



**Cardinal Hume
Catholic School**

Music Development Plan Summary 2024-2025

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Written by: Claire Hudson

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Overview

Detail	Information
Academic year that this summary covers	Academic Year 2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Claire Hudson
Name of school leadership team member with responsibility for music (if different)	Ben Stevenson
Name of local music hub	Gateshead and South Tyneside Music Hub

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 section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the Cardinal Hume Catholic School website.

At Cardinal Hume Catholic School, the music curriculum has its foundations based on the National Curriculum while incorporating elements from the Model Music Curriculum (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

The music curriculum is cohesively sequenced to ensure that knowledge and skills are developed logically, building and extending prior knowledge from module to module. There is a golden thread running through each module of allowing pupils to incrementally become better at playing the keyboard and using their voice. By developing pupils' technical control of the keyboard and their voice, they are able to further explore the constructive and expressive aspects of music.

The repertoire used for each module at each stage of the curriculum is carefully chosen to exemplify and support pupils' acquisition of knowledge and skills and is taken from a wide range of styles and genres. While developing pupils' cultural capital through broadening their musical landscape, it also allows pupils to see how a concept is used across styles rather than exclusively within one.

Curriculum Overview

Key Stage 3 Curriculum

End points:

Performing – for all pupils to be able to fluently perform melodies that use a range of an octave adding either a simple LH root note bassline or chord accompaniment to the melody. They will add expression to their playing through appropriate tempos and articulation. They will perform vocal melodies accurately and with expression and be able to maintain a bassline or simple harmony part.

Composing – for all pupils to be able to compose a melody with appropriate accompaniment (chords/bassline) in a range of keys in both a classical and pop/rock style.

Listening – for all pupils to be able to accurately describe the technical features of a piece of music and evaluate its impact on the listener or occasion it was composed for.

Overview:

A full overview of the curriculum can be found on the Cardinal Hume Catholic School website.

Module	Outline of Learning
Yr 7 – 1 Feel the Beat 12 weeks	<ol style="list-style-type: none"> 1. Internalise sense of beat and how to keep time. 2. Unison percussion and vocal performance 3. Perform using tempo and dynamics. 4. Understand difference between beat and rhythm. 5. Duration notation: semibreve, minim, crotchet, quaver, semiquaver 6. Organising music using time signatures 7. Ensemble performance from rhythm/duration notation and rounds 8. Texture: unison, imitation
Yr 7 – 2 Pitch Pilots 12 weeks	<ol style="list-style-type: none"> 1. Internalise pitch through singing and exploring the keyboard. 2. Know the geography of the keyboard. 3. Explore melodic shape and movement through improvisation and singing. 4. How is pitch shown in notation? Stave and clefs. 5. Perform melodies developing accuracy and technical control (up to 5th) in C major and A minor. 6. Structure: phrasing and organisation, composing AABA melodies 7. Timbre – high and low pitched instruments
Yr 7 – 3 What's that Sound? 12 weeks	<ol style="list-style-type: none"> 1. What is timbre? How can instruments be classified? 2. Performing as part of a keyboard orchestra/quartet. Reinforcement of durations and C position 3. Reading and performing notes higher up the stave. 4. What is the purpose and typical features of a fanfare? 5. Performing triplets and Q/SQ/SQ accurately in fanfare 6. Improvising fanfare melodic ideas 7. Developing ideas using repetition and contrast and sequence
Yr 8 – 1 Harmonic Architects 12 weeks	<ol style="list-style-type: none"> 1. Harmony: Constructing chords from notes in the D major scale 2. Vocal: scalic warmups and melodies 3. Constructing chord sequence and identifying the musical 'punctuation' 4. Vocal performance of melody and bassline parts 5. Root note bassline 6. Developing the harmony line with broken chords 7. Composing own chord sequence and bassline 8. How do melodies fit with the harmony? 9. Composing melodies and countermelodies
Yr 8 – 2 Musical Jigsaws 12 weeks	<ol style="list-style-type: none"> 1. Harmony: building major and minor chords 2. Chord sequences in pop music 3. Vocal performance of melody, harmony and bassline parts 4. Texture: Basslines – developing root note basslines with rhythms and riff patterns 5. Texture: Groove – combining chords and basslines to create an accompaniment 6. Improvising a melody over a groove
Yr 8 – 3	<ol style="list-style-type: none"> 1. Harmony: Primary chords and the 12 Bar Blues

