



## Part A: Curriculum Music (Lesson Time)

This section outlines what is taught during curriculum time, the time allocation for music, and the qualifications and awards students can achieve.

- The Performing Arts curriculum is underpinned by the Model Music Curriculum and adapted to meet the needs of students within the school's rotation system. Schemes of Work have been reviewed and amended to ensure key musical knowledge and skills are covered despite reduced curriculum time at KS3.
- Students develop skills in singing, listening, composing, and performing, with a strong emphasis on vocal technique. Whole-class singing is embedded, including repertoire linked to both church music and non-church music, supporting the Catholic life of the school.
- Opportunities to use students' voices have been strengthened through the introduction of Carol Services and music for Mass and liturgies, enabling students to engage with and celebrate the Catholic calendar through performance.
- Tutor Choir is embedded within the curriculum offer, supporting vocal development, confidence, and ensemble skills. This provision will continue to develop so that students are increasingly involved in services and performances within the wider community.
- Performing Arts resources has been significantly developed, particularly as no secure provision was in place prior to September. Teaching is informed by the Direct Instruction model, and school writing strategies are applied consistently across music and drama, with modelled examples on presentations to support learning and progression.
- Students are able to work towards recognised qualifications and awards, including:
  - Arts Award (planned introduction at bronze level in Year 9)
  - GCSE and BTEC Performing Arts pathways (KS4)

Introducing Bronze Arts Award in Year 9 will provide greater focus and support students' transition into KS4 qualifications.



## Curriculum Time and Timetabling

- Due to the current rotation model, KS3 Music and Drama receive less consistent curriculum time than other subjects. This presents challenges for skill retention, depth of learning, and progression.
- Moving towards weekly KS3 Music and Drama lessons would:
  - Improve continuity and consistency
  - Allow students to practise and embed skills more effectively
  - Support higher attainment and confidence
  - Improve overall outcomes and engagement

This will be a key priority for future curriculum development.

## Part B: Extracurricular Music and Performance Opportunities

- The Performing Arts department offers a growing range of extracurricular performance opportunities, including:
  - Tutor Choir
  - School musical and showcases
  - Student participation in community events, particularly during the Advent season, with plans to expand provision for Lent and Easter.
- The reintroduction of musical theatre through the school musical was a significant success. The production brought together music, drama, and dance, with professional costumes and backing tracks, resulting in a high-quality performance and strong positive feedback.
- The Joseph production involved 71 students, representing all levels of experience and demonstrating inclusive participation. Moving forward, the department aims to:
  - Deliver two major productions per year
  - Introduce additional showcases to involve even more students.
- Further development will include expanding instrumental provision, including:
  - Individual and small-group lessons
  - Rock bands
  - Orchestral ensembles



- Mini brass and woodwind groups

These ensembles will help to further embed music within school life and provide regular performance goals.

## Part C: Musical and Community Experiences

- Students are encouraged to apply their learning in real performance contexts, including:
  - Music for Masses and liturgies
  - Community performances
  - Seasonal events and celebrations
- Plans are in place to expand festival opportunities, performance links with community organisations, and partnerships with external providers, broadening students' cultural capital and exposure to the performing arts beyond school.
- Students are encouraged to support performances as audience members, developing musical understanding and appreciation alongside performance skills.

## Future Development

- The department aims to strengthen partnerships with local arts organisations, festivals, and community providers to widen access and opportunities for all students.
- Individual instrumental lessons, ensembles, and Arts Award provision will be expanded to support progression routes into GCSE and BTEC Performing Arts.
- A long-term Performing Arts development plan will continue to shape curriculum, assessment, literacy integration, and extracurricular provision to ensure all students access high-quality teaching and meaningful performance opportunities.

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.



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This section outlines what is taught during curriculum time, the time allocation for music, and the qualifications and awards students can achieve.

- The Performing Arts curriculum is underpinned by the Model Music Curriculum and adapted to meet the needs of students within the school's rotation system. Schemes of Work have been reviewed and amended to ensure key musical knowledge and skills are covered despite reduced curriculum time at KS3.
- Curriculum music focuses on developing students' skills in listening, composing, performing, and appraising, using a range of classroom instruments, music technology, and structured practical activities. Schemes of Work are designed to allow students to apply and develop their own instrumental skills alongside whole-class music-making.
- Singing provision is delivered through Tutor Choir, which provides a structured opportunity for students to develop vocal technique, ensemble skills, and confidence. Tutor Choir repertoire includes both church music and non-church music, supporting the Catholic life of the school.
- Opportunities for students to use their voices have been strengthened through Carol Services and music for Mass and liturgies, delivered through Tutor Choir and performance groups, enabling students to engage with and celebrate the Catholic calendar.
- Performing Arts resources has been significantly developed, particularly as no secure provision was in place prior to September. Teaching is informed by the Direct Instruction model, and school writing strategies are applied consistently across music and drama, with modelled examples on presentations to support learning and progression.
- Students are able to work towards recognised qualifications and awards, including:
  - Arts Award (planned introduction at bronze level in Year 9)
  - GCSE and BTEC Performing Arts pathways (KS4)

Introducing Bronze Arts Award in Year 9 will provide additional focus and support students' transition into KS4 qualifications.



## Curriculum Time and Timetabling

- Due to the current rotation model, KS3 Music and Drama receive less consistent curriculum time than other subjects. This presents challenges for continuity, skill development, and progression.
- Moving towards weekly KS3 Music and Drama lessons would:
  - Improve consistency and retention of musical skills
  - Allow deeper exploration of practical and theoretical content
  - Support improved confidence, engagement, and attainment
  - Enable students to achieve more secure outcomes overall

This will be a key priority for future curriculum development.

## Part B: Extracurricular Music and Performance Opportunities

- The Performing Arts department offers a growing range of extracurricular opportunities, with Tutor Choir forming the core vocal provision. Tutor Choir supports performances for:
  - Carol Services
  - Masses and liturgies
  - Community events, particularly during the Advent season, with planned expansion for Lent and Easter.
- The reintroduction of musical theatre through the school musical was a significant success. The production brought together music, drama, and dance, with professional costumes and backing tracks, resulting in a high-quality performance and strong positive feedback.
- The Joseph production involved 71 students, representing all levels of experience and demonstrating inclusive participation. Moving forward, the department aims to:
  - Deliver two major productions per year
  - Introduce additional showcases to involve a greater number of students.
- Further development will include expanding instrumental and ensemble provision, including:
  - Individual and small-group instrumental lessons
  - Rock bands
  - Orchestral ensembles



- Mini brass and woodwind groups

These ensembles will help to further embed music into school life and provide regular performance opportunities.

## Part C: Musical and Community Experiences

- Students are encouraged to apply their learning in authentic performance contexts, including:
  - Music for Masses and liturgies (via Tutor Choir and ensembles)
  - Community performances
  - Seasonal events linked to the Catholic calendar
- Plans are in place to expand festival opportunities, performance links with community organisations, and partnerships with external providers, enhancing students' cultural capital and progression routes.
- Students are also encouraged to attend performances as audience members, developing musical understanding and appreciation alongside practical skills.

## Future Development

- The department aims to strengthen partnerships with local arts organisations, festivals, and community providers to widen access and opportunity.
- Individual instrumental lessons, ensemble provision, and Arts Award pathways will be expanded to support progression into GCSE and BTEC Performing Arts.
- A long-term Performing Arts development plan will continue to guide curriculum refinement, literacy integration, and extracurricular growth to ensure all students access high-quality music education delivered by subject specialists.

**Reviewed April 2026 – Miss M SEATON – CL for Performing Arts**