



Balcarras School Music Development Plan 2024 – 2025

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Written by: Dan Armstrong

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Contents

Below is an overview that outlines some of the key information regarding music at Balcarras School:

| Detail | Information |
|---|--------------------------------|
| Academic year that this summary covers | Academic Year 2024 – 2025 |
| Date this summary was published | 2 nd September 2024 |
| Date this summary will be reviewed | 5 th July 2025 |
| Name of the school music lead | Dan Armstrong |
| Name of school leadership team member with responsibility for music | Becky Atkin |
| Name of local music hub | GSW Music Hub |

Part A: Curriculum music

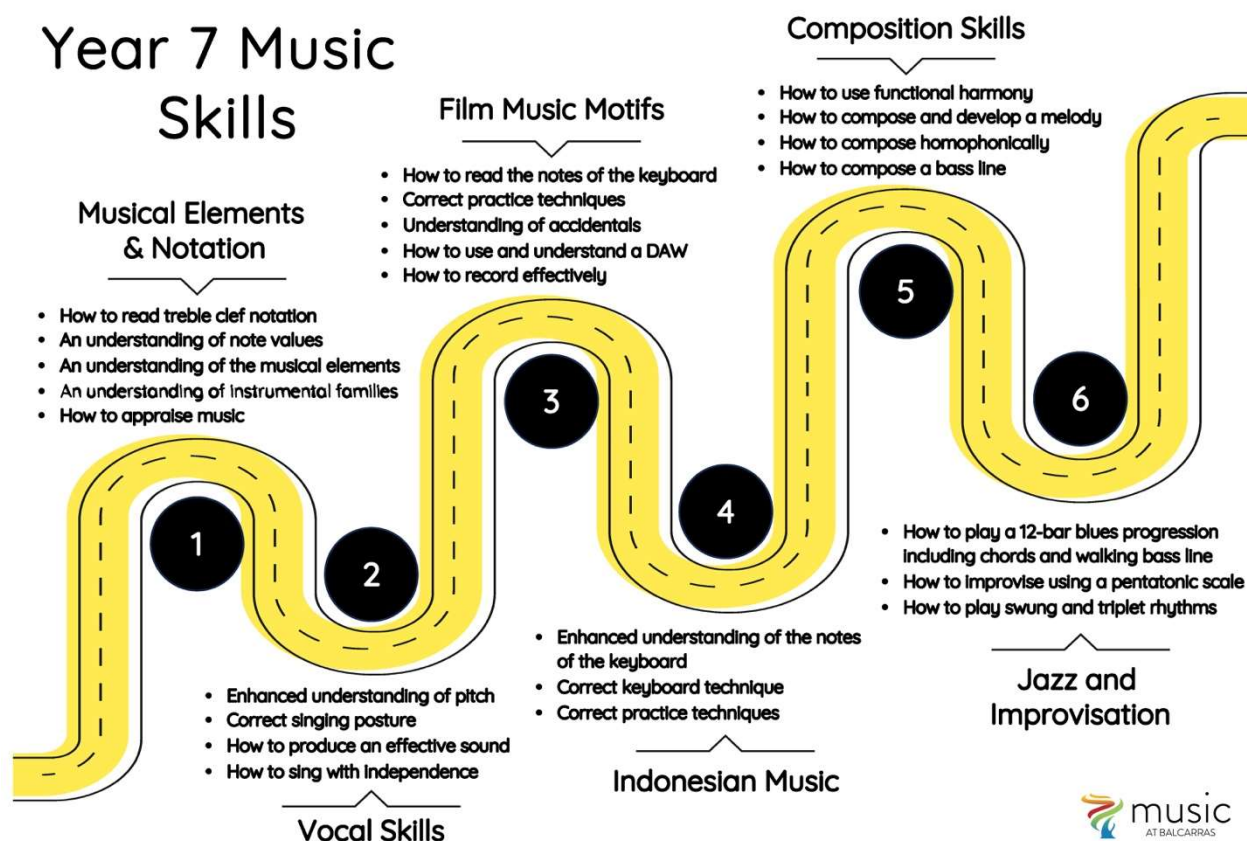
This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [Balcarras School website](#). The website also details the time allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

At Balcarras School, the music curriculum has its foundations based on the National Curriculum with elements from the, incorporating elements from the [Model Music Curriculum](#) (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our students of all abilities.

The Music department at Balcarras offers a rich, diverse and balanced curriculum which covers each of the three main components of music (performance, composition and appraising), with a graduated approach of challenge throughout each year.

