

THE BULWELL ACADEMY

Music Development Plan Summary

Overview

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	June 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Rachael Townes
Name of school leadership team member with responsibility for music (if different)	Katie Young
Name of local music hub	Nottingham City Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

Part A: Music Curriculum

Music is offered across KS3 for a period of one hour of dedicated teaching per week. Those entering into KS4 subject receive 6 hours of lessons per fortnight over a two-week alternating timetable.

Year 7

	Autumn	Spring	Summer
Topic	This is a bridging unit from KS2 and will focus on performance and will be based on the Voices Foundation scheme of learning.	This will focus on composition skills and the instruments of the orchestra.	This will focus on instrumental performance skills and structure.
Knowledge Covered	<ul style="list-style-type: none"> • Singing knowledge – rhythm language, posture • Elements of Music: MAD TSHIRT – pitch, tempo, rhythm, dynamics, texture, timbre, structure • Instrumental knowledge using the djembe drums 	<ul style="list-style-type: none"> • Instrumental knowledge building on the drumming and using keyboards – posture, dynamic control, exploration of timbre in singing • To be able to interpret simple notation and play it on the keyboards. • Elements of Music - pitch, tempo, rhythm, dynamics, texture, timbre, structure. 	<ul style="list-style-type: none"> • Composition knowledge and instruments of the orchestra – building on from the knowledge of instruments • Look at cells/hooks/riffs, triads (major and minor) • DAW – Digital Audio Workstation. Working with computers to record edit and mix our own music.
	<ul style="list-style-type: none"> • Singing Skills – breath control, Teacher directed warming up, unison singing, confidence • Group work • Creativity • Recognition of strengths of own/others performance 	<ul style="list-style-type: none"> • Instrumental skills – instrumental techniques, tempo • Solo and Ensemble performance building on from the singing of first term. • Apprising music and using this appraisal to edit and improve our work 	<ul style="list-style-type: none"> • Composition skills – texture, structure • Elements of Music - pitch, tempo, rhythm, dynamics, texture, timbre, structure



Year 8

	Autumn	Spring	Summer
Topic	Focusing on Performance and Composition Skills	Focus on Performance and Composition Skills using the blues.	Focus on Performance and Composition Skills. Looking at musicals and classical time periods
Knowledge Covered	<ul style="list-style-type: none"> • Singing knowledge - posture, understanding of how and why to warm up • Looking at popular song linking with popular Christmas songs. • Elements of Music – pitch, tempo, rhythm, dynamics, texture, timbre, structure (simple Italian terms) • Looking at blues music as a basis to pop music • Looking at keyboard skills. Building into multi part ensemble playing and looking at harmony. With the blues / 12 bar blues solo and improvisation. 	<ul style="list-style-type: none"> • Elements of Music • Simple notation • Building on African drumming looking at structure and solo. • Structure • Simple phrase structures • Elements of Music-Italian terms. • Apprising music and using this appraisal to edit and improve our work 	<ul style="list-style-type: none"> • Film Music • Building on the orchestra from yr 7 • Looking at how music can show feelings and portray a scene • Instruments of the orchestra • DAW – Digital Audio Workstation. Working with computers to record edit and mix our own music. • Building on the film music to write music for adverts on the DAW software
	<ul style="list-style-type: none"> • Singing Skills – breath control, part singing, confidence • Aural Perception skills • Improvisation and chords • Solo & Group work • Creativity 	<ul style="list-style-type: none"> • Instrumental Skills • Solo/Group work • Aural Perception • Creativity 	<ul style="list-style-type: none"> • Instrumental Skills (relevant instruments) • Solo/Group work • Aural Perception • Creativity • Compositional skills

