



Music Development Plan Summary

Burnside College

Overview

| Detail | Information |
|--|--------------------------|
| Academic year that this summary covers | 2024-25 |
| Date this summary was published | 15.1.25 |
| Date this summary will be reviewed | 1.9.25 |
| Name of the school music lead | J Liu |
| Name of school leadership team member with responsibility for music (if different) | M King |
| Name of local music hub | North Tyneside Music Hub |
| Name of other music education organisation(s) (if partnership in place) | |

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

At Burnside College, the music curriculum covers the 3 main elements of music:

- Listening and Appraising
- Performing
- Composing.

In KS3 students receive one, 100 minute lesson every 2 weeks.

In KS4, music is an option. Students study GCSE Music and the examination is sat at the end of year 11. Students who chose this option have three 100 minute lessons over the 2 week timetable.

In KS5, the BTEC Level 3 Extended Certificate in Music Performance is taken across the two years. Students choosing this option receive six 100 minute lessons over the 2 week timetable.

The music curriculum is all inclusive, and we aim to provide for all students with Special Educational Needs and Disabilities. This is supported in school by the SEN department. Differentiated work and assessment is built into the curriculum.

Links to the North Tyneside Music Hub are well established and support is provided for the music curriculum (especially for examination years) as well as for peripatetic teachers and instruments.

The curriculum roadmap aims are as follows:

Key stage 3 roadmap (Years 7-9):

Year 7

- Introduction to music: Exploring the basics of music theory, performing skills, introduction to composing individually and in groups and listening and appraising music in a variety of contexts
- Developing technical skills: learning to play musical instruments (keyboards, djembe, ukulele and singing)
- Developing leadership: taking on leadership roles in group composition



- Exploring cultural contexts: learning about the historical and cultural contexts of different genres and styles, such as folk music around the world including our local music
- Building confidence: participating in group performances and sharing individual talents. Composing using a range of software to create music

Units:

- 1) Building Bricks and Keyboard Skills
- 2) I've Got Rhythm
- 3) Careers
- 4) Programme Music
- 5) Folk Music

Year 8

- Refining technical skills: developing skills in singing and instrumental playing, composing using different methods and technology and listening and appraising music with intent
- Exploring different genres: learning about different styles of music, such as Blues, pop and classical
- Developing leadership: taking on leadership roles in group performances
- Building teamwork and individual skills: collaborating on group performances and productions and continuation in building skills on classroom based instruments (keyboards, ukuleles, singing)

Units:

- 1) Hooks, Riffs and Blues
- 2) Music for Special Occasions and Xmas
- 3) Careers
- 4) Variations
- 5) Heroes and Villains



Year 9

- Consolidating skills: refining technical skills and applying them to more complex performances on classroom based instruments and individual instruments. Developing a deeper understanding of composition skills, as well as using a variety of software to achieve desired results. Listening and appraising music using technical and specific terminology related to different styles and genres of music
- Exploring cultural contexts: learning about the historical and cultural contexts of different genres and styles, such as classical, hip hop and fusions of music
- Developing leadership: taking on leadership roles in group performances

Units:

- 1) Pop Music
- 2) Trailblazer and Celebration
- 3) Careers
- 4) Stage, Screen and Media
- 5) Fusions



Key Stage 4 roadmap (Years 10-11):

GCSE Music (exam board: Eduqas)

- Component 1: Performing Music (30% of total marks) - NEA
 - Students will perform a minimum of 4 minutes of music, including a minimum of 1 minutes of ensemble performance
- Component 2: Composing Music (30% of total marks) - NEA
 - Students will compose a minimum of 2 minutes of music, including a brief composition set by the exam board
- Component 3: Appraising Music (40% of total marks) - Listening exam
 - Students will appraise a minimum of 2 pieces of music set by the exam board and analyse and appraise a wide range of musical genres
 - The exam is based on the elements of Music and is approx. 1 hour 30 mins

The current set works set by Eduqas: Badinerie by Bach, Africa by Toto

Key Stage 5 Roadmap (Years 12-13)

- BTEC Level 3 Extended Certificate in Music Performance: developing skills as a musician, including Music theory, Music industry, performance and composition.
- 2 Units are compulsory: Unit 1 - Practical Music Theory and Harmony, Unit 3 - Ensemble Music Performance
- Optional Units:
 - Unit 2 - Music Industry (exam),
 - Unit 4 - Composing Music,
 - Unit 5 - Music performance - session styles,
 - Unit 6 - Solo Performance,
 - Unit 7 - Improvising Music



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.

At Burnside College, we have opened many avenues for students to participate in musical opportunities outside the classroom.

Instrumental tuition/lessons:

- Drums
- Singing
- Piano
- Acoustic and Electric Guitar
- Bass Guitar
- Flute
- Clarinet

These are taught either as one-to-one tuition or in small groups of 2 to 3 with a specialist peripatetic teacher.

Cost of lessons vary but are between £15/16 for 30 minute lessons. The cost is divided between each student if in small groups. Lessons are timetabled during the school day.

Pupil Premium students are given free tuition.

Where possible we also provide instruments to students who do not have them at home to practice. Woodwind instruments are loaned by the Music Hub.

Pupils are encouraged, when they are ready, to take professional music exams (eg. ABRSM performing grades).

Extra-Curricular Activities:

The Music Department is always open to students for practice and perfecting their performance skills. Practice rooms can be used over lunchtime for individual or group band practice so all students have access to a space and



equipment they may otherwise not have access to. Students have opportunities to create their own bands and use the practice rooms.

Lunchtime and after school clubs include Band Clubs (yr7, yr8, yr9), Keyboard and Music Tech drop in sessions, Karaoke Club, Performing Arts club and Choir. All extra-curricular activities are free and open to all students. They are announced in the school bulletin every week. Links with the Music Hub allows students to access larger scale orchestras and bands on Saturday mornings, as well as music theory classes.

Part C: Musical experiences

For the academic year 2024-25, we have planned for musical experiences for all year groups.

External visits:

KS3 has TICE and Music Futures events planned each year.

GCSE students attend musicals in the theatre as part of their curriculum ('Footloose' for Y11, 'Hamilton' for Y10).

Sixth form have music industry visits with GemArts and TICE.

Internal Performance Opportunities:

Regular events - Open evenings and transition days (KS3)

Winter show (whole school)

Summer production (whole school)

Art exhibition (GCSE and 6th form students)

All students are encouraged to be involved in school productions, whether that is performing on stage or behind the stage and with lights and sound.



In the future

In terms of instrumental tuition, the plan is to continue expanding the provision. Woodwind is still in its infancy and with the help of the Music Hub, more instruments should be available and therefore we will benefit as more instruments will help with increasing uptake. For other instruments, piano, guitar and drums are very popular currently, and more students are enquiring about borrowing instruments for practice at home. Therefore in the future we will need to fund purchasing more instruments.

We aim to provide more opportunities for students to perform, in and out of school, and continue to foster links with the Music Hub so as to allow students the opportunities to create music in the wider community. We aim to make links with local communities in the future so as to contribute to the local area.