Within the music curriculum, singing and instrumental development - encompassing both solo and ensemble playing - are integrated throughout KS3 - KS5. The curriculum is designed with a focus on sequencing these skills, alongside appraising skills, to ensure a cohesive and progressive learning experience.

Year 7 Music Skills



Musical Elements & Notation

During the first term of Year 7, students will arrive at Balcarras with a huge range in musical ability and experience. Our job as a department is to bring them up to a standard that will give them full access to the Year 7 music curriculum by equipping them with the necessary knowledge and understanding to progress. The first topic covers the foundations of music that underpins the learning that takes place throughout KS3 music. Students will learn the musical elements and their definitions, treble clef notation, note values and rests, instrumental families, and accidentals.

Vocal Skills

During this topic, students undertake regular teacher-led class singing activities to build their ensemble skills and note recognition, including an introduction to sight-singing. This enables them to follow the contours of melodies and rhythms, consolidating their understanding of pitch and note values from the Musical Elements and Notation topic.

Students learn to sing in unison, two-part and three-part harmony, which builds their knowledge of intervals, refines intonation, and helps to promote independence.

Film Music Motifs

This topic introduces film music and demonstrates how motifs can be used to explore a theme or character in a movie. Students look at the various motifs used in the James Bond soundtrack and – using the MIDI keyboards – recreate the soundtrack by recording and layering them on Mixcraft 8. This is the students' first introduction to a DAW and will give them a chance to explore some of the capabilities to make their soundtrack sound more realistic, whilst developing their keyboard skills.

Indonesian Music

The first couple of lessons will introduce the historical, cultural, and musical features of Indonesian music before learning traditional Gamelan pieces. Students will learn the music as both a graphic score and traditional notation to give them the experience of both forms of notation. Students will learn these pieces in pairs on keyboards and will be assessed on their performance of a Gamelan piece of music.

Composition Skills

Students will learn how to use the degrees of the scale to form chords which they will use as a foundation for creating harmonies. Students will learn how to compose effective melodies and harmonies to create consonance in their music. The first few lessons will involve completing exercises designed to test their knowledge of adding melodies to harmonic progressions and vice versa. The final assessment will be on Sibelius 6 and the students will be required to compose melodies and harmonies that create consonance, with an understanding of passing notes and cadences evident in their work.

