

## Music Development Plan: 2025-2026

### Overview

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 students and parents/carers understand what our school offers and who we work with to support our pupils' music education.

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## Curriculum Music

**Vision** - Our vision is for a future where every student benefits from participating in music-making and learning together. Offering an excellent education in their learning experience where students achieve their full potential. We aim to provide a safe and happy music education and in particular to improve accessibility to music-making at Millbay Academy and to increase its relevance to all students and help serve the community.

**“Think like a Creative”** - At Millbay Academy, our curriculum pedagogy follows *Discover, Experiment, Create, Perform, Evaluate* which supports students creative and collaborative approach as well as mastery of skills.



**Curriculum** - Our curriculum is designed around 3 key strands where, through a spiral curriculum, students develop knowledge and skills from KS3 to KS4 across a range of genres, instruments and software skills.

STRANDS - GENRES & STYLES    PERFORMING    COMPOSING

	HT1(Sept / Oct)	HT2(Nov / Dec)	HT3(Jan/ Feb)	HT4(Feb / March)	HT5(April / May)	HT6(June / July)
<b>7</b>	<b>All Together Now</b> Understanding the nature of live performance <small>(Keyboard / Piano / Ukulele / Singing / Guitar)</small>		<b>Digital Composition</b> Understanding the conventions of music technology <small>(Logic / Ableton Live)</small>		<b>Music In The Wider World</b> Understanding the conventions of African <small>Community music. Regional styles. Ancient traditions. Roots of many other styles. Music and dance are seen as one experience</small>	
<b>8</b>	<b>The Blues</b> Understanding the conventions and history of blues music <small>12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics, Chords and Seventh Chords, 12, 16, 18, V &amp; VII Chord Vamps, Improvisation, Swing/Swing Rhythms, Ostinato, Riffs, Riffs and Solos, Instruments of Jazz &amp; Blues Frontline (Solo) and Rhythm Section.</small>		<b>What Makes A Good Song</b> Understanding the conventions and history of songwriting <small>Understand the different textural and structural elements of a song/popular song.</small>		<b>The Virtuoso</b> Understanding the conventions of rehearsal <small>What makes effective performance?: Skillness / persistence/ Thinking (about our rehearsal) (Metacognition), Questioning/ Listening/ Communication skills/ Creativity/ Performance</small>	
<b>9</b>	<b>Repetition In Music</b> Exploring repeated musical patterns (Hooks Riffs and Ostinato) <small>How music is based on Repeated Musical Patterns. How to distinguish between Music, Riffs and Ostinato. (Dub / Jungle / House / Garage Techno / HipHop / Game / Dub )</small>		<b>Music And The Moving Image</b> Exploring Film Music <small>Lullaby, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, Borrowed Music, Music-Spotting, Internal of a Set, Click Tracks/Timing, Theme, Sound Effects, Mood, Timbre/Sonority, Musical Cliches, Diegetic and Non-Diegetic Music.</small>		<b>All About The Bass 1</b> Exploring Bass Clef reading notation and bassline musical patterns. Planning a musical festival <small>Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music. Understanding of the Music Industry: production, promotion, venues, live performance, health &amp; safety, security, royalty collection agencies, artist representation, unions, law &amp; transport companies, performance &amp; creative roles; and how all the above inter-relate.</small>	
<b>10</b>	<b>BTEC Music Intro</b> <b>Component 1:</b> Exploring Music Products & Styles (A1); Demonstrate an understanding of styles of music (B1); Apply understanding of the use of techniques to create music	<b>Component 1:</b> Exploring Music Products & Styles (A1); Demonstrate an understanding of styles of music (B1); Apply understanding of the use of techniques to create music	<b>Component 1:</b> Mini Dry-Run Assessment Based on Previous PSA (4 Weeks) <b>Component 1</b> Summative Assessment (2 Weeks)	<b>Component 1:</b> Summative Assessment (4 Weeks) <b>Comp 1 Hand In</b> <b>Component 1</b> Marking (2 Weeks) <b>Component 2</b> Music Skills Development LOA + LOB (2 Weeks)	<b>Component 2:</b> LOA: Demonstrate professional and commercial skills for the music industry LOB: Apply development processes for music skills and techniques (6 Weeks)	<b>Component 2:</b> LOA: Demonstrate professional and commercial skills for the music industry LOB: Apply development processes for music skills and techniques (6 Weeks)
<b>11</b>	<b>Component 2:</b> Brief Released	<b>Component 2:</b> Complete end evidence - Logbook for Performances / Composition / Producers - Skills Audit - Professional skills <b>Comp 2 Hand In</b>	<b>Component 3:</b> Brief Released	<b>Component 3:</b> Activity 1 Activity 2	<b>Component 3 Hand In</b> Activity 2 Activity 3	<b>Study Leave</b>



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**Key Stage 3** - At Millbay Academy, our Key Stage 3 students have 1 hour lessons per fortnight and study 3 projects a year. Our aim for the music curriculum is for students to foster a love for music; providing students with a solid foundation in musical theory, performance, and composition. The three-year journey takes students on a progression from foundational skills to a deeper exploration of specific genres, skills with technical production software and development of proficiency of a range of musical instruments.

The curriculum emphasises practical skills, creativity, and an understanding of music's cultural and historical context, ensuring a well-rounded musical education. Students will gain confidence in performing, composing and critically engaging with various musical genres and styles, setting the stage for further musical exploration in higher education or creative pursuits.

**Key Stage 4** - At Millbay Academy, our Key Stage 4 students select Music Practice as an option and have 5 hours a fortnight to study and complete the BTEC Tech Award which combines internally and externally examined components with both theoretical and practical elements.

