

Music Development Plan summary: Bristnall Hall Academy Overview

Detail	Information
Academic Year	2026-2027
Date this summary was published	October 2026
Date this summary will be reviewed	October 2027
Name of the school music lead	Mrs Siobhan Westwood
Name of school leadership team member with responsibility for music	N/A
Name of local music hub	Sandwell Music (SIPS)

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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Key Stage 3 Music:

- At Key Stage 3, all students have two lessons of Music (2 x 1hr sessions) per fortnight.
- Students are taught in mixed ability groupings and study Music throughout the academic year (not in carousel).
- The Music curriculum is an ambitious curriculum which builds on the National Curriculum for Music. The schemes of work throughout KS3 are designed to ensure that students are engaged, enthused, and enriched in their studies and to support progression for every young person who wants to pursue music beyond the curriculum. To this end, the KS3 curriculum prepares students for the demands of GCSE whilst providing a curriculum that stimulates and generates a life-long intellectual curiosity, creativity, and love for the Creative Arts, besides nurturing holistic, transferable (and employability) skills for all.
- The Music curriculum builds on the Key Stage 2 curriculum provided by our feeder schools (and supported by Sandwell Music). At the beginning of Year 7, teachers gain awareness of knowledge and skills through a 'light touch' baseline assessment. During the 6-7 transition period, the Music Department gains awareness of students who have had instrumental and vocal lessons to facilitate continued progression, along with providing fresh opportunities for students to learn new skills in a co-curriculum setting.



- The curriculum is taught across three Intent Themes of: Performing and Singing, Creating Music, and Listening and Understanding.
- During lesson time, the curriculum enables students to learn to sing and play an instrument (keyboard, percussion and ukelele) with sufficient control, perform, compose with purpose, demonstrate expression and musical understanding, and have experience of music technology through Cubase, Logic and notation programmes.
- Students gain experience and knowledge of Western classical music and music from a range of musical traditions. This is in conjunction with a wider cultural context of the genre and era relevant to students, referenced to cross-curricular learning.
- Students gain awareness of composing through music technology by accessing a shared computer room furnished with midi keyboards and access to a range of music software (Cubase and Logic / GarageBand). Students gain access to these facilities during one unit of study per academic year in KS3.
- The curriculum actively informs students of careers and routes to industry which is integrated into schemes of work. Within the Creative Arts Department, the Music Department actively encourages links with external practitioners, running workshops that give insight into the dynamic Creative Industries. We have enjoyed a close working relationship with Halesowen College and Sandwell college. It is essential that students can have access to role models and mentors and wider institutions addressing issues that are relevant to students' ideologies.
- The Music Department has regularly worked collaboratively with other schools, including local primary schools to strengthen ties between the curriculum and music programmes.

Key Stage 4 Music:

- Students have access to both specialist, experienced and well qualified Music teachers as they deliver the Pearson BTEC Music Tech Award Level1/Level 2 courses, focusing on the Performing, Composing, and Appraising components.
- Students are taught for 6 hours per fortnight at BTEC with additional intervention once a week and planned individual study time. Students also have access to areas outside of the school day by arrangement. As well as the computer room with music software, students have access to room 36 which has 2 additional practice rooms during lunch and after school sessions.
- There are opportunities to experience live performances, for example; Students watched the commitments at the Birmingham Hippodrome in March 2024, Halesowen College performing arts performances and Sandwell College performances.
- The Key Stage 4 curriculum is designed to provide the opportunity for students to further their interests and talents through accessing the next stage of their Music pathway by supporting progression. This includes giving students an understanding of opportunities for specialist and

advanced music tuition individually and in groups, and support access to local, regional, and national youth music opportunities.

- We actively promote pathways and links with music institutions such as the Halesowen College and Conservatoires. We are also strengthening ties with Sandwell Music Hub around local and regional links. We enjoy seeing our students progressing to higher-level Music education at Conservatoire and University level, as well as utilising the skills Music study enables to pursue careers in Law, Medicine, Engineering and others.

Resourcing: Both specialist music rooms are equipped with 20 keyboards, additional musical instruments including electric piano, drum kits and guitars. The main classroom is equipped with two separate practice room. There is a class set of ukuleles as well as percussion. We are also having a class set of Dhol drums. Besides the shared Creative Arts computer room there is a separate smaller room with 15 computers, 15 midis and the programme “Cubase”.

