

## Music development plan summary: Bluecoat Beechdale Academy

### 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 lead	Miss L Dee
Name of school leadership team member with responsibility for music (if different)	Mr A Freestone
Name of local music hub	Nottingham Music Hub
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.

1. How much time is spent teaching music at KS3?

1 hour per week

2. What do we teach in lesson time at KS3?

Please see below

#### Year 7

##### Aut 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 of each element in practical ways and use the musical elements to create a piece of music they perform as an ensemble.

##### Aut Instruments of the Orchestra [MMC: Listening, Composing]

Students learn to identify the instruments of the orchestra and develop their ability to identify the sounds of the instrument and their understanding of timbre through practical activities.

#### Spr Notation – Ukulele Project [MMC: Listening, Performing]

Students learn what notation is and use chord diagrams as notation to develop instrumental technique. Students develop their skills in playing the ukulele and using chord diagrams and tab to do this.

#### Spr Instruments of the Orchestra – Film Music [MMC: Listening, Composing]

Students develop their understanding of staff notation, using it to read what note to play and the pitch of the note. Students build on their understanding of orchestral instruments to choose the instrumental sound (timbre) that best fits the leitmotif.

#### Sum Structure – Performing to a Brief [MMC: Listening, Performing]

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 the keyboard, focussing on timing and accuracy using these structures.

#### Sum Composing to a Brief – Minimalism [MMC: Listening, Composing]

Students learn about a Pentatonic scale and develop their understanding of note lengths. Students create a piece of music based upon a Pentatonic scale and notate their ideas with the end goal to perform their piece of music using motifs using the Pentatonic scale.

### **Year 8**

#### Aut 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.

#### Aut Hooks and Riffs [MMC: Listening, Composing]

Students build on their understanding of chords and how they are made up through the use of Riffs. Students build on their prior learning to use the riffs learnt in this topic to create a piece of music that uses textural developments to create a piece with a clear structure.

#### Spr 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.

#### Spr Beats n Rhymes [MMC: Listening, Composing]

Students build on their understanding of chords and the importance of timing. Students will learn how timing is important when performing. Students develop their ability to play in time and maintain their own part as part of an overall performance.

#### Sum Band Skills [MMC: Listening, Performing]

Students build on previous learning by playing chords on the ukulele and keyboard and then working in groups to rehearse the performance as a band. Students develop their collaboration skills, listening, motor and time management skills and in some cases their leading skills.

#### Sum Computer Game Music [MMC: Listening, Composing]

Students develop their skills in notation and build on their prior learning of staff notation. Students build on their prior learning to read staff notation and play Gaming Music in time and with accuracy of pitch.

### **Year 9**

#### Aut Reggae [MMC: Listening, Performing]

Students build on previous learning of chords and riffs, to develop their skills in playing off-beat chords, playing riff alongside the chords that is syncopated and playing two 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.

#### Aut 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.

#### Spri New Directions [MMC: Listening, Performing]

Students build on prior learning by developing their understanding of rhythm, cross rhythms and poly rhythms. 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.

#### Spri Horror in Film [MMC: Listening, Composing]

Students further develop and build on their knowledge and understanding of staff notation. Students will develop their skills to play in time, and their confidence to maintain their speed.

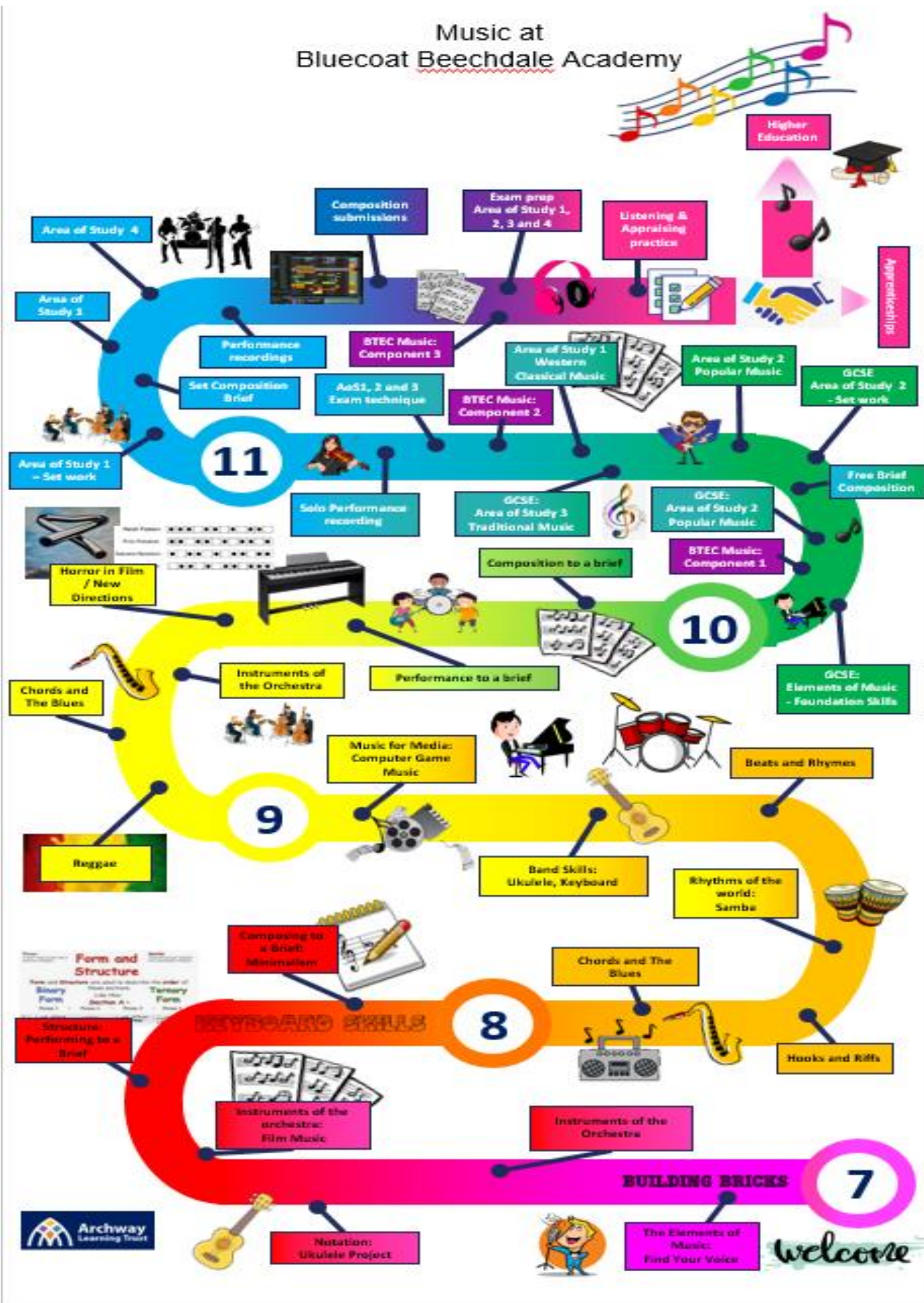
#### Sum Performing to a Brief [MMC: Listening, Performing]

