music Hub**

St Bede's collaborates closely with North Lincolnshire Music Hub. The Hub provides free instrumental hire for those having peripatetic lessons and 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.

### **Music Qualifications**

St Bede's 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.

## 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.

### Instrumental and Vocal Groups & Clubs

St Bede's offer a range of instrumental and vocal groups as clubs which are free of charge and open to students either after school or during lunchtime. These take place in specialist classrooms.

- **Year 7 Choir**

Open primarily to year 7 with support from year 9 and 11 during Monday lunchtimes. The repertoire will be lead both by the teacher and students and will include songs specifically chosen to accommodate 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.

- **Year 8 Choir**

Similarly, Year 8 choir is primarily for year 8 with support from year 10 during Thursday lunchtimes.

- **Bede's Belters**

This is a school choir open to all students taking place on a Thursday afterschool and aims to lead in school catholic events.

- **Drama Club**

Open to all students taking place on a Monday afterschool and practices towards musicals at Christmas and summer term.

- **Practice Rooms**

Practice rooms are made available for students to work in for use at breaktimes with priority given to GCSE students.

### Peripatetic Offer

St Bede's offers peripatetic music lessons delivered by specialist instrumental teachers, from the North Lincolnshire Music Service, 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 either a one-to-one or small group basis.

## 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.

## Charging and Remissions Information

St Bede's charges for lessons at cost. Payment for the year is requested in advance and covers the costs of hiring specialist instructors for 35 weeks over the academic year. 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 20-minute lessons is £13.03 per session – these are paid up front per year at £456.
- Small Group Lessons: The charge small group 20-minute lessons is £6.52 per session – these are paid up front per year at £228.
- Pupil Premium Lessons: Students that are interested in lessons but are pupil premium and require some financial support to access these are offered 20-minute lessons at a reduced rate of £8.69 per session - paid up front per year at £304 .
- GCSE Pupil Premium: Students that are interested and choose GCSE music in Year 10 and are pupil premium are offered 20-minute lessons for the 35 weeks of the year free of charge.
- Instrument Hire: Instruments can be hired through North Lincolnshire Music Hub free of charge when receiving lessons.



## Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should contact Mrs Beuzelin to receive a letter from then you should complete a digital enrolment form found on the letter and then payment will be opened on Arbour. Only once payments have been made can the lessons be booked.

Peripatetic lessons 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 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.

Within the academic year there are several additional musical opportunities which take place such as.

### **Singing as part of assemblies**

Students are encouraged to take part in singing during assemblies at various points over the academic year.

### **Musical Showcase's**

Once per term St Bede's Performing Arts department give all students the opportunity to sign up to being part of a small student showcase. These take place in the Music room after school creating a lovely intimate environment for students to showcase their studies, work over the term in music and drama. Staff, parents and friends are encouraged to attend to support the children.

### **Trips to Musicals and Performances**

St Bede's offers students the chance to attend live musicals and music performances of a range of genres at various points over the academic year. These trips are designed to build cultural capital and enrich students life experiences by exposing them to a range of professional performances.

### **Mass**

As an integral part of the Catholic life of the school, all students are invited to take part in weekly Mass as well as end of term within which there are multiple opportunities available for students to sing and play to accompany the act of worship.

## **Part D: In the future**

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

### **Student Showcases and Performance Opportunities**

The Performing Arts Department are currently looking at:

- Increasing the offer of student showcases to once per half term.
- Including more opportunities to sing as part of weekly masses and assemblies.
- Offering the opportunity to take part in bi-annual musical.
- Supporting the wider life of the school and parish.