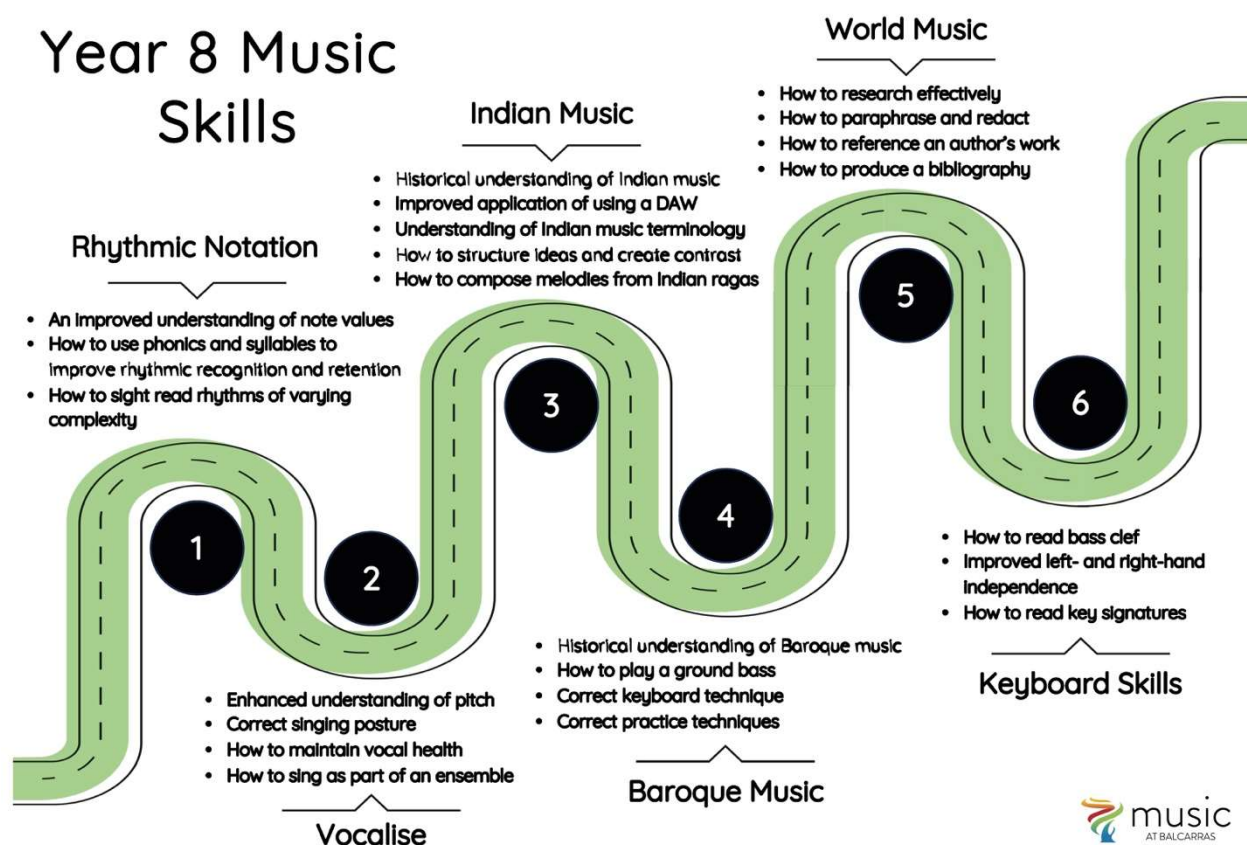
Jazz and Improvisation

Improvisation has played a powerful role in many of the innovative developments that have been made throughout musical history, and it is a central part of how countless practising musicians today work around the world.

Students will learn how to perform a 12-bar blues chord progression in C with both hands. Students will then learn the basics of improvisation using the C minor pentatonic blues scale as a framework. The final assessment will take place on keyboards and will include:

- Performance of the 12-bar blues chord progression, including left-hand walking bassline and right-hand chords.
- 12-bar blues improvisation.

Year 8 Music Skills



Rhythmic Notation

During the first term of Year 8, students will partake in teacher-led activities to further their understanding of note values and rhythms. Students will complete small tasks to scaffold the sight-reading process. Each lesson, students will complete mathematical equations alongside creating rhythms that conform to a 4/4 metre. The assessment for this topic will be a group performance of a 'rhythm menu' whereby students will create a four-beat rhythm based upon the theme 'food and drink'. The students will work as a group to combine their independent rhythms and create a performance that consists of consistent tempo, rhythmic independence, a variety of different textures, dynamic contrast and cross-rhythms.

Vocalise

During this topic, students will build upon their prior knowledge of singing from Year 7, with a focus on vocal health and the importance of warming up. This is of vital importance in the development of the voice, as all voices will begin to change during this period. Students will undertake regular teacher-led class singing activities to learn a variety of repertoire, culminating in a group performance of an A Capella vocal piece. Students will perform in groups, and will be assessed on their vocal skills, alongside their learning, understanding and ensemble skills.

Indian Music

The first lesson of this topic will be spent looking at some of the historical and cultural aspects of Hindustani music. Students will gain an understanding of the key features, devices and terminology specific to this style of music. Students will create an Indian music composition in pairs, inspired by the Hindustani musical style. They will be assessed on their ability to compose a three-part structure comprised of contrasting sections, alongside their understanding of melodic and harmonic elements to create an effective composition.

Baroque Music

Students will begin this topic by gaining an understanding of the Baroque musical style, alongside a basic understanding of how this formed the foundations for classical music. Students will be taught the key features, devices and terminology specific to this style of music. The focus of this topic is to perform Pachelbel's Canon in D on keyboards, with the music broken down into stages to assist the learning process. Students will work through the stages in pairs to eventually build up to playing the music in its entirety. The assessment will be focussing on: Keyboard technique, consistency in tempo, accuracy in pitch and rhythm and performance style.

