



Music Development Plan written: June 2024

Plan last updated: July 2024

Written by: Louisa Bancroft

Contents

Overview	3
Part A: Curriculum Music	3
Curriculum Overview	3
Year 7	4
Year 8	4
Year 9	5
Year 10 & Year 11	6
Time allocated.....	6
Special Educational Needs & Disabilities	6
Links to Local Music Hub	6
Music Qualifications	6
Part B: Co-curricular Music	7
Instrumental & Vocal Groups & Clubs	7
Peripatetic Offer	8
Instrument Choices	8
Charging and Remissions Information	8
Application and Support	8
Part C: Musical Experiences	9
Part D: In the Future	

Overview

Below is an overview that outlines some of the key information regarding music at Bentley Wood high School:

Academic year that this summary covers Academic Year 2024 – 2025

Date this summary was published June, 2024

Date this summary will be reviewed June, 2025

Name of the school music lead Louisa Bancroft

Name of school leadership team member

with responsibility for music Juana Ortega

Name of Local Music Hub [Harrow Music Service Hub](#)

Part A: Curriculum Music

This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [Bentley Wood High School website](#). The website also details of the time allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

At Bentley Wood High School, the music curriculum has its foundations based on the National Curriculum with elements from the [Model Music Curriculum](#) (March 2021) and the [Ofsted Research review series: Music](#) (June 2021). These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting. Within the music curriculum, we focus on vocal skills and instrumental development - encompassing both solo and ensemble playing along with composition. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

Curriculum Overview

Year 7 (all students)			
Unit 1 - West African Music	Unit 2 – Musical Literacy - Piano Skills 1	Unit 3 – The Baroque Period – Piano Skills 2	Unit 4 – Blues Music
<p>Explore the main rhythmic musical features and devices used in African music, particularly the African drumming tradition and context of West Africa.</p> <p>Learn to perform different drum strokes on a drum before composing, performing and improvising rhythms.</p> <p>Develop call and response skills through leadership as the master drummer</p> <p>Develop a knowledge of rhythm terminology</p> <p>Learn the technique of producing a good sound when singing</p> <p>Learn to sing in a round in 3 part harmony</p>	<p>Develop fluency in traditional notation; rhythm/note values and the treble clef</p> <p>Apply rhythm and treble clef to playing the piano</p> <p>Learn about 4/4 time signature</p> <p>Expand music theory knowledge of the elements pitch, duration, dynamics, tempo</p> <p>Learn how to play the piano in time with the correct notation and tempo</p> <p>Develop piano technique with playing with the right hand or challenging yourself to play with right and left hand or move onto more difficult music</p> <p>Introduction to wider Classical Repertoire and the great composers</p>	<p>Learn about history and contextual features of Baroque music</p> <p>Learn about 4/4 time signature</p> <p>Extend musical notation fluency: bass clef</p> <p>Develop performing on the piano with fluency and playing with expression</p> <p>Apply music theory to playing the piano with right hand and left hand</p> <p>Learn about Baroque structures and great composers of the period</p> <p>Develop improvisation and composition skills</p> <p>Extend knowledge of pitch, duration, dynamics, texture, tempo, structure</p> <p>Write music staff notation</p> <p>Develop vocal technique</p>	<p>Learn about the history and contextual features of Blues music</p> <p>Apply knowledge of the keyboard to learn: The Blues melody, bass line, rhythm and chords</p> <p>Use the knowledge improvise and compose musical ideas within the genre and structure</p> <p>Write music staff notation</p>
Year 8 (all students)			
Unit 1 – Popular Music – Instrumental Skills	Unit 2 – Popular Music – Playing as an Ensemble	Unit 3 & 4 – The Classical/Romantic Period – Piano Skills 3	Unit 5 – Film Music
<p>Revise music staff notation (treble/bass clef and rhythm)</p> <p>Develop vocal skills in terms of pitch, rhythm, expression and dynamics.</p> <p>Develop fluency on the keyboard using the correct fingers</p> <p>Compose using chord structures on the keyboard</p> <p>Understand extended chords</p> <p>Develop ukulele skills and strumming technique</p> <p>Learn about how the primary chords relate to each other.</p> <p>Learn about the 4 chords I, V, vi, iv and their importance in popular music.</p> <p>Compose and improvise rhythms, bass lines, harmony and extended chords.</p> <p>Develop vocal harmony skills</p> <p>Develop knowledge of tempo, structure, rhythm and pitch</p> <p>Learn about great composers and musicians</p>	<p>Extend knowledge of chords</p> <p>Playing in time as an ensemble</p> <p>Composing a riff</p>	<p>Learn about history and contextual features of The Romantic Period</p> <p>Extend and revise musical notation and reading fluency</p> <p>Extend knowledge of time signatures</p> <p>Extend knowledge of chords</p> <p>Develop performing on the piano with fluency and playing with expression</p> <p>Learn about great composers of the period</p> <p>Develop knowledge of tempo, timbre and pitch</p> <p>Develop improvisation and composition skills</p> <p>Write music staff notation</p>	<p>Learn about great composers and musicians in film music</p> <p>Identify different genres of film music</p> <p>Compose and improvise in different genres in film</p> <p>Compose and improvise film music through the use of music technology</p> <p>Perform a variety of film music on the piano</p> <p>Develop knowledge of texture, rhythm, pitch, tempo, timbre</p>
Year 9 (some students – all students have access to the arts strategy)			
Unit 1 – Bass line Assessment and the Orchestra	Unit 2 – Traditional Music - African Music	Unit 3 – Popular Music – The Blues, Rock'n'roll, Pop Music, Rock Music, Ballad	Unit 4 – Film and Game Music Free Composition
<p>Develop solo performance skills</p> <p>Develop ensemble performance skills</p> <p>Learn and apply key terminology and complete listening tests</p> <p>Introduction to instruments of the orchestra</p>	<p>Extend knowledge of African instruments and how to use them effectively in composition using logic and live instruments</p> <p>Learn about the conventions and key features of the genre</p> <p>Study and understand how different genres of music are used in a musical: Lion King</p> <p>Apply key terminology knowledge to listening tests</p>	<p>Revise key features of the Blues including conventions and traditions</p> <p>Learn about the development of popular music from the Blues, through rock'n'roll, rock to popular musical styles.</p> <p>Develop composition skills in the style of Pop and Rock music using logic, live instruments and the voice</p> <p>Learn and extend knowledge of key signatures</p> <p>You will learn key terminology and complete a listening test</p>	<p>Assessed solo performance</p> <p>Extend knowledge of film music including specific techniques, a variety of genres and styles</p> <p>Investigate how to compose music to a brief</p> <p>Apply the key terminology learnt to a listening test</p> <p>Understand and apply contextual and key features music for film and game</p> <p>Recall music for film.</p> <p>Music that has been composed specifically for a film</p> <p>Music from the Western Classical tradition that has been used within a film</p> <p>Music that has been composed as a soundtrack for a video game.</p>