Students build on their knowledge and skills about chords. Students develop their skills in playing chords with the correct technique in a variety of different rhythms to play two different songs from Popular Music. Students build on their technique in playing chords fluently throughout a whole song alongside others in their band. Students may also sing and add the Drum Kit into their performance. Skills developed here are independence, motor, listening, collaboration, leadership and time management.

#### Sum Composing to a Brief [MMC: Listening, Composing]

Students build on their skills and knowledge of the components that can create successful songs, including musical elements such as structure, rhythm, metre and melody. Students develop their understanding of chord structures, basslines and melodic lines. This brief prepares students for KS4 pathways.

# Music at Bluecoat Beechdale Academy



## 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 2023-24 students prepared Christmas carols to sing at the whole school pantomime. They sang alongside their class teacher who played the piano to accompany them. The show guests were encouraged to join in the festive singing while they enjoyed their refreshments. The students involved were from both KS3 & 4.

As part of our transition events, year 6 students were able to take part in an introduction to Music here at BBA. The taster sessions covered a wide range and variety of musical instruments and the Nottingham Music Hub were present to talk to students about their musical interests and signpost students to their extended services. Students were encouraged to sign up for instruments that they had an interest in. The data was collated centrally and the Trust lead for productions has advertised the lessons on the school web page and via WEDUC. Lessons will take place during curriculum time and the music room is secured for the lessons to take place. Our instrumental teachers are self-employed and outlined below. Barriers to accessing instrumental lessons for PP students are removed through subsidising the cost of lessons using school PP funding.

Vocal teacher- A Bonsall

Woodwind teacher- E Dennis

At BBA we now offer a singing club that takes place on a Monday lunchtime each week. KS4 students are helping to lead the club with the member of teaching staff. The first song that students are preparing is 'Belong' which directly links to part of our whole school ethos- Belong, Believe, Achieve. The performers will be recorded and this work forms part of our Trust song that will be played at our November Festival of Learning. Students have access to the music room to rehearse and the work is led by a member of Trust staff.

## 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.

Each year we plan, rehearse and perform a full school production. Students from across all age groups year 7-11 participate. Back stage roles are very popular and numbers signing up for these roles are increasing. Students plan and run the music technology for the whole school productions. They attend all

rehearsals and production meetings. On the show dates, the students independently operate all of the technical equipment from their marked up book.

This year, we plan to take out a group of KS3 students to sing Christmas carols at our local residential homes. The students will prepare their repertoire over the autumn term in readiness for this event.

As part of our partnership with the Royal Shakespeare Company (RSC) students are offered opportunities to work with practitioner to develop original musical items based on the theses / ideas and characters from the selected text. Last year we were delight to hear musical compositions in the form of sea shanties inspired by the play, Twelfth Night. We look forward to announcing the next text and beginning our work this academic year with the RSC.

We are currently reaching out to MishMash Productions to perform and run workshops for our students later this year. MishMash are a Nottingham based production company that brings live classical music to young audiences in a fun, accessible and inclusive way.

### **In the future**

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

Priority 1: Over the next 2 years, we hope to build the music department and recruit high quality staff to deliver the converged curriculum designed by our Trust specialists. Once the foundations are in place with strong KS3 teaching and learning, the school is keen to offer music to students at KS4.

Priority 2: At BBA, we are looking to build our extra-curricular provision ensuring that all students who wish to play an instrument have this opportunity regardless of any barriers that may stop a young person accessing the arts provision.

Priority 3: We endeavour to reach out to more local artist who can inspire students to engage in their musical journey.

Priority 4: We are keen to ensure that students have high quality and up to date musical careers information accessible to them.

Priority 5: We aim to encourage more students to use the rehearsal rooms at lunch and break times as well as after school with the ambition of stating an in school band.

Further information (optional)