

# Bideford College

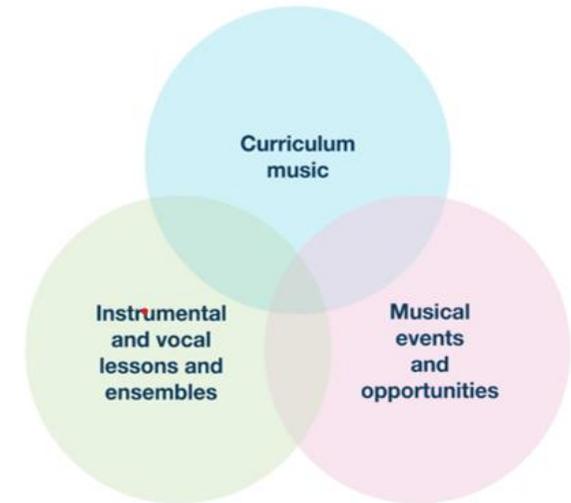
## MUSIC DEVELOPMENT PLAN

Completed by: J. O'Donoghue (Head of Faculty) and S.Jenn (Music teacher)

Date: Jan 2026

Review date: Oct 2026

Music Hub: Devon Music Hub



### Focus area 1: Curriculum

[Government Model Music Curriculum](#)

[KS3 Curriculum Map](#)

[KS4 Btec Tech music](#)

Not yet in place	Emerging	Established	Embedded
<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
<p>Our Curriculum best fit is: <b>ESTABLISHED</b></p>			

### Key Stage 3

Students enjoy a rich and engaging Music curriculum. Every year the group experiences 1 lesson a fortnight building core skills in performance and composition through listening, and singing. Music notation is taught in line with the government's [Model Music Curriculum](#), and student understanding is regularly checked using interactive methods such as mini whiteboards 'show me' activities. This knowledge is then applied practically—for example, Year 7 students performing key chords on keyboards.

Throughout KS3, students explore a wide range of instruments as part of their class lessons, including:

- Singing
- Keyboard
- Guitar
- Bass Guitar
- Drums
- Ukulele

Additionally, we offer access to visiting peripatetic teachers for 1:1 instrumental tuition, enriching students' experience further. We also develop learning further through the engagement of external companies who educate students on a variety of different music genres including folk music - this is largely utilised throughout the College's Enrichment week in the summer term.

### **Creative Composition Projects**

Composition is a key focus throughout KS3:

- In Year 7, Cyclic rhythms and polyphemes and African drumming
- In Year 8: Scales, Timbres, lyrics through signature tunes and folk music - exploring hooks and riffs.
- In Year 9, students use *Cubase and Musescore* to 'Create' projects, preparing them with essential musical technology skills for KS4. Students explore the history of different genres including Jazz. Performances are encouraged to develop self-confidence and appreciation.

### Key Stage 4 – GCSE and Btec TECH

At KS4, students can opt to take the *Eduqas GCSE Music up to the graduating 2026 cohort*. A recent amendment has included the introduction of *Pearson Btec Tech music* qualification.

Our timetable includes:

- **6 hours of music** over a fortnight in Year 10 and Year 11

The course allows students to specialise—whether that's on a specific instrument, voice, or within performance and production roles. The curriculum is carefully designed to build on previous learning and meet all qualification criteria, while remaining flexible to suit students' needs. Lesson planning is responsive and dynamic, with ongoing controlled assessment (exam conditions) by teachers.

Homework is set weekly, aligned with coursework and extended lesson tasks, using the school's *BromCom* platform.

Please click [‘SPECIFICATION BTEC from Sept 2027’](#) to view the published specification of the course. Please click [GCSE SPECIFICATION for Eduqas GCSE 2026 completion](#)

- **Component 1: 30%** Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a minimum of two pieces: 1 ensemble performance lasting at least one minute and one may be performed either solo and/or as part of an ensemble. One piece must be linked to one of the four areas of study. Musical Forms, Music for Ensemble, Film Music, Popular Music.
- **Component 2: 30%:** Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs. Learners must submit two compositions with a total playing time of between 3-6 minutes. One composition is free and one composition is from a set brief.
- **Component 3: 40% 75min exam.** The appraising examination will consist of eight questions, two on each area of study. Of the eight questions, six will be on unprepared musical extracts and two on extracts set by WJEC which relate to two areas of study. The set extracts will be reviewed periodically. Learners are encouraged to study the scores of the set extracts in preparation for the examination. However, scores must not be taken into the examination; sections of the scores will be printed on the examination paper when required for the question. The majority of questions are multiple choice or short answer questions.

