

Music development plan summary: John Cabot Academy

The music curriculum is designed to be captivating and inclusive. It enables all pupils to develop confidence and resilience through performance, composition, and active listening. As musicians as well as teachers, we will encourage children to value and develop their own creative identities through expressing themselves and communicating with others. Our aim is that they will leave school having built an inherent appreciation, understanding and life-long love of music.

Our topics are the vehicle to explore the knowledge, understanding and skills that are the framework of the curriculum. These are frequently revisited and prepare students for further study and for musical contexts outside of school. By exploring the contribution of diverse range of musicians across a variety of musical genres from different social, cultural, and historical contexts and the wider world, we provide an opportunity for students of all backgrounds and musical tastes to engage with, be inspired by and progress musically throughout their school life.

Below is an outline of John Cabot Academy's curriculum, extracurricular and opportunities and physical space available:

- Timetabled lessons of 50 minutes per week in Key Stage 3
- Timetabled lessons of 2 hours 30 minutes per week in Key Stage 4 (1x double lesson, 1x single lesson)
- There is access to lessons across a range of instruments, and voice both via in school peripatetic teachers (Drums, Guitar, Voice, Piano, Keyboard, Flute). Other instrumental teachers are outsourced from WEMA (West of England Music and Arts) at the selection of the student
- JCA school choir (weekly rehearsals and termly/bi-termly performances)
- School production ensemble featuring musicians of various age ranges and abilities (e.g., flute, drum kit, bass guitar, oboe, trombone, violin, electric guitar)
- Students also form their own rock/pop bands which are facilitated by Music staff, and they are coached and supported with this. However, many are sufficient in rehearsal and book the spaces to do so.
- There are 5 practice rooms and 2 large classrooms that can be booked out before school, breaktime, lunchtime and after school for group or individual practice
- Minimum of 1 school performance per term, but often there are several including Concerts, Talent show, Acoustic Night, Academy production, Battle of the Bands, Music festival, Young Musician competitions.
- Live performance opportunities include – Trips to St Georges, Bristol, trips to Bristol Beacon, Bristol Hippodrome, Live performance in the evenings at school

or during the school day (e.g., Brass Quintet from Royal Welsh College of Music)

John Cabot Academy Music has an existing partnership with WEMA (West of England Music and Arts) formerly South Gloucestershire music hub. This partnership not only supports instrumental tuition in our Academy, but also offers a variety of opportunities to young people such as a large-scale vocal workshop day, culminating in a public performance; Folk group workshop and performance; Wind band; Orchestra; Gospel workshops and performances. We also have a long-standing partnership with Bristol and Avon Rotary, as they run the 'Young Musician of the Year' competitions in Bristol. Many of our students at Grade 7 and beyond attend and participate in this long-standing competition in Bristol.

We are developing a partnership with Bristol Beacon through our multi academy trust. In the hope that we can tap into future workshops, opportunities and venue space for the students in our school and Trust musicians as a whole.

Going forward into next academic all musical ensembles, rehearsal spaces and partnerships will continue, however we aim to offer further opportunities both in and out of school for musicians to perform or watch live performances. Many of our students (instrumentalists and vocalists) wish to proceed with ABRSM, RSL, Trinity examinations which we also facilitate. We have many students who have had success from 'Debut' grades to Grade 8. This will continue into next academic year and beyond.

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Charlotte Grierson
Name of school leadership team member with responsibility for music (if different)	n/a
Name of local music hub	WEMA (West of England Music and Arts)
Name of other music education organisation(s) (if partnership in place)	Cabot Learning Federation Bristol Beacon Music Mark

Part A: Curriculum music

The school curriculum for music is published on our school website. More information below:

- The CLF Curriculum for KS3 Music has been informed by wider reading of music educators, experts in pedagogy and the [model music curriculum](#) (March 2021).
- Students are given opportunities throughout the three large projects in each year of KS3 to develop and hone their skills on a variety of instruments. Across the Federation the selection or availability of musical instrument resources may change in accordance with schools. At JCA we ensure that all students have the opportunity to develop keyboard/piano skills using both treble and bass clef; learn ukulele chords and strumming patterns; singing as part of a vocal ensemble and soloist (where students desire to do so); bass guitar tablature is explored in Year 7-9 and all students have a brief foray into learning the bass and electric guitar using tablature; the drumkit is also covered, ensuring students understand the different parts of the kit and how to utilise this in different styles of music. Students are encouraged to explore and develop skills on these instruments as a basis, but any instruments they already play or desire to play can also be incorporated to the learning in these projects. Year 7 & 8 Glastonbury project and Year 9 Live Lounge project are examples of students developing and honing these skills, relating this to the wider world and the music industry. Teaching of these instruments happens as whole class demonstration, small group work and 1:1 teaching. SEND students with a physical impairment are provided with additional support to ensure that they can access this part of the curriculum. Similarly, students with cognitive SEND are supported in a variety of ways.
- We have a partnership with WEMA who have delivered inspiring workshops and concerts to students of all ages in our school. This has inspired some students to learn instruments/vocals, or to delve in more detail into learning an instrument in class or privately. CLF Music is organising collaborative events across several of the academies to expose students to music from a wide range of cultural backgrounds and styles. We also have a long-standing partnership with St Paul's Carnival outreach team. Previously students have participated in weekly whole class sessions learning about Samba music, with the culmination of this being performing in St Paul's Carnival procession.
- Students can develop their skills and understanding further by undertaking AQA GCSE Music throughout Year 10 and Year 11. In addition to this, we facilitate and support graded music exams from ABRSM, Trinity, LCRM and Rock School. This is highly successful, and each year we have students completing

exams across the range of grades, from Grade 1 to Grade 6, with several students reaching Grade 7 and Grade 8 in recent years, also.

- JCA Curriculum: <https://johncabotacademy.clf.uk/curriculum-statement/music/>

KS4 Curriculum plan:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11 AQA GCSE	Listening practice	Mocking listening exam	Listening practice	Brief composition coursework	Finalise coursework & recordings	Public Listening exam
	Section B set pieces recap Final draft of Free Composition Brief composition stimulus released	Listening practice Section B set pieces recap Brief Composition explored Assessed group performance	Brief composition coursework Model Brief Composition programme note & score	Mock listening exam Assessed Solo performance (recital)	Exam past papers Public exam preparation	
Year 10 AQA GCSE	Baseline listening assessment	Developing listening skills	Developing listening skills	Solo Performance recordings	Developing listening skills	Developing listening skills - styles
	Elements of Music Baseline Solo performance Composition skills workshops	Begin Free Composition Assessed group performance	Free Composition coursework	Free Composition coursework Model Free Composition programme note & score	Section B set pieces Free Composition finalised first draft	Section B set pieces Assessed group performance

KS3 Curriculum plan:

Year 9	Bringing moving image to life	How can music tell my story?	Live Lounge
	<p>Short composition tasks exploring composition devices</p> <p>Use of composition devices</p> <p>Listening & notation practice</p> <p>Key concepts: tonality, circle of 5ths, modulation, diminished chords, dominant 7th chord, suspensions, leitmotif, silent film, cues, cliches, pedal note, foley sounds, sforzando</p>	<p>Short composition tasks exploring song writing techniques</p> <p>Creating chord patterns, bassline, drumbeat, lyrics</p> <p>Listening & notation practice</p> <p>Key concepts: lyrics writing to a beat, writing a chord sequence, primary chords, secondary chords, melodies, harmonic rhythm, basslines, drumbeats, chord patterns, sampling, song structure</p>	<p>Recap of instrumental / vocals skills</p> <p>Techniques to add expression to performance</p> <p>Listening & notation practice</p> <p>Key concepts: expression in performance, dynamics, interpretation, cover song, remix, stems, producer, acoustic/electric, structure, middle 8, vers, chorus, bridge, arranging, chords, secondary chords, bass clef, tab, drumbeat, bassline, melody, intervals</p>
	<p>Assessment: Creating a piece of music for moving image using IT</p> <p>Listening test - 20 marks</p>	<p>Assessment: Creating own song using song writing skills</p> <p>Listening test - 20 marks</p>	<p>Assessment: Creating a cover/remix of a popular song</p> <p>Listening test - 20 marks</p>
Year 8	How has music narrated the struggle for equality?	What makes a great composer?	Glastonbury 2
	<p>Short performance tasks</p> <p>Paired/Ensemble performing using the Blues incl. lyric writing</p> <p>Listening & notation practice</p> <p>Key concepts: storytelling, 12 bar blues, walking bass, bassline, improvisation, melody, lyric writing, AAB, structure, combining ideas, accidentals, context of Blues music, note values & pitch revisited</p>	<p>Short performance tasks</p> <p>Understanding IT software for arranging & composing</p> <p>Listening & notation practice</p> <p>Key concepts: Use of chords, primary and secondary chords, arranging skills, use of IT software, bass clef, ground bass, texture in arrangement, structure in arrangement, note</p>	<p>Recap of instrumental / vocals skills - develop complexity</p> <p>Developing rehearsal skills and ensemble playing</p> <p>Listening & notation practice</p> <p>Key concepts: combining parts, chords, bassline, melody, drumbeat, texture, monophonic, melody & accompaniment, articulation, playing techniques (eg. Strumming, pizzicato)</p>

