St. Joseph's Catholic Academy



Music Development Plan 2026-2027

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Bishop Chadwick Catholic Education Trust

Policy details

Approved by:	Local Governing Committee
Last reviewed on:	September 2026
Next review due by:	September 2027

Music development plan summary: St Joseph's Catholic Academy

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	Summer 2026
Date this summary will be reviewed	Summer 2027
Name of the school music lead	Sarah Malone
Name of school leadership team member with responsibility for music (if different)	Sarah Malone
Name of local music hub	South Tyneside
Name of other music education organisation(s) (if partnership in place)	N/A

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.

KS3

Overview

This KS3 Music Development Plan outlines our comprehensive approach to music education, with a particular emphasis on keyboard instruction. It includes provisions for increased access for disabled pupils and support for pupils with special educational needs (SEND). Our school's detailed curriculum for each year group, including weekly time allocation for music, is published online at https://www.stjosephs.uk.net.

Curriculum Framework

Our KS3 music curriculum is informed by the Model Music Curriculum (March 2021) and other relevant guidance to ensure a rich, inclusive, and diverse music education. Each year group from Years 7 to 9 follows a progressive curriculum that builds on prior knowledge and skills.

Weekly Time Allocation

- Year 7: 1 hour per week
- Year 8: 1 hour per week
- Year 9: 1 hour per fortnight. Students can opt into more time in an exchange for DT provision.

This time is divided across the three terms, ensuring consistent engagement with music throughout the academic year.

Keyboard is the main instrument in our curriculum based teaching.

- Year 7: Introduction to basic keyboard skills, understanding treble clef musical notation, and performing simple melodies in the right hand.
- Year 8: Intermediate keyboard techniques, playing chords, and reading more complex pieces. Two handed keyboard performance is introduced or developed.
- Year 9: More advanced keyboard skills, development of more complex key signatures, careers.

Inclusivity and Accessibility

- Disabled Pupils: We provide adaptive instrumental techniques to ensure accessibility. Pupils are provided for on a case by case basis and different instruments are available in class.
- SEND Support: Pupils with SEND are encouraged to be fully engaged with the music curriculum and individual adaptations are made by classroom teachers.

Singing and Instrumental Learning Opportunities

- Whole-class ensemble teaching is incorporated at various stages, ensuring that all students experience playing and performing in a group setting.
- Opportunities for singing are integrated into the curriculum, with singing incorporated into the year 7 scheme of learning and both year 7 and 8 taking part in half termly singing assemblies with both secular and liturgical music.

- Every child has access to peripatetic music lessons. Instruments covered include strings, brass, woodwind, drums, piano and voice. Additional funding is available for pupils in the SEND and pupil premium category.

Partnerships and External Support

- We maintain a strong partnership with our local music hub, South Tyneside Hub, which provides additional resources, specialist peripatetic teachers, and opportunities for pupils to participate in additional music events such as local hub ensembles.
- Collaboration with the local music hub enriches our curriculum through workshops, masterclasses, and performance opportunities as well as weekend and evening further ensembles.

Resources and Facilities

- Both music rooms are equipped with keyboards to develop pupils' practical skills throughout the KS3 curriculum.
- Access to music composition and notation software (Noteflight) is available to support further learning and creativity.

This development plan ensures that our music education at KS3 is inclusive, comprehensive, and aligned with national standards, providing all pupils with the opportunity to develop their musical abilities and enjoy the benefits of a well-rounded education.

KS4

Eduqas GCSE Music Syllabus

Music Qualifications and Awards

At KS4, students can pursue the following qualifications:

- GCSE Music: Following the Eduqas syllabus, this qualification covers performance, composition, and appraising.

- Graded Music Exams: Offered through ABRSM, Trinity College London, and Rockschool, these exams provide structured levels of achievement in various instruments and music theory. Grade 3 standard or above is helpful in completing GCSE performance requirements.

Overview

The KS4 Music program at our school follows the Eduqas Music Syllabus, offering students a structured and comprehensive music education that builds on their KS3 foundation. This curriculum is designed to deepen musical understanding, performance, and composition skills, preparing students for various qualifications and fostering a lifelong appreciation of music.

Curriculum Framework

The Eduqas Music Syllabus at KS4 is divided into three main components:

1. Performing (30%): Students perform as soloists and as part of an ensemble. This component assesses technical control, expression, and interpretation. This can be on any instrument pupils have learned at KS3, piano and singing in the curriculum or any other instrument learned in peripatetic lessons.
2. Composing (30%): Students create two compositions, one of which is a free composition and the other responding to a set brief by Eduqas. This component evaluates creativity, use of musical elements, and technical control.
3. Appraising (40%): This component involves studying four areas of music: Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music. Students develop analytical and listening skills, culminating in a written exam.