Year 7

Singing assembly 'Si Si Si'

Singing assembly 'Memories'

Singing assembly TBC

Popular music performance

World music performance

School production matinee 'The Wizard of Oz'

Orange jackets presentation

Cultural Concert

Year 8	<u>Arts Appreciation Autumn</u>	<u>Arts Appreciation Spring</u>	<u>Arts Appreciation Summer</u>
	Singing assembly 'Somebody to Love' and 'Mash Up'	Singing assembly TBC	Singing assembly TBC
	Harp performance	Popular music performance Orange jackets presentation Cultural Concert	World music performance

Year 9	<u>Arts Appreciation Autumn</u>	<u>Arts Appreciation Spring</u>	<u>Arts Appreciation Summer</u>
	Singing assembly 'Stand by Me'	Singing assembly 'Count on Me'	Singing assembly 'Don't Let Go'
	Singing assembly 'All I want for Christmas & one carol'	Popular music performance Orange jackets presentation Cultural Concert	World music performance Trip to The National Gallery 22/07/24
	Harp performance		

Year 10&11 (some students – all students have access to the arts strategy)

OCR GCSE music curriculum is followed throughout year 10 & 11

Year 10	<u>Arts Appreciation Autumn</u>	<u>Arts Appreciation Spring</u>	<u>Arts Appreciation Summer</u>
	SLG Art assembly Harp performance	SLG Art assembly Popular music performance Orange jackets presentation Cultural Concert	SLG Art assembly World music performance Trip to the British Museum
Year 11/12/13	Harp performance	Popular music performance Orange jackets presentation Cultural Concert	World music performance

