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

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
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	North Lincolnshire Music Service
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

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Year 7	Singing	The Elements of Music	Sounds of West Africa	Every Breath You Take		Shanty Time

	A study of the voice and singing through practical workshop-style learning.	Introductory unit to the Elements of Music.	An insight into the Music of West Africa and looking at the musical elements applied to percussion	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		Students study the folk tradition of Sea Shanties through practical performance and composition skills.
Year 8	**Samba** A practical unit based on the Music of Brazil. Students use full samba kits to develop knowledge of this style.	**The Voice** A continuation of the unit in Y7 the study of singing and moving onto skills in rap.		**The Great Composers** Students learn to play the keyboard and gain knowledge of Haydn, Mozart and Beethoven.		**Reggae** Students will study the genre of Reggae through practical performance-based ensemble work.
Year 9	**Minimalism** Students experience composing in this 20th Century musical genre.	**Blues Music** A study of Blues music, Jazz, improvisation, and the Slave Trade	**Rock 'n' Roll** A look into the genre of Rock and Roll and apply these.	**Brit Pop** Students listen and perform some iconic bitpop anthems from the likes of the Beatles, Oasis and Coldplay.	**Battle of the Bands** Students look at how popular music is composed and perform their own covers of existing popular music.	

Year 7

We begin the year with 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.

In the next half term, 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 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

We begin year 9 with a returned focus on rhythm initial on the topic of Minimalism. This unit aims to give students a look at music which breaks boundaries in the 20th 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.

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 20th Centuries. Students will continue to develop and understanding of the elements

practically and through written means. This unit is an Appraising, Performance (ensemble) focus.

The penultimate unit, Brit Pop, students will listen to many of the iconic British Artists from the 70s 80s 90s and 00s taking a short tour through the history of Britpop. They will then build on their mastery of keyboard/voice/ukulele, gained in the Blues and RockN Roll units to learn to play some of the core Britpop tunes. This unit is an appraising and Performance unit.

As a final unit for KS3 'Battle of the bands 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 different components/sections 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. Pupils create 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. And then finally will look at applying this knowledge and content to a live performance context to round off the end of the KS3 curriculum.

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 55-minute lessons, the time allocated per fortnight is below.

Year 7	Year 8	Year 9	Year 10: GCSE	Year 11: GCSE

2 x 55 minutes	2 x 55 minutes	2 x 55 minutes	5 x 55 minutes	5 x 55 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, scaffolded 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 Pearson Edexcel GCSE Music at 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.

- **Singing**
  Students are given the opportunity to sing regularly as part of the weekly 'Celebration of the Word' as small groups or soloists.
- **Creative Arts Theatre Club**
  This is open to all students initially on Thursday afterschool, students are able to sing, act, dance and perform in a variety of genres and styles. With an aim to create performances throughout the year.

- **Vibes & Virtues**
  This is a club which is run by the Music Hub where students form bands and are tutored on their chosen instrument through learning songs.
- **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:

- 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.

Group	Timing	Student Cost	Pupil Premium Cost
One-to-one	20 minutes	£461	£307
Two-to-one	20 minutes	£230	£154
Vibes & Virtues	1 hour	£115	£77

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.

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:

- Continue the offer of student showcases to once per term.
- Including more opportunities to sing as part of weekly masses and assemblies.
- Offering the opportunity to take part in bi-annual musical/drama performance.
- Supporting the wider life of the school and parish.
- Investigate ways to rebuild the momentum of singing as a dedicated extra-curricular activity.