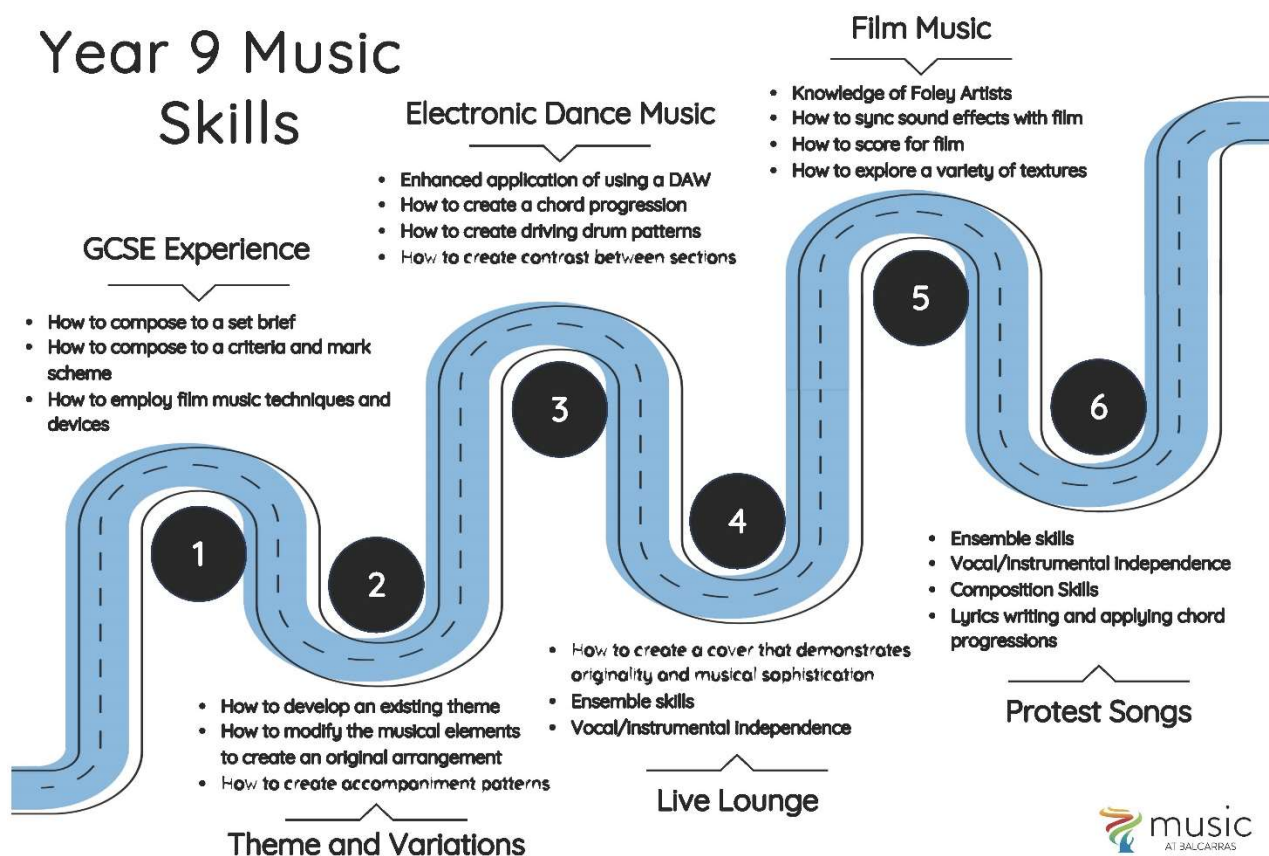
World Music

Students will work in pairs for this topic and choose an area of the world to focus on. Once they have decided on their chosen country, they will carry out independent research and present their findings in the form of a PowerPoint presentation to present to the class. Examples of areas of research include: musical history and historical events, musical timeline, cultures, musical events/festivals, composers/artists that have emerged from specified country, famous pieces/songs, music used for films/advertising, national anthem, Eurovision entries, bibliography and referencing.

Keyboard Skills

Students will work on improving their piano/keyboard technique to further their skills, finger dexterity and understanding of the instrument. This will enable them to learn more challenging music and build their musical repertoire. Students will gain an understanding of how professional musicians learn a new piece of music, alongside some of the common pitfalls to avoid when seeing a piece of music for the first time. This topic will be a keyboard assessment focussing on students' skills as a pianist. The assessment criteria includes practice regimes (prior to assessment), keyboard technique, consistency in tempo, accuracy in pitch and rhythm, dynamic contrast between sections, and melodic phrasing. The Year 8 workbooks contain a variety of pieces that differ in style and level of challenge to explore for this topic.

Year 9 Music Skills



GCSE Experience

Students will begin this topic with an analysis of the opening scene of a film and identifying the film music devices to take forward into their own compositions. They will be taught some of the key features, devices and terminology specific to film music. Students will create a storyboard to narrow down their narrative to six scenes and give their music direction and purpose and will use Sibelius to compose the music to accompany their film. Students will gain an understanding of how to compose to a higher standard and will use the GCSE composition mark scheme to gain marks. The assessment focus is structural and textural variety, contrast in mood, ability to compose idiomatically, and musical coherency.

Theme and Variations

Students will work in pairs on keyboards to firstly learn to play the theme Frère Jacques with the correct keyboard technique, to both optimise learning and activate muscle memory retention. Simple variation techniques will then be taught to gain an understanding of the process and approaches that can be taken in developing the theme. The final lesson will include a paired assessment focussing on development of the theme, independence in parts, structural and textural variety, contrast in styles of each variation, musical coherency within each variation, and keyboard technique.