Timetabled Lessons

Year 7 – National Curriculum

The development of singing starts in the first term of Year 7, where students begin by singing as part of an ensemble during class lessons. This helps them understand the basics of vocal harmony and group performance. Students learn about West African musical traditions, immersing themselves in the melody, texture, and rhythm inherent to West African Traditional music. This focuses on call and response and polyrhythmic techniques, which introduces them to different rhythmic patterns and the interactive nature of this singing style. Students learn to sing solo and in a canon. This ensures that students develop a well-rounded set of vocal skills and a deep appreciation for various musical traditions. As part of this topic, students embark on the creation of West African drumming compositions within an ensemble setting. Through collaborative effort, they utilise a diverse array of rhythmic and compositional devices to craft cohesive musical pieces. This empowers students to explore the rich rhythmic traditions of West African music while honing their skills in ensemble coordination and communication. By experimenting with various rhythmic patterns, dynamics, and improvisational elements, students not only deepen their understanding of West African musical techniques but also cultivate their creativity and artistic expression.

In the second unit, students learn about rhythm and pitch notation and explore various classical composers whilst learning to apply their notation knowledge to playing the piano with good technique. This exposure broadens their cultural capital understanding as well as applying terminology and developing their listening skills, communication abilities. Students explore the musical elements through performance and listening skills broadening their terminology and development of their skills and understanding. They learn about time signatures which continues into the next unit.

Students continue their skills into unit three where they learn about the great musicians and composers of the Baroque period. Students learn about bass clef and develop playing the keyboard with two hands and correct technique. Students focus on score reading whilst being introduced to dynamics and articulation and key signatures. Students are encouraged to compose using a given chord structure in the Baroque style. By experimenting with creating melodies it encourages students to become well rounded musicians. Students develop their vocal skills on a popular piece of music based over the score that we learn in the Baroque period, learning to project their voice and how to sing in harmony with a variety of parts.

In unit 4 students are immersed into Blues music. They study the contextual knowledge linking with the historical view point of how the music developed. Students develop their lyrics writing skills within the defined Blue structure. Students extend their keyboard skills by learning how to build chords and their technique by learning about chord inversions. Students develop their bass line patterns and their ensemble skills by playing in groups.

Year 8 – National Curriculum

In Year 8, unit one and two, students refine their instrumental and vocal abilities while exploring popular music. Throughout the first term, they explore popular conventions and pop structures. Engaging in a diverse repertoire of pop songs, students develop their vocal ability both individually and as part of a larger ensemble, honing techniques such as melisma, projection, and vocal harmony. Concurrently, students delve into the intricacies of chord structures using a variety of instruments including keyboards and ukuleles. Through solo performances and collaborative efforts within larger groups, students not only develop their musical skills but also foster a sense of camaraderie and artistic expression. This comprehensive approach empowers students to cultivate confidence, creativity, and a profound appreciation for the universal language of music. Students continue to develop their listening and musical appreciation skills alongside practice work whilst their use of musical terminology grows and matures. These units focus on the developing of compositional skills on the instruments studied, learning how to develop rhythms, bass lines and riffs.

In the fourth unit, students engage in an exploration of sequencing techniques using Logic software on the Macs to create a piece of film music. Students investigate the great film composers and learn about the techniques specific to each genre. Additionally, students utilise MIDI keyboards to record and compose their musical ideas instrumentally. They learn how to use the internally built microphone for vocal effects. Through structured instruction and practical application, students develop proficiency in digital audio production, honing their skills in composition and arrangement within a digital environment. This immersive exploration not only enhances students' technical proficiency in digital music production but also fosters their creativity and critical thinking skills in the realm of multimedia composition.

Year 9

Year 9 is a bridging year to the GCSE course focused on the development of the well rounded musician. Students develop as solo artists as well as ensemble performers. It is compulsory to be part of an ensemble if the student takes music from year 9 to 11. The year focuses on different elements of composition, developing genre specific knowledge and effective use of the Logic pro X programme. By the end of the year students are able to successfully choose their preferred style of free composition for the GCSE course. Year 9 starts with a deep dive into the musical elements and their application in all aspects of music. By the middle of year 9 the genres from the OCR course underpin the expansion of their knowledge into the musical elements and their application to listening and appraising skills.

Year 10 & Year 11

In Years 10 and 11, students undertake the OCR GCSE music specification. This course offers students extensive opportunities to develop their abilities as well rounded musicians looking at solo and ensemble performances, composing including to a brief and listening and appraising skills. Throughout the course, students explore a diverse range of musical genres and styles, gaining insight into the conventions, as well as the melodic and rhythmic characteristics,

inherent to each style. Additionally, students benefit from peripatetic instrumental support along side the class teacher to develop as performers. There is a focus on developing compositional skills with focus on all the musical elements. The curriculum is built alongside listening and applying knowledge of the musical elements with discrimination and extended writing and analysis skills. This focused approach allows students to develop their musical growth and readiness for assessment.

