

Music development plan summary: Overview

Detail	Information
Academic year that this summary covers	24/25
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Sam Goodway
Name of school leadership team member with responsibility for music (if different)	Zoe Giblin
Name of local music hub	Bristol Beacon
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 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.

Use the table below to provide information on the following:

<p>Music curriculum <i>Details of our curriculum can be found on our website here:</i> https://www.blaisehighschool.co.uk/students/curriculum/curriculum</p>		
<p>Time for music curriculum at our school</p>		
Year Group	Time allocated	Details
7	2 lesson per TT cycle	<p>Big ideas: Melody, Harmony, and Rhythm</p> <p>Students are introduced to note reading and keyboard skills, focusing on mastering three essential pieces from the ABRSM prep test and grade 1 curriculum. These pieces help them</p>

		<p>develop aural skills and a deeper understanding of musical elements. Additionally, they use Kodaly’s solfege system, incorporating hand gestures, to enhance both their singing and aural abilities.</p> <p>Students will explore key theoretical concepts, including melodic devices such as contours, intervals, scales, sequences, and melodic dictation. They will study various chords, including major, minor, augmented, diminished, and dominant 7ths. Additionally, they will learn rhythmic elements like metres (compound and duple), rhythmic notation, and rhythmic dictation.</p> <p>Furthermore, students will be introduced to compositional exercises using their keyboard skills and their ongoing music technological skills (using the digital audio workstation Soundtrap).</p>
8	1 lesson per TT cycle	<p>Big ideas: Melody, Harmony, and Rhythm</p> <p>Students focus on continuing to develop their keyboard skills by focusing on three pieces from the ABRSM grade 1 and 2 syllabus. They will focus on essential technique, such as hand and finger position to best master these pieces and will be introduced to technical exercises.</p>
9	2 lesson per TT cycle	<p>Big ideas: Melody, Harmony, and Rhythm</p> <p>Students will refine their keyboard skills to meet the required level for GCSE, focusing on three pieces from the ABRSM grade 2 and 3 syllabus. Additionally, they will enhance their aural skills in areas such as chords, intervals, rhythmic and melodic dictation, scales, and aural identification to ensure they are well-prepared for the GCSE syllabus.</p>
10	5 lessons per TT cycle	<p>BTEC Music Practice</p> <p>Students focus work around Component 1 and Component 2, building knowledge of a range of genres and styles of music, creating their own products through performance, composition and production.</p> <p>They also become reflective musicians, understanding where they need to improve skills, setting and achieving their own targets, through a range of performance, compositional and production activities.</p>

11	6 lessons per TT cycle + opportunity for and extra period once a fortnight	<p>BTEC Music Practice</p> <p>Students work on Component 3, an externally assessed component, which focuses on building together their skills from both Component 1 and Component 2 by recreating a piece of music into a different style.</p>
P16	1 lesson per TT cycle (Resource Base only)	<p>Students will develop their compositional skills, their instrumental skills (mostly keyboard but will also use guitars, drums, and voice). They will also develop their knowledge of basic musical elements and will encounter a range of recorded musical performances.</p>

Opportunities to sing and play instruments in our music curriculum

Curriculum is focused on building excellence on keyboards. We use pieces from the ABRSM qualifications. Students learn, practice, and perform three pieces at the appropriate ABRSM grade level in order to prepare them for GCSE at KS4.

Singing is taught in a catered 'aural skills' curriculum that complements their learning of music theory and piano skills. The students are introduced to Kodaly's Solfege method in year 7 and use the hand gestures to assist their singing.

Partnerships used within our music curriculum:

Bristol Beacon

Ensemble music in our music curriculum

Students learn their ensemble skills through class participation in playing the keyboard together. The following ensemble skills are taught in this way:

Listening and Coordination: Pianists must listen carefully to other musicians to stay in sync, matching tempo, dynamics, and articulation with the group.

Timing and Rhythm: Playing in an ensemble requires strong rhythmic accuracy and the ability to adjust timing to fit with other instrumentalists or vocalists.

Musical Communication: Pianists learn to communicate musically with their peers, responding to cues from conductors or other ensemble members and contributing to the overall musical expression.

Adaptability: In a group setting, pianists often need to adjust their playing to complement different instruments, balance the ensemble's sound, and fill various musical roles (accompaniment, melody, harmony).

Collaboration and Teamwork: Ensemble playing fosters a sense of teamwork, as success depends on the combined effort of all members. Pianists develop the ability to work cooperatively towards a common musical goal.

Leadership and Support Roles: Pianists may alternate between leading parts, especially when playing

melodies, and supporting roles as accompanists, which teaches versatility and the ability to take on different responsibilities.

Awareness of Musical Texture: Playing in an ensemble helps pianists become more aware of the layers in music, learning how their part fits into the larger texture of harmonies, rhythms, and melodies.

Music qualifications in our music curriculum

BTEC Music Practice Level 2

The BTEC Level 2 Music Practice qualification is structured around three main components:

1. **Exploring Music Products and Styles:** This component introduces students to different musical genres and styles. It covers the key characteristics of various music products (like recordings and live performances), helping students understand the context, structure, and purpose behind them.
2. **Music Skills Development:** Students focus on developing their practical music skills, whether in performance, composition, or production. This involves improving their technical abilities, creativity, and understanding of music theory, alongside regular practice and reflection on their progress.
3. **Responding to a Music Brief:** In this component, students apply their skills to create a piece of music or performance in response to a set brief. This encourages creativity, problem-solving, and the ability to meet specific goals, simulating real-world music industry tasks.

Each component is designed to develop a range of practical and theoretical skills that prepare students for further study or entry-level work in the music industry.

Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time and how pupils can make progress in music beyond the core curriculum.

Use the table below to provide information on the following:

Music Tuition

Individual and group lessons are offered through the Bristol Beacon.

Music Ensembles

On Wednesdays, students may attend Instrumental Club where they are able to learn and/or develop on an instrument. As part of this, students may form ensembles of their choosing and

have a space to practise in. This may include bands, ukulele groups, drumming groups, or choirs.

Students may attend Musical Theatre clubs where they are given the opportunity to sing in an ensemble, sing solo with an ensemble, and sing to a live band.

Independent music opportunities

In the Instrumental Club, students are able to learn a new instrument or develop their existing instrumental skills. Students are able to take peripatetic lessons through the Bristol Beacon.

Opportunities are also given through the Bristol Beacon such as.

Workshops and Masterclasses: Regular sessions with professional musicians and educators to develop skills and techniques.

Young Musician Programs: Programs designed to nurture young talent, including ensemble playing and solo performance opportunities.

Performance Opportunities: Chances to perform in various settings, including concerts and festivals organised by the Beacon.

Education Projects: Collaborations with schools and community groups to provide access to music education and performance experiences.

Youth Ensembles: Participation in local youth orchestras and bands that are often supported or facilitated by the Bristol Beacon.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise.

Musical experiences throughout the year

Winter Showcase in December - This is an event where students and ensembles audition to have a place in an evening concert within school. This concert is a combination of straight music, music theatre, and drama. Students perform live to friends and families of Blaise High School.

GLT choir concert - This concert takes place in a prominent church (usually in the South West) and sees all schools from the Greenshaw Learning Trust come together in song. Each school provides their own number and then the Trust performs a song together. Again, this is open to the friends and families of the Greenshaw Learning Trust.

Summer Production - This event is a combination of many departments across the school (mainly Music, Drama, P.E., and Art). The students rehearse weekly and prepare to present a

musical to the public over the course of two or three nights.

Throughout the year, we offer to take students to public events. This may be a musical or a concert. Furthermore, musicians are invited into school to provide workshops and/or concerts.

How students get involved

Students can participate in school productions in various roles:

1. **Performers:** Acting, singing, or dancing in the production, including lead roles, supporting roles, or ensemble parts.
2. **Stage Crew:** Handling set changes, lighting, sound, and other technical aspects during rehearsals and performances.
3. **Set Design and Construction:** Helping to design and build sets, including painting and assembling scenery.
4. **Costume and Makeup:** Designing, creating, or applying costumes and makeup for the performers.
5. **Props Management:** Organizing and managing props used in the production.
6. **Marketing and Promotion:** Creating posters, programs, and managing social media or other promotional efforts to attract audiences.
7. **Stage Management:** Assisting with the organisation and coordination of rehearsals and performances, ensuring everything runs smoothly.
8. **Choreography and Music Direction:** Helping to plan and teach choreography or music, if applicable.
9. **Directing and Producing:** Taking on leadership roles in directing or producing the production, usually more common in advanced or senior levels.

Students can typically get involved by auditioning, volunteering, or signing up for specific roles or responsibilities as part of the production team.

We are also building in opportunities to perform in assemblies, and therefore for whole year groups to watch live performances on a regular basis during assembly time. Where there is not a performance, students listen to selected pieces of music suitable to the theme, calendar or a key piece of knowledge as part of their assembly.

Additionally, students will also have the opportunity to perform at lunch times in the dining room as part of more informal performance activities.

In the future

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

Year 7 and 9 curriculum music has increased to 1 lesson a week. We will extend this for year 8.

We are working with the Bristol Beacon in order to offer peripatetic lessons. Additionally we would like to see more time dedicated to free instrumental lessons run through enrichment. To get students interested in free instrumental lessons, we can start by showcasing performances or arranging interactive workshops where students can try out different instruments.

Encouraging current students to share their positive experiences can also spark interest.

Offering incentives or rewards for participation, along with personal invitations from teachers, can make the opportunity more appealing. Providing clear information about the benefits of learning an instrument and using social media and school newsletters to promote the lessons are also effective. Engaging content and involving parents can further support student sign-ups, while collaborating with teachers can help identify students who might benefit from or be interested in the lesson

24/25 will see the introduction of the Musical Theatre Group which will aim to be our singing ensemble however, we would like to see the addition of an independent choir.

There is room for this to develop but only once we have built up initial instrumental skills for a range of students.

Consideration of a use of a bigger space once we have ensembles running. Currently, students have access to multiple practice rooms that are available to them at lunch times.

The only term missing a performance is Easter. We are planning on students working towards ABRSM or Rock School grades and therefore, will have room to stage a recital in the Easter term.

This year, our focus will be on deepening the connection between our school and the broader community. We aim to achieve this by integrating more live performances into our school experience and encouraging students to engage with cultural events outside school.

We plan to bring local performers and theatre companies into the school to provide students with the opportunity to experience live arts firsthand. This initiative will be supported through partnerships with Bristol Beacon, connections with local and city-wide community groups, and an expanded outreach program.

Currently, KS4 students have had the chance to attend live performances, but we are committed to extending similar opportunities to KS3 students. This could involve organising

trips for specific year groups to see musical theatre productions, concerts, or other engaging performances.

In addition to school-organised events, we will explore promoting local music events, such as smaller gigs, allowing students to experience and enjoy these independently. We will also consider advertising concerts from local groups and musicians who offer special discounted rates for students, making cultural experiences more accessible.

Overall, our goal is to enrich students' educational experiences by connecting them with diverse performance opportunities and fostering a deeper appreciation for the arts.