Fortnightly Time Allocation

- Total Time: 5 hours per fortnight
    - Performance Practice: 1-2 hours
    - Composition Work: 1-2 hours
    - Appraising and Theory: 2.0 hours

This balanced distribution ensures that students receive ample time to develop skills in all key areas of the syllabus. The time allocation may be adjusted at the teacher's discretion.

Opportunities for Progression

- Post-16 Education: Students can continue their music education through A Level Music. This course builds on the foundation laid at KS4 and prepares students for higher education or careers related to music.

Resources and Facilities

- Specialist Music Rooms: Equipped with pianos and access to various other musical instruments.
- Instrumental Lessons: Offered by visiting specialist teachers for various instruments, supporting students' practical skills development. Funded for specific pupils taking GCSE music.

Our KS4 music program, aligned with the Eduqas Music Syllabus, provides a robust and inclusive pathway for students to develop their musical talents, achieve recognized qualifications, and prepare for further musical endeavours.

Edexcel A Level Music Syllabus (KS5)

Overview

Our KS5 Music programme follows the Edexcel A Level Music syllabus, delivering an advanced and comprehensive course designed to develop students' musical understanding, performance skills, and compositional techniques. The course builds on the knowledge and skills established at KS4 GCSE Music, enabling students to refine their musical identity and expertise.
The curriculum offers flexibility, allowing students to pursue their individual strengths through both performance and composition, while maintaining a strong academic foundation in listening and analysis.

Curriculum Framework

The Edexcel A Level Music syllabus is structured around three core components:

- **Performance (30%)**
  Students perform a programme on their chosen instrument or voice. This is

assessed through a recital demonstrating technical control, stylistic awareness, and expressive interpretation.

- **Composition (30%)**
  Students produce two compositions:
  - One based on a brief set by Edexcel
  - One free composition
    These works demonstrate creativity, structural understanding, and use of musical elements and technology where appropriate.
- **Appraising (40%)**
  Students study a wide range of music across six Areas of Study, including:
  - Vocal Music
  - Instrumental Music
  - Music for Film
  - Popular Music and Jazz
  - Fusions
  - New Directions
    This component includes detailed analysis of set works and a written listening examination.

Fortnightly Time Allocation

Total Time: 9 hours per fortnight

- **Performance Practice:** 2–3 hours (individual instrumental/vocal focus)
- **Composition:** 2–3 hours (individual coursework supported by teacher guidance)
- **Appraising and Theory:** 4 hours

This structure ensures a balanced engagement across practical and academic elements, while allowing flexibility based on student needs and progress.

Music Qualifications and Awards

At KS5, students can pursue the following qualifications:

- **A Level Music (Edexcel):**
  A rigorous course combining performance, composition, and musical analysis, preparing students for higher education and careers in music and the creative industries.
- **Graded Music Exams:**
  Continued opportunities through ABRSM, Trinity College London, and Rockschool, supporting progression in instrumental/vocal performance and music theory. Including theory online test.

Performance and Composition Development

Performance Development:

Students specialising in performance receive focused support on their chosen instrument or voice, including regular recitals, masterclasses, and formative feedback. The final recital typically lasts 8–12 minutes and demonstrates a range of styles and techniques. Mock performances throughout the course help build confidence and prepare students for assessment.

Composition Development:

Students develop compositional skills through workshops, individual mentoring, and music technology. They complete two compositions, exploring different styles and responding to both free and externally set briefs, with emphasis on originality, structure, and technical control.

Opportunities for Progression

- **Higher Education:**
  Students are well prepared for degree courses in music, music technology, composition, performance, and related disciplines.
- **Career Pathways:**
  Potential careers include performance, composition, music production, education, arts administration, music therapy, and wider creative industries.
- **Extra-Curricular Activities:**
  Students are encouraged to take part in ensembles, choirs, and orchestras, as well as contribute to concerts, productions, and leadership opportunities within the department.

Resources and Facilities

- **Music Rooms:**
  Equipped with computers, practice rooms, composition software, and access to a wide range of instruments through partnerships such as the Music Hub.
- **Instrumental and Vocal Lessons:**
  Delivered by specialist tutors to support high-level performance development, with financial support available for eligible students.

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.

Music Development Plan for Co-Curricular Activities

Part A: Music Tuition Outside Lesson Time

1. Music Tuition Offered

Our school provides a comprehensive range of music tuition in and after the school day, including:

- Group Instrumental Tuition: This occurs during the school day. Individual lessons are available for strings (violin, viola, cello, double bass), woodwind (flute, clarinet, saxophone, oboe, bassoon), brass (trumpet, trombone, French horn, tuba), percussion (including drum kit), piano, and singing. These lessons are tailored to the individual needs of each student, allowing for focused, personalised instruction. Lessons can be booked by speaking to Mrs Malone in the Music department for more information.