Electronic Dance Music

Students will begin the topic by listening to existing EDM compositions and deconstructing the musical elements to understanding how they have been used in combination. This will allow them to understand how to apply this to their own compositions and will arm them with devices and features that are specific to this genre. They will complete short exercises, transforming notated EDM melodies into MIDI, giving them an understanding of MIDI notation before they begin their composition. Students will expand their current understanding of how chord extensions and inversions and will gain a basic grasp of drum grooves to use in their own EDM compositions. The assessment will be focussing on musical material that contains variety and contrast to maintain interest and excitement, ability to use a DAW to explore automation, sampling and quantizing, ability to compose a chord sequence to act as a basic for musical development, melodic creation and development, musical coherency.

Live Lounge

Students will start the topic by analysing existing cover songs and identifying the musical elements that have been modified. Students will work in groups to create a cover of a song of their own choice. Students will gain an understanding of how to utilise and manipulate the musical elements in a piece of music to create an original and unique cover song in a slightly different style. Students will expand their current understanding of how chords are constructed, chord extensions and acquire a basic grasp of chord inversions to develop their skills as a musician. The assessment will be focussing on the application of the musical elements to demonstrate originality and flair, ensemble skills, ability to provide an independent part within their ensemble, and musical coherency.

Protest Songs

Students will work in groups for this topic, developing their ensemble skills and working with other students to create a group composition. They will begin the topic by analysing existing 'protest' songs from composers such as Bob Marley, Desmond Dekker and The Aces, and The Specials. Students will use skills they have learned from previous topics to draw upon and, once they have decided upon a topic, they will develop a sense of narrative and begin to create their lyrics. The students will explore chord progressions, riffs, bass lines, melodic phrasing and verse-chorus form. The assessment will focus on students' composition and performance abilities which will end their time in music at KS3.

Year 10 & Year 11

In Years 10 and 11, GCSE music provides an exciting opportunity to develop students' skills in performance, composition and appraising. The WJEC Eduqas GCSE in Music offers a broad and coherent course of study which encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. This course offers students extensive opportunities to develop their abilities both as solo performers and ensemble musicians. Throughout the course, students explore a diverse range of musical genres and styles, gaining insight into the conventions, as well as the melodic and rhythmic characteristics, inherent to each style.

Additionally, students benefit from opportunities including public performances, workshops, dedicated time and structured guidance from members of staff throughout the department to enhance their composition skills.

Year 12 & Year 13

A Level music also follows the WJEC Eduqas A Level Music specification, providing a smooth transition from GCSE Music. The course is designed to allow learners to pursue their own musical interests. Learners develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to specialise in either performing or composing. Learners may choose to apportion 10% of their assessment to either performing or composing as an in-depth study.

Additionally, students benefit from opportunities including public performances, workshops, music excursions, dedicated time and structured guidance from members of staff throughout the department to enhance their composition skills.

Time allocated

At Balcarras School we follow a two-week timetable with 60-minute lessons, and so the time allocated for each subject is **per fortnight**.

| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 2 x 60 minutes | 2 x 60 minutes | 2 x 60 minutes | 5 x 60 minutes | 5 x 60 minutes | 9 x 60 minutes | 9 x 60 minutes |

Special Educational Needs & Disabilities

At Balcarras School, a commitment to inclusion and equality is integral to the curriculum. Balcarras School uses quality first teaching to provide a broad and balanced curriculum that engages with the pupils in every classroom. Teachers use proactive, adaptive teaching to meet the individual needs of pupils with Special Educational Needs and Disabilities (SEND). The opportunities for pupils with SEND are not restricted at our school; we value diversity and celebrate individual qualities allowing all pupils to feel part of our community and to thrive during their time with us. Our teachers set challenging but achievable, individual targets for pupils with SEND and encourage pupils to progress and succeed in a caring, accessible and inclusive environment.

This is echoed in the music department where we welcome students of all ages and abilities to be involved in our vast extracurricular programme.

In the classroom, we believe in the expertise of our teachers to deliver high quality teaching and ensure all tasks are accessible to students. However, it is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes. In KS3, students are given workbooks at the start of each academic year with a range of resources to learn from. At the back of each of the workbooks, we have created a 'Theory Cheat Sheet' which we encourage students to use if they are struggling with a task. It has all the necessary information included that act as a foundation for the topics we cover, and starter tasks, ensuring students always have the help they require, with the help of their teacher to guide them.

Links to Local Music Hub

Balcarras School collaborates closely with GSW Music Hub (formerly Gloucestershire Music Hub). We frequently liaise with the hub to host auditions for a selection of the county ensembles and encourage our students to audition and partake in them to further develop their skills as musicians.

