



# Bluecoat Wollaton

believe in yourself, in others, in God

## Music development plan summary



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## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	June 2024
Date this summary will be reviewed	July 2025
Name of the school music teacher	Karen Drummond
Name of school leadership team member with responsibility for music (if different)	Kirstie Stark (Head of Arts) Philip Rowson (Principal)
Name of local music hub	Nottingham Music Service
Name of other music education organisation(s) (if partnership in place)	

This document 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.

1. How much time is spent teaching music at KS3? **1 hour per week**
2. What do we teach in lesson time at KS3?

### Year 7 Curriculum Overview

#### **Autumn 1: The Elements of Music - Find your Voice [MMC: Singing, Listening, performing]**

*Students learn what the musical elements are and examples of each. Students complete practical tasks that allow them to further develop their understanding.*

#### **Autumn 2: Instruments of the Orchestra**

*Students develop their understanding of staff notation. Students learn the families of instruments and the members of each family. Students learn to identify the different sounds of the instruments and develop their understanding of timbre through practical activities.*

#### **Spring 1: Notation – Ukulele Project [MMC: Listening, performing]**

*Students learn what notation is and what tablature is. Students learn to read tab and play the tab chords they see on the ukulele.*

#### **Spring 2: Rhythms of the World– African Drumming and Samba [MMC: Listening, performing]**

*Students learn how different cultures use different instruments and differing rhythms. They learn correct techniques of playing and composition devices through practical activities.*

#### **Summer 1: Form and Structure [MMC: Listening, composing]**

*Students deepen their understanding of structure, focussing on Binary, Ternary and Verse-Chorus form. Students develop their skills in reading notation and motor skills by playing music using these structures.*

#### **Summer 2: Composing to a Brief – Minimalism [MMC: Listening, Composing, performing]**

*Students develop their skills to create their own ideas. Students learn about a Pentatonic scale and develop their understanding of note lengths and how short motifs can be structured to form a larger composition. Students rehearse in order to perform their compositions.*

## **Year 8 Curriculum Overview**

### **Autumn 1: Hooks and Riffs [MMC: Listening, composing]**

*Students build on their understanding of chords and how they are made up through the use of riffs.*

### **Autum 2: Chords and The Blues [MMC: Listening, performing]**

*Students learn about the history and origins of The Blues. Students develop their understanding of the 12 Bar Blues and chords. Students build on their understanding of structure and develop their motor skills to play chords with accurate technique and timing.*

### **Spring 1: Advanced rhythms of the World – Samba [MMC: Listening, performing]**

*Students develop their understanding of World Music, focussing on Samba. Students build on their learning of rhythms and are introduced to Polyrhythms. Students perform independent parts as part of a polyrhythmic piece of music and build in their notation reading skills to use the keyboard and play the melodic groove for their Samba piece.*

### **Spring 2: Minimalism [MMC: Listening, composing]**

*Students investigate and discover the composition form of Minimalism. They learn the techniques, rules and put into practice through both creative and performing tasks. Students develop their understanding of Minimalism through practical tasks with a focus on notation and rhythm. Students will create their own minimalism piece based on one rhythm and play a piece of minimalist film music from a horror film using staff notation.*

### **Summer 1: Programme Music [MMC: Listening, Performing, Composing]**

*Students learn about the genre of Programme Music, studying works in this field to understand and explore the form. Students use these skills to develop their own programme composition*

### **Summer 2: Music for Media [MMC: Listening, Composing]**

*Students build on their previous learning using their knowledge to understand and analyse music in the media. Music for film and gaming is studied through practical tasks and creative tasks.*

## **Year 9 Curriculum Overview**

### **Autumn 1: Individual Music Project MMC: Listening, Presenting/performing]**

*Students build on prior learning of analysis, elements, notation, technology in order to present a coherent and detailed insight into their specific music interest. Information should be identified from practical examples and formulated/assimilated to educate and inform others – with examples if possible.*

### **Autumn 2: MOBO [MMC: Listening, performing]**

*Students build on previous learning of chords and riffs, to develop their skills in playing two/three parts at the same time. Students develop skills in listening, motor, collaboration and using a variety of rhythms at the same time whilst performing a piece of music in a group. All music studied relates to MOBO*

### **Spring 1 and 2: Introduction to Ableton [MMC: Listening, Composing]**

*Students investigate and explore Ableton Music Technology. They learn the specific functions of the software and navigate through, learning how to sample, loop, record, quantise, layer and edit their compositions.*

### **Summer 1: Band Project [MMC: Listening, Performing]**

*Students build on prior learning by rehearsing advanced independent parts in small groups, focussing on accuracy of timing and fluency within the performances. Students will alternate between small ensembles and then larger performance groups on the same part. They will learn how to improve performances and become more independent at rehearsal techniques and trying to sort out ensemble issues.*