The school part funds instrumental lessons. Costs to parents may vary and are available through the school.

2. Ensembles and Music Groups

Students have the opportunity to join various ensembles and music groups outside of lesson time, including:

- School Choir (all singers),
- Orchestra (all instrumentalists),
- School Musical,
- Smaller chamber ensembles working towards school performances throughout the year.

Part B: Extra-Curricular Music

1. Progress and Development Opportunities

To support students' musical development outside of regular lesson time, we offer:

- Instrument Loans: The school and local music hub have a selection of instruments available for loan to students. Priority is given to those eligible for pupil premium.
- Weekend and After-School Provision:
    - Local Music Hub (South Tyneside) Saturday Music Centre: Offers additional tuition and ensemble practice. This can be accessed by speaking to specific South Tyneside Music Hub peripatetic teachers once pupils have reached a certain standard.

- After-School Clubs: Orchestra and School Musical rehearsals occur after school between 3.00pm and 4.00pm.

- Qualifications and Awards:
  - Students can prepare for graded music exams (ABRSM, Trinity, Rockschool) with all peripatetic instrumental teachers.
  - Some students choose to earn awards such as the Duke of Edinburgh's Award with a focus on music.

2. Pricing

- Tuition Fees:
  - Individual Lessons and small group lessons: Charged per term.
  - Strings (upper and lower), Brass, Woodwind, Drums, Guitar, Piano available.
  - Cost: £50 per term from 2026-2027.
  - Reduced cost: £25-£35 per term for students eligible for reduction from 2026-2027.

- Ensemble Membership:
  - All ensemble memberships are free and all pupils are encouraged to join regardless of skill level. Pupils should sign up with Mrs Malone or Mr Middleton in the Music department.

4. Rehearsal and Practice Facilities

- Rehearsal Spaces:
  - The school has dedicated practice rooms for instrumentalists and ensembles, available during most lunches and break times. These can also be used before and after school at the discretion of Music department staff.

5. Partnerships and Support

Local Music Hub Partnership: We collaborate with our local music hub, South Tyneside, which provides additional resources, workshops, and performance opportunities for pupils who learn strings, woodwind or brass instruments.

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.

Musical experiences

Part A: Overview

In alignment with our commitment to fostering a rich musical culture within our secondary school, we have devised a comprehensive plan for the academic year 2026-

202. This plan aims to provide diverse musical experiences outside of the classroom for our students, ensuring their engagement, development, and enjoyment in the realm of music. We are dedicated to fostering musical talent, promoting inclusivity, and creating opportunities for collaboration within our school community and beyond.

Part B: Regular Musical Experiences

1. **Musical Performances and Concerts in school**: Throughout the year, students from various year groups will have the opportunity to showcase their musical talents in school-wide performances, including our termly Music Department concert, assembly performances, end of term liturgies and other special one off occasions such as school open evenings. These performances will include instrumental solos, ensemble pieces, and vocal performances. Students will be encouraged to participate in these events, allowing them to develop their performance skills and confidence in front of a variety of audiences. We also perform our annual school show in the Summer term which all pupils are invited to be a part of. Students will also have the opportunity to participate as performers, backstage crew, or audience members, depending on their interests and abilities.

   Students also have the opportunity to take part in yearly trust performances with other schools in the Bishop Chadwick Education Trust.

2. **Trips to Concerts Outside of School**: To allow students to experience a wide range of musical genres and performances, we organise termly trips to concerts and musical events outside of the school. These trips are open to students across all year groups, allowing them to experience live music in different settings and venues. Some out of school concerts will require a fee to cover ticket prices but funding is always available for students with SEND or students in the pupil premium category.

3. Trust Mass and Trust-Wide Projects: As part of our collaboration with other schools within the Bishop Chadwick Education Trust, we participate in trust-wide musical projects, including the annual Trust Musical and whole trust masses. Students from our school will have the opportunity to work with peers from other schools, fostering teamwork and collaboration and developing our Catholic Ethos as a school.

In conclusion, our music development plan for the academic year 2026-2027 aims to provide students with a rich and diverse range of musical experiences both within and outside of the school environment. By fostering a culture of musical participation, collaboration, and inclusivity, we strive to nurture the musical talents and appreciation of all our students.

In the future

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

New developments for 2026-2027

Further development of access to peripatetic lessons for a wider group of students in school. Continuation of in school performance calendar.

New developments for 2027-2028

Development of an outreach programme for parental involvement in music making - Community Choir.

Increase in the frequency and variety of visiting musicians - Both concerts and master classes. TBC in communication with the local music hub, South Tyneside.

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Bishop Chadwick
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