Time allocated

At Bentley Wood High School we follow a two-week timetable with 100-minute lessons, and so the time allocated for each subject is **per fortnight**.

Year 7 & 8 - 1 x 100 minutes **per fortnight**.

Year 9-11 - 2 x 100 minutes **weekly** with an additional 1 x 100 minutes **per fortnight**

Special Educational Needs & Disabilities

At Bentley Wood High, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional, often temporary, scaffolded work to reach these outcomes. The **SEND POLICY** document outlines potential barriers that students with special educational needs and disabilities may encounter in their lessons, along with specific strategies to overcome these barriers. The department works tirelessly to ensure that all students are able to make expected progress (or above) within their musical education.

Links to Local Music Hub

Bentley Wood High School collaborates closely with Harrow Music Hub. The department links with them for concerts and CPD. A link to Hub website can be found here: <https://www.harrowmusic.org>

Music Qualifications

Bentley Wood High School offers students the opportunity to pursue the vocational OCR GCSE Music Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with our peripatetic teachers, should they choose to engage in this opportunity. A link to Bentley Wood High School's KS4 curriculum can be found here:

<https://www.bentleywood.harrow.sch.uk/curriculum/subjects/music/>

Part B: Co-curricular Music

This section addresses the opportunity pupils at Bentley Wood High School have to sing and play music outside of lesson time. Within Bentley Wood High students have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental groups, as well as co-curricular clubs that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups & Clubs

Bentley Wood High School offer a range of instrumental and vocal groups as well as clubs that are offered free of charge which are open to all students across all year groups. Rehearsals and clubs take place in specialist music areas such as the music department, the peripatetic instrumental rooms, or the main hall where appropriate.

▪ **Choirs (Junior choir, year 9 choir and senior choir).**

The choirs are school-wide singing group open to students from all year groups (in their specific age range). The repertoire includes songs specifically chosen to accommodate multiple-part harmonies, providing a rich and layered vocal experience. The choirs are open to anyone without an audition and are fully inclusive. Additionally, the group offers numerous opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. All choirs perform at the three annual concerts held at Bentley wood and are given opportunities to perform at local schools and local theatres.

▪ **Glee Club**

The Glee Club is an auditioned school-wide singing group open to students from all year groups. The repertoire includes songs specifically chosen to accommodate multiple-part harmonies with dance movement, providing a rich and layered vocal experience. Additionally, the group offers numerous opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. This exclusive group performs in school concerts and in the local community at local theatres and recently in the Jack Petchy Glee Club Composition final in the 02.

▪ **Rock Band**

Students are able to play in a Rock Band, supported by dedicated teacher guidance. The group meets weekly to develop their ensemble, instrumental, and vocal skills. This structured environment encourages students to refine their musical abilities and collaborate effectively, preparing them for performances and further musical pursuits. This group is open to all year groups.

▪ **Orchestra**

The Orchestra is an ensemble that integrates traditional orchestral instruments With the piano. Students perform using written notation, preparing for performances at school concerts. This diverse group provides a platform for students to develop their musical skills in a collaborative setting, blending different musical styles and techniques. This group is open to anyone who plays an instrument or wishes to join.

▪ **String Group**

The String Group consists of violins, violas and piano, led by our string teacher. Students perform using written notation, preparing for performances at school concerts. This group is open to anyone who plays a string instrument.

▪ **Chamber Orchestra**

Chamber orchestra is an ensemble for players grade 3 and above. It is led by another string teacher who plays professionally in a string trio. This is a relatively new ensemble and is developing.

▪ **Instrumental drop in practice or KS4 composition**

Students are welcome to use the music room at specified times to develop their instrumental technique or composition. Students receive support from specialist teachers as well as guidance from music student leaders, ensuring a comprehensive learning experience that promotes skill development and musical proficiency.

Peripatetic Offer

Bentley Wood High School offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one basis. All peripatetic teachers are interviewed and employed directly through the school.

Instrument Choices

- **Piano:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin, viola, and cello lessons emphasise technique, musicality, and ensemble playing.
- **Woodwind:** Flute and clarinet instruction focuses on embouchure, breath control, and ensemble playing.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

If a student request an instrument not offered at Bentley wood the school will endeavour to employ a teacher and build that instrumental uptake.