GSW Music Hub also hosts CPD days for secondary music teachers in the area, providing a great opportunity to find out about all the amazing events, concerts, workshops, competitions and masterclasses taking place in Gloucestershire and the surrounding areas, available to young musicians.

GSW Music Hub also provides cost-effective instrument rental, an option many of our students have explored.

Part B: Co-curricular Music

This section addresses the opportunity pupils at Balcarras School have to sing and play music outside of lesson time. Within Balcarras, students have access to a number of opportunities to make, create, perform and play music, through a variety of ensemble and/or instrumental groups, as well as co-curricular clubs that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups

Balcarras School offers a range of instrumental and vocal groups which are open to all students across all year groups. Rehearsals and clubs take place in specialist music areas such as the music department, the practice rooms, or the school hall where appropriate.

The extracurricular programme changes each rotation, depending on the concerts, events or productions taking place within each term.

Below is the extracurricular timetable for the Autumn term:

MUSIC EXTRA CURRICULAR ACTIVITIES **Autumn Term 2024**



| Year Group | Day | Time | Activity | Venue | Teacher |
|---------------------------------------|-----------|-----------------|--|---------------|--------------------------|
| 7 to 13 (Grade 5 and above) | Monday | 1.20 – 2.10pm | Balcajazz | MU3 | Mr Armstrong |
| 7 to 13 | Monday | 1.20 – 2.10pm | Balcarras Choir (alternative to Thursday) | MU2 | Mrs Watts |
| 7 to 13 | Monday | 3.45 – 5.00pm | Theory Club | MU2 | Music Team |
| By invitation | Tuesday | 8.00 – 8.45am | Cantabile | MU2 | Mr Armstrong & Mr Howell |
| 7 to 9 Boys (Trebles & Tenors) | Tuesday | 1.20 – 2.10pm | Boys Singers | MU2 | Mr Armstrong |
| 10 to 13 Boys (Baritones & Basses) | Tuesday | 1.20 – 2.10pm | Boys Singers | MU1 | Mr Howell |
| By Invitation | Tuesday | 1.20 – 2.10pm | Chamber Choir | MU4 (or Hall) | Mrs Watts |
| 7 to 13 | Tuesday | 1.20 – 2.10pm | Ukulele Club | Meet in Music | Mr Douglas |
| By invitation | Tuesday | 1.20 – 2.10pm | Folk Band | MU3 | Student led |
| 7 to 13 | Tuesday | 3.45 – 4.30pm | Orchestra | MU3 | Mrs Vacher & Mr Howell |
| 7 to 13 | Tuesday | 4.30pm – 5.15pm | Senior Orchestra | MU3 | Mrs Vacher |
| By invitation | Wednesday | 8.00 – 8.45am | Cantabile | MU3 | Mr Armstrong & Mr Howell |
| 7 to 13 | Wednesday | 1.20 – 2.10pm | String Group | MU1 | Mr Howell |
| 7 to 13 | Wednesday | 1.20 – 2.10pm | Brass Group | MU2 | Mr Armstrong |
| Staff | Wednesday | 1.20 – 2.10pm | Staff Choir | MU3 | Mrs Watts |
| 7 to 13 (Grade 5 and above) | Wednesday | 3:35 – 5.00pm | Balcajazz | MU3 | Mr Armstrong |
| 7 to 13 | Thursday | 1.20 – 2.10pm | Balcarras Choir | MU3 | Mrs Watts |
| By invitation | Thursday | 3:35 – 5.00pm | Cantabile | MU3 | Mr Armstrong & Mr Howell |
| 7 to 13 (Grade 4 and above) | Friday | 1:15 – 1:45pm | Wind Group | MU1 | Mrs Hopkins |
| Sixth Form led | Friday | 1.15 – 1:45pm | Soul Band | MU3 | Sixth Form students |

- **Balcajazz**

Balcajazz is a jazz/big band open to students from all year groups. The grade requirement to be a part of this ensemble is grade 3 due to the complexity of the repertoire. The style of music ranges from jazz standards to funk-fusion and involves a variety of performance opportunities such as: charity events (Dunkertons, November 2024), Balcarras Carol Concert, fundraisers, Cheltenham Jazz Festival, and Midsummer Music.

- **Balcarras Choir**

Balcarras Choir is a school-wide singing group open to students from all year groups. The repertoire includes songs specifically chosen to accommodate multiple-part harmonies, providing a rich and layered vocal experience. Additionally, the group offers numerous opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making.