## Action Plan 1: Curriculum

Set your school some actions here	Review date	Status
Maintain high-quality teaching practice and materials are up-to-date	Sept 2026	In Progress
Continue to ensure the curriculum is engaging and inclusive and complete the <a href="#">self evaluation tool</a>	Sept 2026	In Progress
CPD for music technology / other online software and audio interface hardware	September 2026	In Progress
Appoint a Performing Arts technician to service/maintain instruments	Jan 2026	Complete
IF options are selected for KS4 Sept 2027, create a precision plan for Btec TECH new course.	May 2026	Scheduled
Review Precision plan and curriculum offer as Maternity cover starts Jan 2026	January 2026	Complete
Continue to review the curriculum to investigate how the 1 hour of desired time can be achieved each week	July 2026	Scheduled

## Focus area 2: Instrumental and Vocal Lessons and Ensembles

Not yet in place	Emerging	Established	Embedded
<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition through respected and proven music tutors. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is <b>embedded</b> into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, large scale events.</p>

Our Instrumental and Vocal Lessons and Ensembles best fit is: **EMERGING**

### **Instrumental & Vocal Lessons at Bideford**

At Bideford College, every student has the opportunity to take part in high-quality instrumental and vocal lessons in **drum, piano, keyboard, guitar, and singing**. We believe in removing barriers to participation, so **Pupil Premium (PP) students receive additional support** to help them access lessons if they wish to take part. Our peripatetic music teachers are not only highly skilled educators—they're also active musicians with extensive experience in the music industry. This wealth of expertise translates directly into the energy and passion seen in lessons, and ultimately, the **participation in College shows and inclusion in community events**.

Students can choose to:

- Learn **just for fun**,
- Pursue lessons with a **more academic focus**, or
- Prepare for **graded music exams**, if they wish.

Lessons are available **one-to-one, in pairs, or small groups**, depending on the student's needs and preferences. Fees vary based on group size and lesson length, and **instrument loans** are available via Devon Music Hub where possible. You can find more details about hiring instruments here: [Devon Music Hub – Instrument Hire](#)

### **Clubs, Bands & Enrichment Opportunities**

Our Music Department is always buzzing! **Music clubs run during lunchtime**, offering a welcoming and creative space for students from all year groups. All clubs are **free of charge** and open to everyone, whether students are just beginning or already experienced.

Our ensembles include:

- Bookable **peri room practice at lunchtime**
- **KS4 Coursework Support** (performance and written help sessions)
- **Drop-in practice sessions** with access to keyboards, instruments and rehearsal space
- **Whole-school choir** (launched after school from September 2025)
- **School show rehearsal/auditions**
- **annual visit to care homes at Christmas carols**
- **Exeter Cathedral school choir**

## Action Plan 2: Instrumental and Vocal Lessons and Ensembles

Set your school some actions here	Review date	Status
Be open to offer of further peri lessons and advertise in the music department/lessons	Sept 2026	In Progress
Investigate how other schools have all-staff support singing within the school	September 2026	Not started
Investigate 'enrichment programme' for enrichment week in 2026	May 2026	In Progress
<b>Staff &amp; governors Google Form</b> for skills, talents and interests for music	September 2026	Not started
<b>Registers</b> for clubs and workshops	Sept 2026	Scheduled

## Focus area 3: Musical Events and Opportunities

Not yet in place	Emerging	Established	Embedded
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<p>Engagement with the hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Hub and signposts opportunities for students. - <b>One person department - 'Battle of the Bands'</b></p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting the Devon Music Hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (<i>link to personal development and character education</i>).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music ecosystem and actively encourages students to join the area ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
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Our Musical Events and Opportunities best fit is: **EMERGING**

Our students play an active role in sharing the joy of music with the wider community. During Open Evenings, students from all year groups support the Music Department by showcasing solo and group performances. These informal 'rehearsals' take place throughout the department, allowing prospective students and their families to enjoy live music while getting a feel for our vibrant learning environment. Current students are always on hand to support visitors, offering guidance and encouragement so that even our youngest guests can join in and experience the excitement of making music at Bideford.

We actively encourage students to rehearse independently or collaboratively, with many going on to perform in **wider community events**. A highlight of the year is our **two School productions** - one whole school and one KS3. We have 3 performances of each production - many are sold out! We also participate in the **Battle of the Bands**, run by Devon Music Hub which is a fantastic opportunity for students to perform in a real-world setting and connect with other young musicians across the county. Alongside the school productions, one of our proudest events is the annual Expressive Arts Presentation Eve where we nominate, and shortlist students

for several awards, which results in an engraved honours board leaving a legacy for future years. The event is attended by over 300 parents and carers and recognises progress, dedication and attainment within music. The evening is a celebration supported by musicians and performances.