Studying the Pearson BTEC Tech Award in Music Practice equips students with knowledge and skills in composing and performing a range of genres and styles which prepares students for Level 3 qualifications or careers within the music industry.

The BTEC Tech Award in Music Practice fosters creative and collaborative learning, inspiring students to collectively explore and innovate, setting the stage for excellence. Acknowledging the importance of understanding the audience, the course underscores adherence to industry standards and the attainment of technical proficiency in music. The curriculum ensures a well-rounded understanding of music practice throughout the components focusing on knowledge and skills in theory, composing, performing, production and live performance. Throughout the course, students will develop the ability to analyse and deconstruct musical compositions, enhancing their understanding of music representation. They will also acquire communication and planning skills crucial for teamwork in vocational music projects, remaining focused on the dynamic music production sector, providing them with the tools to create compelling digital music content.



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## SEND -

- Multimodal Learning Resources
- Clear Instructions and Expectations
- Flexible Assessment Methods such as verbal presentations, practical demonstrations, or the use of assistive technologies.
- Extended Time for Assignments and Assessments
- Small Group or One-on-One Support
- Regular Progress Monitoring
- Accessible Physical Environment
- Inclusive Language and Materials
- Working with the SEND team to ensure student needs are met

## Co-curricular Music

**Daily Music Club** - Every break and lunch, the music studio is open for students to learn instruments, develop skills and practice. This is a daily hub for students to learn independently and collaborate with their peers.

**Band Development Project** - Nurturing development of school bands, developing instrument proficiency and confidence performing.

**Radio Production Club** - Development of Radio Production club for students to learn and develop their knowledge and skills of industry standard radio recording and production curating their own broadcasting.

**Peripatetic Music Lessons** - Instrumental music lessons with our visiting music teacher, John Matthias, take place on Wednesdays.

John Matthias is an award-winning musician and composer with an extensive international career. He has released eight albums through labels including Accidental, Ninja Tune, Sony, and Nonclassical, and has collaborated with artists



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such as Radiohead and Coldcut. His work has been remixed by Thom Yorke, Matthew Herbert, and Jem Finer, and he has performed at renowned venues including the Royal Opera House London, Centre Georges Pompidou in Paris, and Le Poisson Rouge in New York. John has also contributed music to feature films, dance productions, and innovative sound installations, and is currently published by Faber Music.

Students can study:

- Acoustic Guitar
- Electric Guitar
- Bass Guitar
- Violin
- Viola
- Ukulele

Lessons take place during the school day on a rotating timetable, ensuring that students do not miss the same subject each week.

Lesson Options and Costs:

- 30-minute individual lesson – £25
- 30-minute shared lesson – £12.50 per student

### **Terms and Conditions for Music Peripatetic Lessons -**

1. Lessons - Instrumental lessons will take place during school term time at agreed times arranged with the school. Lesson times may occasionally need to change due to school events, timetabling, or other circumstances. Every effort will be made to provide the agreed number of lessons each term.

2. Fees and Payment - Lesson fees are charged in advance on a termly basis unless otherwise agreed in writing. All lesson fees must be paid in full before lessons commence. Lessons will not take place until payment has been received. Fees are non-refundable except where lessons are cancelled by the teacher without a suitable replacement lesson being offered. Payment via Arbor.



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3. Missed Lessons and Absence - Lessons missed by the student due to illness, school trips, examinations, or other personal commitments are non-refundable. Where sufficient notice is given and timetable space allows, a catch-up lesson may be offered at the teacher's discretion. If the teacher is unable to attend a lesson, a replacement lesson or refund will be provided.

4. Student Expectations - Students are expected to arrive punctually with their instrument, music, and any required materials. Regular practice between lessons is encouraged to support steady progress. Respectful behaviour is expected at all times during lessons.

5. Instruments and Equipment - Students are responsible for the care and maintenance of their own instruments and equipment unless provided by the school. The teacher accepts no responsibility for loss, theft, or damage to instruments or personal belongings.

6. Communication - Parents/carers are responsible for providing up-to-date contact details. Communication regarding lessons, payments, performances, or timetable changes will normally take place via email or through the school.

7. Exams and Performances - Students may be invited to take part in concerts, performances, ensembles, or music examinations where appropriate. Examination entry fees and accompanist fees, where applicable, are the responsibility of the parent/carer.

8. Safeguarding - All lessons will be conducted in accordance with the school's safeguarding and child protection policies. The teacher holds appropriate DBS clearance and safeguarding training where required.

9. Cancellation of Tuition - Half a term's written notice is required if lessons are to be discontinued. If sufficient notice is not given, fees for the notice period may still be payable.

10. Agreement - Payment of lesson fees confirms acceptance of these terms and conditions.



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## Musical Experiences / Events

**Lunchtime performances** - Development of performance skill for bands in school with lunchtime gig performances in the Theatre.

**Live Performance / External Gigs** - Opportunities off-site in the local community for performances such as fundraising events.

## Future Plans

**Development of Peripatetic lessons** - Development of range of instruments offered and increasing teachers for more students to access.

**PP Students** - We are working with our Pastoral team to develop our offer for Pupil Premium students to access free instrumental lessons.

**Resources and Equipment** - Development and increase of music equipment and resources (keyboards, band instruments). Working with local business for repair and maintenance of equipment.

**Curriculum Design (26/27)** - Re-design of curriculum moving forward to focus on instrument skill mastery alongside confidence performing and theoretical knowledge. As part of the spiral curriculum, all KS3 students will have a keyboard project, a music software project and a band project every year.

**Trips / Experiences** - Development of trips and experiences for KS3 and KS4 students to see and create music including working with professional musicians and bands as well as Careers pathway links.



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