- **Theory Club**

Theory Club offers one-to-one and group tuition with our experienced music staff in the department, completely free of charge. Available to all students of age and ability, we encourage students to attend this club whether they want to further their understanding of general notation, or expand their knowledge prior to applying to higher education.

GCSE and A Level musicians are encouraged to attend this club as a priority.

- **Cantabile**

Cantabile (Italian for '*in a singing style*') is an all-male choir, singing music that is mainly A Capella. Although this choir is audition-based, the precursor to being a part of this group is Boys Singers. Cantabile has performed at a variety of different events and has even been recorded as part of a music video that features on YouTube (**Can't Help Falling In Love | Cantabile Acapella**).

- **Boys Singers**

Boys Singers is an all-male choir, encouraging young males to sing through the development and changing of their voices. The choir comprises 20+ males, singing in a range of styles and is open to all ages and abilities. Rehearsals are fun and engaging and involve students from Year 7 all the way up to Year 13.

- **Chamber Choir**

Chamber Choir is an all-female choir, performing music in a range of styles. Although this choir is audition-based, the precursor to being a part of this group is Balcarras Choir. Chamber Choir has performed at a variety of different events and has even won awards at 'Music for Youth'.

- **Ukulele Club**

Ukulele Club has recently opened its doors to guitar and bass players, to expand the repertoire and increase the performance opportunities for string players. Students perform using written notation, tablature, or chords on either ukulele, acoustic guitar or bass guitar.

- **Orchestra**

Balcarras Orchestra is our largest ensemble, involving students of 40+ and rising. Orchestra is open to students of all ages and abilities, and performs a wide range of repertoire including traditional orchestral music, Christmas music, film music and pop arrangements.

- **Senior Orchestra**

Senior Orchestra follows on after Orchestra and is available to students of grade 3 ability and above. The repertoire is more traditional in style and more technically demanding, designed to test students' ability.

- **String Group**

String Group includes traditional stringed instruments, alongside piano, acoustic and bass guitar. The ensemble offers the opportunities for solos, as well as being able to perform arrangements in a range of different styles. String group is open to all year groups.

- **Brass Group**

Brass Group is open to all students and encourages more students to learn a brass instrument. The ensemble offers a range of performance opportunities such as: Baltoberfest (performing traditional German music and arrangements), performing at local care homes for the elderly, Balcarras Carol Concert and the annual performance from the balcony of the English block at Midsummer Music.

- **Staff Choir**

Although this choir is available to Balcarras staff only, the choir performs at all the music events, demonstrating the importance and value of music shared across the school.

- **Wind Group**

Wind Group is open to students of all ages, with a requirement of grade 5 and above due to the complexity of the music performed. Wind Group is a smaller ensemble that offers numerous opportunities for solos, allowing students to showcase their individual talents within the ensemble.

- **Soul Band**

Soul Band is a group that offers sixth form students the opportunity to perform their own arrangements. The group is open to all sixth form students in Year 12 and Year 13 and rehearsals are lead by the sixth form students themselves. Performance opportunities are provided for Soul Band, but the music, rehearsals and line-up is decided by the students.

Instrumental Tuition

Balcarras School offers instrumental 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 one-to-one basis.

Instrument Choices

We have an excellent band of instrumental teaching staff:

| | | | |
|----------------|---------------------|----------------|-----------------|
| Steve Browning | Guitar | Nicola Hopkins | Flute |
| Matt Bucher | Drum Kit | Nathan King | Brass |
| Vicky Burge | 'Cello | Miss Smith | Singing |
| Jo Haslam | Violin | Karen Sykes | Woodwind |
| Kate Skeet | Violin/Viola | Tracey Vacher | Piano |

Admin support is provided by Mrs Sue Davis

Charging and Remissions Information

Poltair School charges a nominal fee for peripatetic music lessons to cover the costs of hiring specialist instructors. However, the school is committed to ensuring that all students are able to access this offer and potential remissions are available on a case-by-case basis. The following fee structure and remissions are in place:

Standard Lessons: The charge for individual 20-minute lessons is £175.00 per 15 lessons or £350.00 per year.

Extended Lessons: The charge for individual 30-minute lessons is £250.00 per 15 lessons or £500.00 per year.

Subsidised Lessons: GCSE and A Level students can sign up for subsidised lessons at a reduced cost.

20-minute individual lessons: £131.25 per 15 lessons or £262.00 per year.

30-minute individual lessons: £187.50 per 15 lessons or £375.00 per year.

Instrument Hire: Instruments can be hired through GSW Music Hub. Information about these fees can be found [here](#).

