

Music development plan summary: Childwall Sports and Science Academy

Overview

Detail	Information
Academic year that this summary covers	2024-2026
Date this summary was published	09/2024
Date this summary will be reviewed	07/2026
Name of the school music lead	Mr M Burke
Name of school leadership team member with responsibility for music (if different)	Mrs L.Dalton
Name of local music hub	Resonate Music Hub

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.

Key stage 3:

The music curriculum encompasses the three areas of performing, composing and appraising music. Performing includes ensemble singing, ukulele performance, keyboard performance, ensemble performance on a range of instruments.

Composing includes graphic score composition, composing using notation in the treble and bass clef, song writing, creating cover versions of popular songs, arranging and composing using technology.

Appraising includes relevant listening activities linked to the units studied alongside a programme of listening to music across the musical periods as guided by the Model Music Curriculum.

The curriculum is designed to gradually develop skills in the three areas of music (performing, composing and appraising) throughout KS3, building on what is taught in

the primary phase. Pupils can perform as soloists, in small groups and in large ensembles.

How much time is spent teaching music

Pupils in KS3 are timetabled two hours of music lessons per two weeks.

Pupils in KS4 are timetabled five hours of music lessons over the two-week timetable.

Year 7

Half Term 1 - Musical Elements

Half Term 2 - Vocal Work

Half Term 3 -Percussion

Half Term 4 - Keyboards

Half Term 5 -Orchestra

Half Term 6 - Folk

Year 8

Half Term 1 - African Drumming

Half Term 2 – Ukulele

Half Term 3 - Music Technology

Half Term 4 - Reggae

Half Term 5 – Blues

Half Term 6 - Rock 'n' Roll

Year 9

Half Term 1 - Film Music

Half Term 2 - Electronic Dance Music

Half Term 3 - Rap Music

Half Term 4 - Video Game Music

Half Term 5 - Pop Music

Half Term 6 - Personal Project

Key stage 4:

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice

The Tech Award in Music gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles. The focus is on four areas of equal importance:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques.
- Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production, and performance to respond to a music brief.
- Attitudes that are considered important in the music industry, including personal management and communication.
- Knowledge that underspin effective use of skills, processes, and attitudes in the sector, such as musical skills and styles

Component 1 - Exploring Music Products and Styles - Internal

The learners will develop their understanding of different types of music products and the technique used to create them. Learners will practically explore the key features of different styles of music and music theory. Leading to learners applying their knowledge and understanding to develop their own creative work.

Component 2 - Music Skills Development - Internal

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, whilst documenting their progress and planning further improvement. This includes participation in workshops and classes. Throughout the learners will review their own progress and consider how to make improvements. Learners will explore how musicians share their work and collaborate with others - learners will develop skills in how to use blogs, YouTube and a range of other platforms.

Component 3 - Responding to a Music Brief - External

Learners will explore a brief and investigate possible responses and ideas to meet the brief. Learners will use relevant resources, skills and techniques to develop and refine music material before presenting a final response. Learners will develop and present an original creation based on a piece from a given list and a style from a course of four. Learner will then perform this to an audience. Learners will also consider how their skills and interests make them suitable for the specific music sector opportunity. Learners are required to comment on the creative process and outcome in response to the given brief.

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.

Peripatetic Lessons

Guitar/Bass

Drums

Piano

Vocals

Lessons are paid for by the Lydiate Learning Trust, and all students are encouraged to engage in these 1-1 lessons. If the lessons are at their full capacity, students are placed on a waiting list.

Music Clubs

Monday

Lunch Club for Individual/ensemble practice – KS3 and KS4

Tuesday

Lunch Club for Individual/ensemble practice – KS3 and KS4

BTEC Music Revision Session – 3pm till 4pm

Wednesday

Lunch Club for Individual/ensemble practice – KS3 and KS4

Thursday

Choir with Miss Gore – 3pm till 4pm all students welcome

Friday

. NO CLUBS

Students can ‘turn up’ to any of these clubs. There is no obligation to continue to attend these if the student does not enjoy them.

There are practice rooms available in the music department where students can practice individually, or in groups.

Students are encouraged to attend these clubs, so they can build relationships with like-minded students, and can begin to explore the possibility of creating bands/partnerships within the school community.

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.

Across the Academic Year, the students will be participating in the following music experiences:

- Choir performing at ABSP Sign Language Event in St George's Hall in November
- Year 10 Christmas Concert in December
- Choir singing at the annual Teachers Lunch
- School musical of Matilda in February

In the future

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

Whilst the KS3 curriculum is planned to ensure the progression of skills in each area of performing, composing and appraising, we often find the need to alter content, the way we deliver each unit based on experience from the previous year due to the interests and abilities of the pupils in the cohort. Units may be taught in different orders based on availability of equipment/specialist rooms.

As a school, we will continue to offer as many enrichment Opportunities as possible from the students in and out of school time.

Further information (optional)

Resonate Music Hub - <https://www.resonatehub.co.uk/>

Childwall Sports and Science Academy - <https://www.childwallssa.org/study-at-childwall/subjects/music/>

School of Rox - <https://www.schoolofrox.co.uk/> for additional Peripatetic lessons

Music Services - <https://www.schoolsmusicservice.co.uk/>

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.