### Action Plan 3: Musical Events and Opportunities

Set your school some actions here	Review date	Status
Continue to attend a <b>workshop/opportunity</b> the Hub provides <i>e.g. Battle of the Bands / Rock Choir</i>	Sept 2026	ONGOING
<b>Continue to celebrate Expressive arts/Music at the annual presentation eve</b>	May 2026	Scheduled Summer term
<b>Google Form 'Music Provision'</b> to parent community to gain an understanding as to what they musically want to see in Bideford College	Sept 2026	Scheduled Aut term
<b>Investigate</b> how to link Music activities with the wider community to create meaningful partnerships	Sept 2026	Not started
<b>Introduce and develop the knowledge of KS5 courses for further education and music careers available</b>	Sept 2026	Not started

## How The Department Will Achieve These Action Plans

Area	Detail
<p>What <b>Budget and /or Resources</b> do you need to achieve your action plan?</p>	<p>These additional resources will inspire creativity, support coursework, and open up future opportunities. These resources aren't just equipment — they're tools to help our students build confidence, grow creatively, and succeed academically.</p> <ul style="list-style-type: none"> <li>● Apply for MEG funding through the Devon Music Hub</li> <li>● Continue to subsidise all Peri lessons of PP and CIC pupils.</li> <li>● Keyboards ongoing maintenance to ensure all students can access the curriculum. Maintained and additional keyboards so individuals can play with both hands — an essential skill for progression and confidence.</li> <li>● Cover requirements to support performances outside of the College - community events and concerts.</li> <li>● Hardware and software review - Staff are raising that the hardware and the software certificates and functionalities need continued review. This may involve smaller maintenance that a large overhaul and the specialist technician and staff will review together.</li> <li>● Support to visit/communicate with other schools when/if maternity cover is not confident with GCSE/BTEC specification.</li> <li>● Annual review with HOD on best bets and courses for our students.</li> </ul>
<p>What <b>CPD</b> might be required to achieve your action plan?</p>	<p>To deliver the best learning experiences in music we as educators need access to expert training that boosts our confidence and sharpens our technical skills. These skills directly enhance what we can offer students. From creating music to running live shows, staff CPD leads to more independent, ambitious, and inspired learners.</p> <ul style="list-style-type: none"> <li>● <b>College/Trust wide Collaboration:</b> We are currently operating with maternity cover for the main music teacher. Undoubtedly music knowledge will be different to that of the usual teacher. Expert guidance to help support knowledge will be valuable from a 1 person department.</li> <li>● <b>Cross teacher moderation for GCSE Mocks</b> This is invaluable when marking mock exams and marking NEA coursework. This second professional viewing the work will help increase reliability and accuracy of marking providing students with valuable feedback. Every Second Counts Teaching: With KS3 on limited time to develop and learn new skills, Every second really does count. Faculty support and the whole College CPD will increase the pace and independence of practice within the subject.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Training for the Performing arts Technician:</b> New software may cause them some unease; time and instructions will support a smooth transition.</li> <li>● <b>Lighting Desk Training and genie</b> – for PA technician - training includes for the Genie which is crucial to be operational for School shows and support the Faculty.</li> </ul>
<p>What <b>Partnerships</b> will you put in place to achieve your action plan?</p>	<p>To bring this action plan to life, I'm going to start building purposeful partnerships that will unlock opportunities, enhance teaching, and inspire every student.</p> <ul style="list-style-type: none"> <li>● <b>Devon Music Education Hub (via Debbie Kent)</b> Partnering with Devon Music Hub to access <b>non-orchestral workshops</b> like <i>Teachers Rock Youth</i> gives students access to vibrant, inclusive musical experiences beyond the traditional — including singing, contemporary music-making, and mass ensemble events.</li> <li>● <b>Additional Funding / Teacher CPD (Research in Progress with Atlantic Academy)</b></li> <li>● <b>School-to-School Collaboration</b> By connecting with colleagues across the trust and local schools, we'll aim to share best practice, co-create CPD, and offer students broader opportunities through joint events and shared resources. The Performing Arts Technician can support sound and lighting desks, enabling our staff and students to confidently run live shows, assemblies, and performances to a professional standard.</li> <li>● <b>Meaningful Partnerships</b> <ul style="list-style-type: none"> <li>○ <b>Engage Families:</b> Share our vision for <i>Music Provision</i> with the parent community to better understand what they value and would like to see from music at Bideford College</li> <li>○ <b>Community Connections:</b> Explore ways to connect our music activities with the wider community, creating partnerships that enrich learning and give real-world relevance to our students' experiences.</li> <li>○ <b>Industry Collaboration:</b> Build relationships with local organisations that can support and enhance our KS4 curriculum.</li> </ul> </li> </ul>