

**Music development plan summary:
St. Bede's Catholic College, Bristol**

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	14 th July 2025
Date this summary will be reviewed	30 th June 2026
Name of the school music lead	Mr James Lewis
Name of school leadership team member with responsibility for music (if different)	Mr Ben Osborne
Name of local music hub	Bristol Beacon

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 students can achieve.

In year 7, students study music for 2 hours per fortnight. Our curriculum is partly influenced by the Department for Education's Model Music curriculum. Indeed, the year 7 curriculum builds upon students' knowledge and understanding acquired during Key Stage 2. Students are also introduced to some of the styles and genres that are listed on the current AQA GCSE Music specification. Each of the topics below provides students with the opportunity to develop their performing, composing and listening and appraising skills.

- *Making Music
- *The Western Classical Tradition
- *Music Technology
- * The Elements of Music

*Programme Music

*African Music

In year 8, students study music for 2 hours per fortnight. Our curriculum is partly influenced by the Department for Education's Model Music curriculum. Indeed, the year 8 curriculum builds upon students' knowledge and understanding acquired during Year 7. Students are also introduced to some of the styles and genres that are listed on the current AQA GCSE Music specification. Each of the topics below provides students with the opportunity to develop their performing, composing and listening and appraising skills.

*Blues Music

*Folk Music

*Music for Media

*Popular Music

*Music of the Caribbean

*Latin American Music

In year 9, students study music for 3 hours per fortnight. Our curriculum is partly influenced by the Department for Education's Model Music curriculum. Indeed, the year 9 curriculum builds upon students' knowledge and understanding acquired during Key Stage 2, Year 7 and Year 8. Students are also introduced to some of the styles and genres that are listed on the current AQA GCSE Music specification. Each of the topics below provides students with the opportunity to develop their performing, composing and listening and appraising skills.

*The Western Classical Tradition

*Composition Skills

*Rock Music

*Musical Theatre

*Ragtime and Jazz

*Music of the 20th Century

In years 10-11, students who opt to study GCSE Music have 5 hours per fortnight. Students follow the AQA GCSE Music specification. The Key Stage 4 curriculum builds upon students' knowledge and understanding acquired during Key Stage 3. Each of the topics below provides students with the opportunity to develop their performing, composing and listening and appraising skills.

1. (Baroque) The Coronation Anthems and Oratorios of Handel
2. (Classical) The Orchestra Music of Haydn, Mozart and Beethoven
3. (Romantic) The piano music of Chopin and Schumann
4. (Romantic) The requiem of the late Romantic period
5. Music of Broadway (1950s – 1990s)
6. Rock music of 1960s and 1970s
7. Film and computer gaming music (1990s – present)
8. Pop music (1990s – present)
9. Blues music from 1920-1950
10. Fusion music incorporating African and/or Caribbean music
11. Contemporary Latin music
12. Contemporary Folk music of the British Isles
13. The orchestral music of Copland
14. British music of Arnold, Britten, Maxwell-Davies and Tavener
15. The orchestral music of Zoltán Kodály and Béla Bartók
16. Minimalist music of John Adams, Steve Reich and Terry Riley

In years 12-13, students who opt to study A Level Music have 9 hours per fortnight in year 12 and 8 hours per fortnight in year 13. Students follow the AQA A Level Music specification. The Key Stage 5 curriculum builds upon students' knowledge and understanding acquired during Key Stage 4. Each of the topics below provides students with the opportunity to develop their performing, composing and listening and appraising skills.

Area of study 1: Western classical tradition 1650-1910

Strand A: Baroque solo concerto

Strand B: The Operas of Mozart

Strand C: The piano music of Chopin, Brahms and Grieg

Area of study 3: Music for Media

Area of study 4: Music for Theatre

In addition, all students in the school may opt to have weekly instrumental or voice lessons. Students who opt to have these lessons receive 33 half hour lessons per week and are taught by one of the college's 16 Visiting Music Teachers. A large number of students choose to take graded music exams offered by a number of exam boards, including ABRSM, Trinity and LCM.

Part B: Co-curricular music

This is about opportunities for students to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how students can make progress in music beyond the core curriculum.

All students in the school may opt to have weekly instrumental or voice lessons. More information is available on the college's website, including details of the cost of instrument and voice lessons. Students who opt to have these lessons receive 33 half hour lessons per week and are taught by one of the college's 16 Visiting Music Teachers. We offer the following instrument and voice lessons:

Flute

Clarinet

Saxophone

Trumpet

Lower Brass (Baritone horn and trombone)

Violin

Cello

Piano

Keyboard

Singing (classical)

Singing (musical theatre)

Singing (popular styles)

Guitar (popular styles)

Guitar (Spanish/Classical styles)

Bass guitar

Drum kit

In addition, all students are encouraged to join one or more of the college's musical ensembles. The ensembles listed below meet each week. In line with the music department's inclusive ethos, the ensembles are free to attend and students of all abilities and ages are encouraged to take part.

*Junior Choir (for students in years 7-9)

*Senior Choir (for students in years 10-13)

*College Band (for students in years 7-13 who play woodwind, brass and string instruments)

*Annual Musical Theatre production (for students in years 7-13)

*Annual Musical Theatre pit band (for students in years 7-13)

*Guitar Group (for students in years 7-13 who play the guitar or bass guitar)

*String Group (for students in years 7-13 who play the violin or cello)

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.

There are a number of opportunities per term for students to perform. A list of performances is below.

*Mass to conclude the Year 7 retreat day.

*The college's annual Open Evening.

*Mass - Feast of All Saints.

*The college's annual 6th Form Open Evening.

*Performances at Cabot Circus and/or Clifton Down shopping centre in the lead up to Christmas

*Performances at a local nursing home in the lead up to Christmas.

- *The college's annual Advent and Christmas Service.
- *Performances during assemblies and services on the last day of Term 2.
- *Epiphany services.
- *Performances at Year 9 and Year 10 options/curriculum evenings.
- *Ash Wednesday services.
- *The college's annual Musical Theatre production.
- *The college's annual Spring concert.
- *Easter services.
- *The college's annual Prize Giving ceremony.
- *Mass - Ascension.
- *Mass - Feast of St. Bede.
- *Mass – SS. Peter and Paul.
- *The college's annual Year 5 Cluster Choir event.
- *The college's annual Summer concert.
- *Mass as part of the Year 6 Induction Day.
- *Mass for Parents of Year 6 students.
- *Performances during assemblies and services on the last day of Term 6.
- *Masses and services at Clifton Cathedral. E.g. the annual Education Mass.

In addition to performances, students are provided with a number of opportunities to experience professional performances and/or enrich their musical knowledge and understanding. Trips and visits include:

- *Visits to the Bristol Hippodrome to see professional musical theatre productions.
- *Visits to the Bristol Beacon to see/listen to professional orchestras and ensembles.

*Visits to the Wales Millennium Centre to watch a Welsh National Opera production.

*Visits to the University of Bristol's Music Department.

*Visits to other secondary schools for our students to attend university-style lectures and workshops.

In the future

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

It is our intention to continue to 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 two hours per fortnight for students in key stage 3.
- continue to offer GCSE and A Level Music courses.
- provide access to lessons across a range of instruments, and voice.
- encourage all students in the college to attend one of the school's choir or vocal ensembles.
- continue to improve uptake of 'traditional' woodwind, brass and string instruments.
- encourage all instrumentalists to attend a school ensemble, such as the college band, string group or guitar group.
- provide spaces for rehearsals and individual practice.
- continue to provide a number of opportunities per term for students to perform.
- continue to provide students with the opportunity to experience and enjoy live performances.

Further information

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