Year 9

	Autumn	Spring	Summer
Topic	Ensemble skills that focus on performance understanding the relationship between instrumentation.	Solo/Ensemble skills that focus on individual roles that enhance the performance. Hallelujah – Band	Compositional techniques that develop/demonstrate an understanding of melodic and harmonic devices using the orchestra
Knowledge Covered	<ul style="list-style-type: none"> • Building on pop music to write music on the DAW software • Notation – be able to access and interpret at least one form of musical notation • To compare and contrast different styles of music using appropriate terminology Comment critically using music elements • Rehearsal techniques • Pop songs at Christmas and spirituals in singing. 	<ul style="list-style-type: none"> • Singing/Instrumental knowledge – unison, understanding of parts and instrumental techniques • Some Italian terminology, examples include Crescendo, Diminuendo, Accelerando, Allegro • Create a band to make a cover of Hallelujah. • Links with Hallelujah and Christmas pop music 	<ul style="list-style-type: none"> • Extended phrases, chord progressions, texture and structure Compare and contrast different styles commenting critically using appropriate terminology (music elements) • More advanced African drumming building on techniques looking at dotted and off beat rhythms. • Pop music performance building on all the techniques we have covered in the year.
	<ul style="list-style-type: none"> • Singing/Instrumental Skills – dynamic control, application of tempo, texture • Self-led warm up • Group work • Fluency • Confidence and flair • DAW – Digital Audio Workstation. Working with computers to record edit and mix our own music. 	<ul style="list-style-type: none"> • Notation – be to apply (practically) at least one form of notation • Use listening skills to improve performance techniques • Articulate strengths of own/others performance and identify strategies for improvement • Recognition of strengths of own/others performance 	<ul style="list-style-type: none"> • The ability to use the elements of music effectively to enhance the composition Use listening skills to identify the areas of improvement and articulate development strategies

Year 10 and 11 WJEC Performing Arts

Students complete 3 units over a two year period, two of which are internally assessed. These cover:

Unit 1 – Performance

Unit 2 - Creating

Unit 3 – Performing Arts in Practice



A more detailed breakdown of the course requirements can be found here:
https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-performing-arts/#tab_keydocuments

Accessibility

The music curriculum is designed in line with the wider schools SEND policies. These can be found by following the link provided:

[SEND at Bulwell ★ Bulwell Academy](#)

Part B: Extra-Curricular Music

Extra-curricular music at The Bulwell Academy is treated with the highest priority.

Every Year 7 child joining the school is given the opportunity to receive small group tuition with a specialist music tutor on a weekly basis. At The Bulwell Academy we recognise the profound effect musicianship can have a child both enhancing their cognitive development as well as fostering a lifelong appreciation of the arts.

We currently offer 1:1 and group peripatetic Music sessions for students in the following instruments:

We offer tuition on the following instruments: Violin, Viola, Cello, Clarinet, Flute, Saxophone (Alto and Tenor), Guitar, Ukelele, Bass Guitar, Drums, Piano and Voice. For these lessons we aim to support students by providing instruments and individual practice spaces where possible.

After school our 'Bulwell Boost' include the Choir, Rock school, Guitar club, Keyboard club, instrumental practice and school show rehearsals.

Children can make further progress by representing BUA at Trust level. This can be in either: Voices with the ABRSM or the Trust Orchestra which includes several visits around the country for specialist workshops and performances.

In-school clubs and Trust visits are free of charge.

Part C: Musical Experiences

Every child at The Bulwell Academy is invited to participate in the annual school shows. Every year we have children from every year group perform on our stage to both parents, and local primary schools.



In addition to this we organise trips to see concerts and performances at the professional venues in Nottingham and surrounding areas. This may vary from a musical, to a concert or orchestra or other musically based performances. There may be a requirement for a small charge for these trips from time to time, however, they will always be subsidised, and financial assistance is available for those in need.

In the Future

All outstanding music departments have one eye towards the future and at The Bulwell Academy we are no different.

There are long term plans to extend the extracurricular offer to include orchestral ensembles and a school Samba band.

We have already extended our KS3 curriculum to include world music such as African Drumming and Music Technology which will pay dividends in our work further supporting outcomes at KS4 and developing well rounded musicians and link to wider world and cultural aspects of life in modern Britain.

The school's hall, our main venue for performances, is also scheduled for a renovation which will include the additional provision for children to perform and technically support music performance both in and out of school time.

Further Information

For extra support, advice and information on how to engage with music provision in the area and extend your child's progress through music please visit the following government advice site: <https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>