	values revisited, octave, gender in music		
	Assessment: Performing Blues music, creating own Blues song in pairs/groups	Assessment: Creating an arrangement of Pachelbel's Canon using IT/instruments	Assessment: Creating a cover version of a popular song in an ensemble
	Listening test - 20 marks	Listening test - 20 marks	Listening test - 20 marks
Year 7	How do we capture the spirit of carnival?	What makes a great composer?	Glastonbury
	Learning note values & Samba features Applying understanding of note values & rhythm to Samba performance	Different composers, eras and styles explored Understand pitch & keyboard technique Listening & notation practice	Know and understand instrumental families Learn skills on 'band' instruments for ensemble playing Listening & notation practice
	Listening & notation practice		
	Key concepts: storytelling, 12 bar blues, walking bass, bassline, improvisation, melody, lyric writing, AAB, structure, combining ideas, accidentals, context of Blues music, note values & pitch revisited	Key concepts: time signatures revisited, staff notation, treble clef, pitch, melody shape, keyboard technique, finger exercises, finger position, accompaniment, what is a chord, major/minor, accidentals, tempo, fluency	Key concepts: instrumental families, call & response, melody & accompaniment, chords, drumbeat, vocal technique, ensemble skills, layers, crescendo, diminuendo, forte, piano, structure in songs, arrangement
Assessment: Samba ensemble performance	Assessment: Solo keyboard performance	Assessment: Creating a cover version of a popular song in an ensemble	
Listening test - 20 marks	Listening test - 20 marks	Listening test - 20 marks	

Part B: Co-curricular music

Music tuition is a popular activity at John Cabot Academy, with up to as many as 15% of students participating in solo, paired or group music tuition in recent years. This total is a combination of students from across all ages and abilities. Lessons are timetabled throughout the school day but can be scheduled outside of this at the parent/carer's request. For example, at tutor time, or directly after the end of the school day. Lessons are taught in a 30-minute slot and occur on a weekly basis, with students attending during their school timetable. Careful consideration has been given to the timetabling of this to ensure that student learning in one subject is not affected, with a rotation timetable each week.

Music ensembles vary from year to year and term to term, due to student demand. Each year we run a school choir, academy production band and ukulele club. However, students may wish to develop their Samba skills further or perform as a Wind Band. We have set up ensembles for an academic year based on student request. We are limited to running a large variety of ensembles due to there being 1.2 members of staff in the Music department. We encourage music making as part of these ensembles running after school, but also ensure the department is open for all students to access music making.

Pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school, or holiday provision such as Saturday music centres with WEMA and Bristol Beacon. More information below:

- All instruments are offered at John Cabot Academy. Our most popular for music tuition are voice, flute, keyboard, piano, bass guitar, electric guitar, drum kit, saxophone, clarinet. However, if there is an instrument that a student wishes to learn that we do not currently have tuition organised for, we will ensure that this can be organised.
- Students are charged on a termly basis. This can be paid in instalments or in a lump sum. There is a percentage subsidy to all offers of tuition, however, as we offer paired and group tuition on Keyboard and Voice, there is a pupil premium contribution for this also. Music tuition at John Cabot Academy is somewhat subsidised by the school. Costs are as follows for September 2024-2025 academic year:
 - 1:1 tuition - £16
 - Paired tuition - £9
 - Group tuition - £7
- We offer instrument loans for students who are starting on their instruments or who require this to rehearse. This is free of charge, but a period of 6 months is granted. This can be extended if the instrument is not in demand for other students. For example, we have a variety of flutes, clarinets, and trumpets, but

other instruments such as the cello and double bass have a more limited supply. Students are encouraged to borrow instruments over half terms and longer holidays to develop their skills further. This is done in arrangement with their parent/carer.

- Pupils can join choir, by attending the rehearsal as often as they please. There is no audition process, but we hope that students will be committed and dedicated once they join. There is no fee for this.
- The Academy production ensemble is based on interest. However, if there are multiple students wishing to play the drums in this for example, we would hold a short audition process or look to share the part. This has never happened as we aim to provide all students with opportunities to perform.
- Students can book our practice spaces at breaktime, lunchtimes and after school during the week. This is done by signing up for the desired practice room using the booking sheet on the door of each room.

Part C: Music events

Music experiences are a strength of our Academy, and we aim for as many students as possible to be able to attend, participate or be involved in some way. Below are further details.

Event costs:

- Students are not charged to participate in any events within our Academy or the local community venues. If we are travelling to a larger event (such as Orchestral performances at WEMA), the Music department budget largely covers this. Students are only charged if they are attending a non-compulsory trip such as a trip to a musical, concert performance. Transport is largely provided in the way of our school minibus and any ticket prices can be subsidised by the school or Music department for students in receipt of Pupil Premium. This is true in the case of trips such as the Year 7 Pantomime trip or theatre trips.
- Any in school events are charged at a nominal fee for audience members. All concerts and music or drama events cost £1 concession, £2 adults. Our large-scale Academy production has a cost of £3 concession, £5 adults.
- We have a strong link with WEMA, and students have attended Bournemouth Symphony Orchestra GCSE performance and composition masterclasses; Bournemouth Symphony Orchestra live streamed performances and student showcase concerts at prestigious St George's, Bristol.

- We take students on trips to various music venues across Bristol to enjoy live music from different styles and genres. Recently, GCSE students attended an evening performance of the Chineke Orchestra. Similarly, we have arranged several trips to watch the Bournemouth Symphony Orchestra. Additionally, we organise frequent trips to the Bristol Hippodrome, Tobacco Factory and Bristol Old Vic to expose students to the Arts. Last academic year, a large group of students attended The Lion King production; Everyone’s Talking About Jamie; Peter Pan pantomime and other productions.

In the future

In the future we:

- Aim to continue our long-standing partnerships with local hubs, music and Arts venues and graded exam centres.
- The curriculum allocation of 50 minutes per week is adequate, but we will always strive to increase this to more curriculum time per fortnight in the Academy, as we believe that the power of music can change lives.
- Hope to explore further music performances and venues outside of where we have already visited to provide students with excellent opportunities but also an experience of different pathways into the Music and the Arts.
- Are keen to develop vocal ensembles in our Academy setting. We believe that this can be achieved through further professional development and links with our local WEMA music hub.
- Maintain frequent performances but ensure that there is a greater variety of ‘styles’ of performance explored within our Academy. For example, developing skills and appetite for performance of Samba and music from different cultures.

Further information

Cabot Learning Federation: <https://clf.uk/>

WEMA: <https://wema.org.uk/>

Bristol Beacon: <https://bristolbeacon.org/be-creative/>

St George’s: <https://www.stgeorgesbristol.co.uk/learn-with-us/>

Bristol Old Vic Theatre: <https://oldvic.ac.uk/>

Tobacco Factory: <https://tobaccofactorytheatres.com/project/get-involved/for-young-people/>

Bristol Hippodrome: <https://www.atgtickets.com/venues/bristol-hippodrome/>

Department for Education guide: <https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>