Inclusivity and SEND:

- As an ethnically diverse school, BHA aspires to provide a full year-round curriculum embracing all 3 Intent themes for all students
- BHA is committed to achieving greater access within music education through identifying and removing potential barriers, including for students in low-income families and students with special educational needs and disabilities.
- Barriers to accessing the full curriculum for SEND and EHCP students are removed through the careful application of teaching resources and staff input (see further links with the department and school SEND policies)

We have achieved the Music Mark in 2024 which is evidence of a willingness to engage in development conversations related to improving music provision, recognition of the value of music education as part of a broad and balanced curriculum and acknowledges that a strategy for music is in place which provides for all children.

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.

Co-curricular Programme:

- The music department runs a co-ordinated extra-curricular programme on a yearly cycle
- There is a school choir, called ‘Vocal group’, consisting of over 20 students which is run by Mrs Westwood. The group consists of students from all Key Stages. This is provided free of charge to all students.

- Regarding ensembles there is a Keyboard club which involves many Keyboard ensemble performances and compositions. This club is completely free to attend and take place either lunchtimes or afterschool in the music department.

- Students who take additional instrumental tuition are encouraged to take part in one or more ensembles. Students can book spaces to rehearse. Instrumental Programme: The instrumental programme provides a valuable service to our Music Department as they do much to reinforce and develop the standards of instrumental and singing programmes within our Music curriculum. The team plays a key role in contributing to the success of the curriculum and ensures a rich and varied programme. We currently have 60 students (approx..) accessing the Instrumental Programme, in addition to vocal group 20 students). The programme operates through the school day and changes termly to reduce the impact on subject areas where students need to leave to attend their music lesson.

There are 6 staff (all accredited with Sandwell Music) who cover a broad range of instruments, including:

- Drum lessons (Mr Hopson)
- Guitar Lessons (Mr Turko)
- Violin Lessons (Miss Toor)
- Piano Lessons (Mrs Cook)
- Brass Lessons (Mr Beer)
- Woodwind Lessons (Mrs Jones)

A music practice lesson is also timetabled for once a fortnight for vocal tuition.

Students who have received instrumental lessons at their primary school, simply complete a new contract and continue at BHA. Students who have never received instrumental lessons before, are introduced to Instrumental lessons during their first Music lesson back in September. Upon receipt of the contractual reply slip, they are put into pairs and given six, 20-minute lessons per term. Most PP students have their lessons paid for by PP funding. Disadvantaged students who display significant music potential, enthusiasm and potential are actively targeted and encouraged to access the funding and support available.

In addition to this all looked after children in years 7 to 9 are able to access peripatetic music lessons free of charge.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in concerts and shows, and trips to professional concerts.

School Performances: BHA take great pride in producing excellent showcases for students to enable aspiration and progression besides providing entertainment for the wider school community.

- The Christmas Concert Evening takes place during mid-December and is open to performers in Years 7- 11. This gives all school students their chance to shine.
- There are also informal showcase and performances happening within lessons, lunchtimes, assemblies.
- Students have performed in the local community with a performance for primary schools as part of linking up, and also at the Halesowen music festival. BHA Music also performs as part of year 6 transition evenings.
- Each July, a school production takes place, involving collaboration across the Creative Arts and wider school community. This will be staged over 2 matinees and 2 evening performances. Matinee performances are for local primary schools including Moat Farm and Uplands.
- Students who undertake BTEC Music are also required to perform in front of an audience each year during their Performance Evenings.
- Trips are highly encouraged within the Creative Arts Faculty, and students within Music have visited numerous West End shows, besides ballet and opera productions.

Part D: In the future

This is about what the school is planning for subsequent years

The choice of repertoire from a variety of cultures and traditions in vocal and instrumental lessons offers a powerful way to promote diversity. Creating a culture where all music is celebrated and respected encourages learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them. Increasing inclusion into the curriculum.

New whole class Dhol sessions with fully kitted out class Dhol drums. This will hopefully increase participation for clubs within the Creative Arts. Student participation in clubs is reducing, and this will be addressed by increasing the breadth of provision (see points below).

Increase exposure to music learning outside of school through Sandwell Music and other settings, practitioners, and organisations, such as:

- After school or weekend music centres, area ensembles or music groups, or holiday programmes run by Sandwell music services.
- New music ensembles, such as a KS3 Band
- More depth and numbers within vocal group
- Increase curriculum integration of Careers within the Creative Arts

Increase tracking of instrumental programmes – currently a significant number of BHA students learn instruments outside of the co-curricular offer – these students can get missed in regard to participation in extra-curricular and also concerts.

Future collaborative work with the City of Birmingham Symphony Orchestra.

Part D: Further information

[SIPS Music | Harnessing the power of creativity and expression \(sandwellmusic.org\)](https://sandwellmusic.org)