### **Summer 2- Planning a Festival [MMC: Listening, Composing]**

*Students build on their personal experiences or their knowledge to think through the logistics of planning a music event. With links to the Music Industry, making students aware of possible career roles, they plan and present their findings.*



## **Music qualifications offered at KS4**

*At Bluecoat Wollaton Academy we offer both Vocational and GCSE at KS4 in Music with the most appropriate course being chosen for the students who opt for the subject. Currently due to a lack of numbers we are not running either course.*

## **Resources**

*We have one teaching room. The room has 15 tables, arranged in pairs. There are approximately 12 computers housed around the edge of the room, but the IT suites are booked out when needed for access to Music Technology. We have 2 suites in which the Ableton Live Suite 11 software is installed for student use. We have 9 keyboards, 25 glockenspiels, 25 ukuleles, 20 Djembe drums, 1 set of Samba drums, in addition to a variety of other percussion instruments.*

## **MMC – Modal Music Curriculum links**

By the end of Year 9 all pupils will have had listening opportunities for each topic to support their aural development every lesson, therefore all students will have gained an aural knowledge of some of the great musical output of human civilisation. All students will have also had the opportunity every half term at KS3 to engage in creative processes through performance, improvisation and composition. Each topic will enable students to build on their understanding of the musical elements, how they work together and interact in carefully planned out practical tasks. These tasks are scored for each topic using a student friendly assessment system so students can articulate what they can do, what they need to improve on and what they can successfully do with confidence. All students in Year 7 -9 will also develop knowledge of a wider range of notation and be able to use this notation to play music or record music using computer software and accessories.

All students develop their skills in singing and playing an instrument as part of whole class and small subgroup ensembles in KS3.

## 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.

In 2022-2023 we were able to offer a school musical, performed in a local professional venue, with part of the evenings programme set aside for performances across the Arts. Auditions took place and the performances were in the Summer Term. It involved students from Key Stage 3 and Key Stage 4.

We have delivered a 'Musical' or Arts evening in some capacity over the last 4 years to include Peter Pan, Annie, Wizard of Oz and Bugsy.

In 2025-2026 we hope to facilitate another Arts evening, ever expanding in KS3 and 4, we ensure it is accessible and open to all.

We run BWA choir group who rehearse once a week and currently has over 40 students, a BWA ensemble band and our Christian Youth Worker also runs a Worship Band. As part of these extra-curricular groups, we offer rooms for students to rehearse in and teacher led activities.

We are currently looking into hiring a Samba drum tutor to run an after-school club to create a BWA Samba Band.

### Opportunities for pupils outside of the curriculum

Our students are offered the opportunity from the Year 6 transition day and all parents are reminded through WEDUC on a termly basis at KS3 and KS4 to sign up for vocal or instrumental tuition. These lessons occur during curriculum time and are on rotating timetables. Bluecoat Wollaton Academy work alongside our local Nottingham Music Hub and positively engage in links with this charity to support transition and offering access to external music opportunities.

Our instrumental teachers are self-employed. Barriers to accessing instrumental lessons for PP students have been removed in the past through subsidising with PP funding. This is currently being streamlined so that all students within the Trust get the same opportunities.

Guitar teacher – Mr Bowman and Mr Kirton

Strings teacher – Mrs Hales

Piano teacher – Mrs Hales

Woodwind teacher – Ms Bratby

These lessons are taught in a separate classroom, next to the main music teaching room, offering privacy but access to instruments and the music teacher if necessary.

## 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.

Annually we offer a multitude of showcase events and opportunities for students to perform or attend:

- Carol Service – December – Held in the local St Leonards Church.
- Arts Evening – School calendar dependent. Open to all, exhibiting all aspects of the Arts.
- Whole School Musical – bi-annually [2023, 2025 planned].
- StreetWise Opera workshop at the Nottingham Playhouse – 19<sup>th</sup> July for KS4 and targeted KS3 students
- Musical performances at all end-of-term Acts of Worship.
- Trip to watch the Halle Orchestra perform at the Nottingham Concert Hall.
- Year 9 London trip to West End musicals including The Lion King and Back to the Future. On culture days students have been able to take part in African drumming sessions.
- Opportunities are sought throughout the year to allow students access to Music/Drama/Arts experiences.

## In the future

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

1. We plan to streamline the delivery of the instrumental provision and expand the instruments offered, in addition to the numbers of students obtaining these lessons. This will in turn allow us to expand our small band of instrumentalists into making a small orchestra/ensemble group.
2. We aim to continue to grow the choir with the possibility of offering an after-school gospel choir as well.
3. We are looking into employing someone to offer Samaba drumming as an after-school activity and subsequently set up a Samba band within the school.
4. We want to continue to offer outings to see professional orchestras, we will work with the Nottingham Royal Concert Hall as well as look at opportunities to take students to see performances at the Recital Hall at Lakeside.
5. Working alongside SLT to ensure PP funding remains for instrumental tuition for 2024-2025 for KS3 and 4