

Music development plan summary: Barr Beacon School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	01/09/24
Date this summary will be reviewed	01/07/25
Name of the school music lead	Miles Bagshaw
Name of school leadership team member with responsibility for music (if different)	Nicola Downes
Name of local music hub	Walsall Music Education 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.

For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

Year 7 and 8 students at Barr Beacon receive two hours of Music lessons per week for one term and year 9 receives one hour per week for a single term. Pupils study Dance and Drama for the remaining two terms. Lessons follow the national curriculum and the Model Music Curriculum has also informed the planning of lessons. The music curriculum can be found here: <https://barrbeaconschool.co.uk/wp-content/uploads/2024/07/Music.pdf>. Details on SEND provision can be found here: <https://barrbeaconschool.co.uk/wp-content/uploads/2020/01/SEND-Report.pdf>.

In lessons pupils have access to keyboard, ukuleles, percussion (including a samba kit), guitars, and we include whole-class singing in our curriculum. Keyboard performance pieces are included in all topics as this allows them to develop skills on this instrument over a longer period of time. The curriculum also includes whole-class singing, body percussion, composition, and samba percussion ensemble performances. Pupils are encouraged to bring their instrument from home where applicable so we can adapt performance pieces to their instrument.

Pupils learn music from a range of styles including baroque, classical, romantic, film music, video game music, popular music, and world music styles such as Brazilian samba and music from the Caribbean.

The final topic of Key Stage 3 focuses on solo performance which allows pupils to choose from a selection of pieces to suit their ability level. Pupils are encouraged to learn a piece that is both challenging and attainable. They will monitor their own progress through target setting and reflect upon intermittent performances to refine their pieces. This prepares students for further study BTEC music. Year 9 pupils will also have the opportunity to compose/ record using BandLab as a taster and preparation for Key Stage 4.

Key Stage 4 students take Edexcel BTEC Tech award Level 2 in Music Practice. Students have access to music software and a variety of instruments which enables them to access the course. We have a class set of midi keyboards and audio interfaces which enables pupils to track their own instruments for composition tasks.

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.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

We currently offer peripatetic drum and piano lessons where students have the option to complete ABRSM, Rockscool or Trinity grades with their instrumental teachers. Students come out of lessons for 30 minutes a week for their instrumental lessons. We change the lesson times every half term so that students do not miss the same lessons throughout the year. Parents pay for lessons through the school finance system which is then payed to the tutors via the finance team. LAC students are notified of lessons first and encouraged to participate. PP students have their lessons funded for them.

There is a practice space next to our music room to enable individual practise or small group rehearsals. We run a music club every Wednesday for 1 hour where the rehearsal space is open for bands to rehearse. We also have a choir who use music club to rehearse for school events such as showcases, musical productions, Christmas performances, awards evenings and assemblies. We also have a group of Key Stage 4 Christian musicians who regularly play at weekends with their church youth groups. We support those students by reserving the rehearsal space Mondays after school and at select lunchtimes to offer an opportunity for them to practise with the support of Mr Bagshaw.

There is a strong culture of music performance at Barr Beacon that extends beyond the music classroom. We have a Steinway grand piano in the hall where students are encouraged to play to their year group during break and lunch times.

Key Stage 4 students have the option to arrange to use the practice room during break, lunch or afterschool to prepare for BTEC performances or work on compositions. We also run period 6 sessions once a week after school for 50 minutes with a focus on the written and theoretical elements of BTEC music.

We currently run a Key Stage 5 music enrichment programme where students of all abilities partake in a six-session song writing workshop using BandLab. See below for more details on lessons content:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
This course is suitable for all abilities – you do not have to play an instrument or sing to create music/ beats using this software					
Introduction to DAW (digital audio workstation) production software – Learn the basic production techniques used by professional producers in preparation to create your own tracks in any genre you are interested in (rap, pop, drum & bass, rock etc).	Creating drum loops - Using the built in drum machine, choose from a wide variety of drum sounds (808 hip hop/ acoustic rock kit etc.) and learn how to sequence your own drum loops – This is the foundation of your track!	Layering instruments and samples – Start building your track by layering instruments from a huge sample library (bass, guitars, synth, DJ effects etc).	Writing a hook/ melody line – Learn how to create a catchy hook or melody to layer over your track.	Tracking live instruments – Record real instruments onto your project with the audio interfaces (this lets you record the sound of a guitar, singer or keyboard into your project). If you do not play an instrument or sing, you can record somebody who does or use Mr Bagshaw.	Mixing and mastering – this is the icing on the cake! This is where you make your track sound balanced, professional and (most importantly) loud! When you are finished you will be able to export your track and keep it for yourselves. You can continue to use this software from your computers at home as it is free to use!

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.

Alternative titles for Part C could be ‘Musical events’ or ‘Musical performances’.

This year we are running a school musical production of Matilda. Students will have the opportunity to perform on the stage in the hall in front of family and peers as a ticketed event. Students will audition for lead roles or be a part of the ensemble cast. There is also an opportunity for students to support with the production (lighting, sound technicians and backstage crew). During the rehearsal process Mr Bagshaw will train sound technicians on setting up equipment, mic placement, and the basics of the sound desk.

We run a Key Stage 3 showcase and a Key Stage 4 showcase where students have the opportunity to showcase performances across dance, music and drama at a

ticketed event on the school hall stage. This is open to solos and groups. Musicians and choir who attend music club will participate in every show.

Barr Beacon runs an activity week once a year where students go on trips and have workshops that aren't part of their usual curriculum lessons. Last year we ran a ukulele workshop, signwriting workshop, and had a visit from a successful session musician and a producer.

This year we are planning a trip for year 9 pupils who have shown interest in Key Stage 4 music to Access Creative College in Birmingham. We are also planning a guest producer/ musician/ studio owner to come into school to deliver a workshop to the same group.

In the future

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

Barr Beacon's Creative Arts department, including music, were all a new team last year. This year we aim to raise the profile of Creative Arts and music through the following:

Our site team are currently in the process renovating a room to be used as another practice room to allow more ensemble practice. Music club is currently very popular and this would allow for more pupils to participate in bands/ensembles.

We have planned a trip to Access to Music Birmingham for a select group of year 9 pupils who would be potential candidates to access BTEC music in the forthcoming year. This year we are planning BandLab lessons into the curriculum to allow students to have a taste of composing/ recording using a DAW. We have been in touch with two music producers and are in the process of arranging workshops for potential BTEC year 9s. This is all to increase uptake in BTEC music for next year.

The aim is to develop music to enable the subject to be taught as a standalone subject at Key Stage 3 for 1 hour per week year-round.

We aim to incorporate guitar and vocal lessons in addition to the piano and drum lessons we currently provide.

We aim to make the musical production and the showcases annual events.