Application and Support

Parents or carers interested in enrolling their child in instrumental music lessons should complete a digital enrolment form on the school's website. Information, as well as terms and conditions, can be found on the school website found [here](#).

Instrumental lessons at Balcarras 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 has the opportunity to develop their musical abilities to the fullest.

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 additional musical opportunities that take place.

- **House Music**

This event takes place at the very beginning of the academic year, providing a great opportunity for new students to meet one another and compete in a friendly, fun competition between the four houses: Foley, Graveney, Ottewell and Selvey.

The sixth form leaders meet with the music team for a briefing in the first week of the academic year and then begin liaising with students and tutors to hold auditions, rehearsals and organise the house's repertoire for each of the categories. This event takes place in the hall, with a guest adjudicator each year to join the team of three judges.

- **Performing as part of Open Evenings**

Students across all year groups are encouraged to participate in Open Evenings throughout the year. This platform allows them to showcase their talents and share the pieces they have rehearsed. It is an opportunity for students to gain confidence performing whilst demonstrating their abilities to prospective parents and students of the school.

- **Performing as part of Prizegiving**

Each year, students are selected by members of staff to win a prize in their chosen subject. This event is very prestigious, and music students are carefully selected to perform as part of a showcase. Students are selected based upon their previous performances and their commitment to music.

- **Carol Concert**

Balcarras School's annual Carol Concert offers students the chance to perform before a public audience. This event includes performances from all the ensembles included in the extracurricular timetable, ensuring a wide variety and high standard of performances. The Carol Concert is a highlight of the school's cultural calendar, fostering a sense of community and pride among students, staff, and attendees.

- **School Production**

Balcarras School's annual school production offers students the chance to perform as part of a 'pit orchestra' and support the drama students on stage. The students selected to be a part of the orchestra are chosen based upon their high levels of commitment to music throughout the year and their ability to maintain practice regimes on their instrument. The music is often highly demanding and gives students the chance to perform music of a professional standard. Previous shows have included: Beauty & the Beast, Grease, City of Angels, We Will Rock You and Singin' In The Rain. Last year we performed 39 Steps.

- **Spring Concert**

The Spring Concert provides a superb opportunity for GCSE and A Level musicians to perform in front of a live audience, before completing their final performances, either recorded (GCSE) or from a visiting examiner (Year 13). Year 11 and Year 13 students are invited to make musical contributions, performing pieces they have been diligently practicing throughout the year. This event features a variety of ensemble and solo performances, allowing students to demonstrate their musical progress and creativity alongside the community.

- **Cheltenham Jazz Festival**

Cheltenham Jazz Festival is an amazing event on the doorstep of Balcarras School. Students who are a member of Balcajazz will have the opportunity to perform on the 'free stage' of the festival alongside some of the other secondary schools in the area. This prestigious event always has a great audience turnout and is a fantastic opportunity to share the stage with some of the jazz greats of the music industry.

- **Midsummer Music**

Midsummer Music is our annual end of year concert and runs more like a festival. The event has two stages – indoor and outdoor – running simultaneously, consisting of almost 8 hours of live music. Performances include our extracurricular ensembles alongside the opportunity for students to perform solos, groups and bands to take part in this musical celebration.

- **Public Performances**

There are many opportunities for public performances throughout the academic year, depending on the calendar. However, our GCSE and A Level musicians are repeatedly invited to perform at Pittville Pump Rooms and The Drawing Room in Cheltenham Town Hall, as part of Cheltenham Festivals.

- **Trips to Concerts and Performances**

Balcarras School actively seeks opportunities for students to attend live music performances and conferences. For example, the event Creative Futures, an annual music industry conference and networking event dedicated to empowering and guiding aspiring young creatives and helping build successful careers in the music industry. At this event, our AS and A Level students were able to attend panels with some of the industry's greats, including speakers from Warner Chappell Music, BBC Introducing, Sony Music, Robots and Humans, Cygnus Music, BMG UK, Wasserman, 365 Artists Management, Metropolis Music and Europa Music Management. In addition, advice was given from producers who had worked for Liberty Records and Universal, who were generously sharing their experience.

- **International Trips**

Balcarras Music Department is looking to organise international trips in the near future to give students the opportunity to experience the musical, artistic, and theatrical offerings of different countries. We hope these trips will help to broaden students' cultural perspectives and deepen their understanding of global arts traditions. By immersing themselves in diverse cultural environments, we hope our students can gain invaluable insights and inspiration that enrich their artistic education and personal growth.

Part D: In the Future

To be completed in collaboration with SLT.

This is about what the school is planning for subsequent years.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.