Charging and Remissions Information

Bentley Wood High School charges a discounted fee for peripatetic music lessons to cover the costs of hiring specialist instructors. However, the school is committed to ensuring that all students are able to access this offer and potential remissions are available on a case-by-case basis. The following fee structure and remissions are in place:

- **Group Lessons:** The charge for group lessons is £230 per year. This payment can be made in whole or per term.
- **Individual Lessons:** The charge for individual £690 per year. This payment can be made in whole or per term.

Subsidised Lessons: Students that are interested in lessons but require some financial support to access these are offered group lessons at a reduced rate decided on a case-by-case basis. There is an automatic 50% reduction of fees for free school meals, LAC and young carers.

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should Pay via parent pay or contact the finance office. Information, as well as terms and conditions, can be found on the school website found [here](#).

Peripatetic lessons at Bentley Wood High School are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students receive high-quality instruction tailored to their individual needs, ensuring that every child has the opportunity to develop their musical abilities to the fullest.

Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events. Within the academic year there are several additional musical opportunities that take place.

- **Singing as part of The Arts Strategy Assemblies**

- Year 7-9 take part in termly singing assemblies. For year 7 and 8 these are based on material learnt in class, sung together as a year group in three part harmony. Year 9 have their own arts curriculum and have a minimum of three singing assemblies per term where they learn new repertoire in three part harmony. Themes run alongside national events that happen at that time of year. Click here to learn further about Bentley wood's Art Strategy

- <https://www.bentleywood.harrow.sch.uk/arts-and-humanities-strategy/>

- **Winter Concert**

- Bentley Wood High School's annual Winter Concert offers students the chance to perform before a public audience. This prestigious event includes auditions for both ensemble and solo acts from year 10-13, ensuring a high standard of performances. All instrumental groups and choirs perform at this event. The Winter Concert is a highlight of the school's cultural calendar, fostering a sense of community and pride among students, staff, and attendees. During the day local primary schools come to perform in the matinee as well as be inspired by our most experienced performers.

- **Annual Musical**

- Bentley Wood High School's annual Musical offers students the chance to perform before a public audience. Students audition as triple threats, vocals, acting and dancing before being cast as roles. The musical is fully inclusive and every student who wishes has the chance to be part of the ensemble. The sound, lighting and backstage is fully run by the students as well as costume, hair make-up, set and scenery. There is a double matinee to a variety of local primary schools. Past musicals include: Oliver, The Wiz, Lion king, Annie, Aladdin, Beauty and the Beast and The Wizard of Oz. 2025 Bentley Wood plans to do the Lion King again and Bugsy in 2026.

- **Spring Music and Dance Concert**

- Bentley Wood High School's annual Spring Music and Dance Concert offers students the chance to perform before a public audience. This prestigious event includes auditions for both ensemble and solo acts from year 7-9 as well as dances from the whole school. All instrumental groups and choirs perform at this event. The Spring Music and Dance Concert is a highlight of the school's cultural calendar, with many cultural dances included which inspires students sense of community. During the day local primary schools come to perform in the matinee as well as be inspired by our most experienced performers and dancers.

- **Summer Concert**

- Bentley Wood High School's annual Summer concert is a highlight of the school calendar showcasing work achieved in instrumental lessons throughout the year. Students are nominated by the peripatetic teacher to perform in solos and ensembles in the concert. All instrumental groups and choirs perform at this event. During the day local primary schools come to perform in the matinee as well as be inspired by our choirs and achievement in instrumental lessons.

• Performances in external venues

○ Bentley Wood High School offers students the chance to perform in local theatres throughout the year. Some events performed at recently are: Harrow Music Service Black History Month Concert, Harrow Schools Choir Showcase, Harrow Speech Awards Ceremony, Jack Petchy Glee Club Regional and National Finals. We also perform at Aylward Primary School who is part of which Academy Trust.

• Trips to Musicals and Performances

○ Bentley Wood High School offers students the chance to attend live musicals and music performances spanning a range of genres. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips range from free to a reasonable fee – subsidised tickets are available for free school meals, LAC and young carers. Bentley Wood High School believes that every student should have access to live music and has developed an onsite concert series for the whole school. Past performances have included: Cygnustrio (String trio), the Harp and Indian Carnatic violin and percussion.

Part D: In the Future

To be completed in collaboration with JOR and NAK

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- ***any information that relates to the 7 features of high-quality music provision (BULLET POINTS BELOW), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.***
- ***High-quality music provision examples:***
 - ***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***