Blues Grooves 12 weeks	<ol style="list-style-type: none"> 2. Harmony: extending chords with 7ths 3. Rhythm: Shuffle drum beats and swung quavers 4. Melody: Blues scale, call and response head and improvised melodies 5. Walking basslines – extending the broken chord
Yr 9 – 1 Swaying Subdivisions 10 weeks	<ol style="list-style-type: none"> 1. Metre: Understand compound metre and typical rhythms used 2. Perform compound melodies accurately and fluently. 3. Harmony: Understand melodic phrasing using cadence endings 4. Compose balanced melodies in compound time. 5. Harmonise melodies using primary chords, relative minor chord and perfect and imperfect cadence endings. 6. Arrange melodic phrases into a longer structure using repetition and contrast and appropriate cadence endings.
Yr 9 – 2 Chord crafters 10 weeks	<ol style="list-style-type: none"> 1. Harmony: know the secondary chords ii and vi 2. Perform chord and bass accompaniments using comping patterns. 3. Structure: Song structure 4. Chord sequences and harmonic rhythm for expression 5. Songwriting
Yr 9 – 3 Musical Storytelling 10 weeks	<ol style="list-style-type: none"> 1. Harmony: concords and discords 2. Perform chromatic melodies. 3. Perform character leitmotifs and identify the constructive use of the elements of music. 4. Motivic composition and development
Yr 9 – 4 Telling our Story 6 weeks	<ol style="list-style-type: none"> 1. Revisit knowledge of chords and compound metre to perform a local folk song – vocal melody and chord accompaniment. 2. Harmonic rhythm in chord sequences 3. Composing a chord sequence in a compound time signature

Key Stage 4 Curriculum

At KS 4 we offer Eduqas GCSE music and Eduqas Level 1/2 Technical Award in Performing Arts

Eduqas GCSE Music:

This course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (AoS1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (AoS2) allows

learners to look more closely at texture and sonority. Film Music (AoS3) and Popular Music (AoS4) provide an opportunity to look at contrasting styles and genres of music.

Eduqas Level 1/2 Technical Award in Performing Arts:

This course allows pupils to specialise in Musical Theatre through three units of work. Unit 1 require students to choose a piece of musical theatre and demonstrate two of the three disciplines of singing, dancing and acting. Unit 2 provides a brief for pupils to create a piece or original performing arts for which can include song, dance and drama. Unit 3 requires pupils to think on a larger scale and prepare a pitch for a commission. As well as creating short extracts of the larger piece for the pitch they must also demonstrate their understanding of resources, finance and personnel needed. Pupils are able to produce practical and production elements of their idea, this can include song and music.

Time allocated

At Cardinal Hume Catholic School, Key Stage 3 pupils receive a weekly 60-minute music lesson. At Key Stage 4 they have 2 60-minute lessons per week.

Special Educational Needs and Disabilities

At Cardinal Hume Catholic School, a commitment to inclusion and equity is integral to the curriculum. All pupils follow the same curriculum with adaptations and scaffolding as required. The department strives to deliver high quality, inclusive teaching for all pupils in all classes. Information on pupils with SEND is available to class teachers on Class Profiles with detailed information on their individual needs, suggested strategies and targets.

Links to Local Music Hub

Cardinal Hume Catholic School collaborates with Gateshead and South Tyneside Music Hub (formerly Gateshead Music Service). The hub provides instrument teachers to deliver 1:1 and small group lessons to students as well as class workshop opportunities. Previous workshops have included 'Music and Coding' and singing workshops with leaders from the National Youth Choir.

Music Qualifications

Cardinal Hume Catholic School offers students the opportunity to pursue Eduqas GCSE Music and Level 1/2 Technical Award in Performing Arts (Musical Theatre) during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with peripatetic teachers.

Part B: Extra-curricular music

This section addresses the opportunity pupils at Cardinal Hume Catholic School have to sing and play music outside of lesson time.

Instrumental & Vocal Groups & Clubs

Cardinal Hume Catholic School offers a range of opportunities which are open to all students across all year groups.

Choir – we run a weekly choir which pupils from all year groups can access. It is non-auditioned; all pupils are welcome. We perform a range of music including pop, musical theatre, Classical and sacred. The choir regularly lead worship and perform in the school Christmas and Easter services as well as performing in the wider community. This has included advent services and fundraising concerts at a local church, carol singing at a local hospital and choir competitions.

Orchestra – this is split into two groups, lower and upper, due to KS 3 and 4 having a split lunch. All pupils are welcome to join, on any instrument and any ability. Parts are adapted to pupil's instruments and abilities. The orchestra support the services as well as performing in the summer term in a celebration concert.

Production – we offer pupils the opportunity to take part in a musical every year. Only main parts are auditioned, ensemble roles are open to everyone who would like to take part. Past shows have included The Addams Family, Shrek the Musical, Matilda and Madagascar Jnr.

Rehearsal spaces – we have 4 practice rooms within the department which are used for small group tuition and available for pupils to use for personal rehearsal during specified lunchtimes. We also use the Drama Cube as a rehearsal space for band and choir and the main hall for production.

Peripatetic Offer

Cardinal Hume Catholic School offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a small group basis. Pupils who sign up for peripatetic lessons receive a lesson every week with some instruments available for loan.

Instrument Choices

- **Woodwind (flute, clarinet or saxophone):** lessons emphasise technique, musicality, and ensemble playing.
- **Guitar (acoustic, electric or bass guitar):** lessons are available, covering a wide range of genres from classical to rock.
- **Strings (violin):** lessons emphasise technique, musicality, and ensemble playing.
- **Brass (trumpet, tenor horn & tuba):** instruction focuses on embouchure, breath control, and ensemble playing.

Charging and Remissions Information

Cardinal Hume Catholic School charges a nominal fee for peripatetic music lessons to supplement a small proportion of the cost of hiring specialist musicians/teachers and hire of the instrument where appropriate. The full cost of tuition is subsidised by the school. However, the school is committed to ensuring that all students can access this offer and potential remissions are available on a case-by-case basis. The charge for individual /small group 20-minute lessons is £50 per term.

Application and Support

Information on the instrumental and vocal groups is advertised at the beginning of the academic year on the tutor dashboard and the year group notice boards. There is also information up on the music corridor. Pupils should speak to a member of the music department about joining.

Parents or carers interested in enrolling their child in peripatetic music lessons should complete an enrolment form which is available from the music department. Payments are made through ParentPay.

Peripatetic lessons at Cardinal Hume Catholic School are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students receive high-quality instruction tailored to their individual needs, ensuring that every child can develop their musical abilities to the fullest.

Wider opportunities

Pupils at Cardinal Hume Catholic School have the opportunity to take part in ensembles run by Gateshead Music Hub. Information about these groups can be found [here](#).

Regular opportunities with other outside music groups are also advertised in the department. Recent opportunities have included singing workshops with the National Youth Choir

Part C: Musical experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events. Within the academic year there are several musical opportunities that take place.

- **Winter Concert.** Cardinal Hume Catholic School's annual Winter Concert offers students the chance to perform before a public audience. Instrumental groups and soloists are invited to present their work, providing them with valuable performance experience. Music and Performing Arts are showcased, fostering a sense of community and pride among students, staff, and attendees. We deliver it as an informal 'café-style' setting, where the audience members are served with tea/coffee and mince pies while they enjoy the concert provided by the BTEC Hospitality students.
- **Annual Production.** During the Spring term, we host our annual full-scale production. In the Autumn term, pupils are invited to join the production group. All pupils are welcomed, and auditions are only for main roles.
- **Summer Soiree.** Towards the end of the summer term, we present another evening of Music and Performing Arts to celebrate the achievements of the instrumental groups, musicians and Performing Arts courses. It provides another opportunity for the pupils to perform to a public audience and showcase their hard work and talent.
- **Workshops** – opportunities arise during the year for workshops for groups of students to participate in with professional practitioners. Previous workshops have included singing with leaders from the National Youth Choir, Musical Theatre workshop with leaders from Music Theatre Studio and Music and Coding with Conductive Music
- **Trips to Musicals and Performances.** Cardinal Hume Catholic School offers students the chance to attend live musicals and music performances spanning a range of genres. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits.

Part D: In the future

- **Singing in lessons.** Although there are many singing opportunities within school and singing takes place in curriculum lessons, we are committed to developing this further from September 2024. Every year 7 and 8 curriculum lesson will include a short singing session developing pupils' confidence and continuing the enthusiasm for singing from their time in primary school. This will include a range of repertoire; songs that they are familiar with from Primary and transition days; vocal warmups for focus and vocal health; chants and rounds; A Capella riffs; partner and part songs.
- **Trips to musicals and live music.** Although we have offered a wide range of workshops and opportunities in school, we would like to offer more opportunities for pupils to go and see professional productions of musicals and live music.
- **Rehearsal opportunities** lunchtime access the practise rooms and band rehearsal spaces.
- **Creativity opportunities in Vith form** – Developing creative opportunities for Vith form students in conjunction with the Head of Vith form.
- **Breadth of clubs** – clubs such as ukulele, music tech and percussion groups which run for one term to widen our extra-curricular offer.
- **Recognition of musical achievement** – we aim to the raise number of pupils taking grade exams on their instruments by using video exam entry. We are also introducing music medals to curriculum and extra-curricular clubs. We will also award a yearly Ros Flint award to recognise outstanding achievement and dedication to music.