

# Music development plan summary: Bradford Girls' Grammar School

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	August 2026
Name of the school music lead	Rachel Gant
Name of school leadership team member with responsibility for music (if different)	Caroline Foster (Headteacher)
Name of local music hub	Bradford
Name of other music education organisation(s) (if partnership in place)	

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.

Every student at KS3 is taught music by a music specialist for one hour each fortnight. Students will have the option to study Music at KS4 within the guided pathways offer. We do not have a sixth form provision.

At KS3, students study a range of units/topics including:

- Year 7 – Find your voice, Keyboard skills, Musical Theatre
- Year 8 – Indian Classical and Bhangra, Blues, Just Play
- Year 9 – Pop Music, Fusions, Music and Media

Through practical activities students build technical instrumental skills on the keyboard, guitar, ukulele, percussion and vocals at Key Stage 3. They can also explore these instruments and others through peripatetic lessons to further develop their skills and understanding.

Theoretical musical knowledge is embedded at every stage of the KS3 curriculum, in order to provide the foundations for further in-depth study. By exploring a broad range of musical styles students are able to build cultural capital and gain an understanding of social and historical context. This develops not only their musical knowledge but respect and empathy for other cultures.

In Music all students can achieve and make progress, regardless of background or needs, and is designed to support and challenge students where appropriate. Music links to a number of subjects, such as Maths, History, and English. Music also helps to develop motor/coordination skills through learning different instruments and oracy/literacy skills through peer and self-evaluation.

We are a fully inclusive school and aim to ensure that all students, including those with special educational needs and disabilities, achieve their potential personally, socially, emotionally and academically in all areas of the curriculum including music and the arts.

We are very lucky to have a dedicated music classroom and a number of music practice rooms which are used regularly as break-out spaces during lessons. All rooms are well equipped with musical equipment and instruments.

## **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.

The peripatetic music staff deliver lessons on a range of instruments including piano/keyboard and strings. These lessons are heavily subsidised by the school and are delivered 1:1 or in small groups on a weekly basis. Students can come to the practice rooms at breaks and lunchtimes for further private practice should they wish.

All students are free to attend extra-curricular activities in music, regardless of musical level or ability. All the musical activities, along with other activities in drama and performing arts, are free to attend and everyone is welcome.

## **Part C: Musical experiences**

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

All students have opportunities to either perform or watch performances at BGGS.

Performer experiences including –

- St George's all – BDAT Be There annual event including Trust collaborative performance.
- Performance opportunities throughout the year as planned.

Opportunities to watch performance including –

- St George's Hall – BDAT Be There annual event, watched by all Y7 students in a matinee performance. Evening availability for other year groups.
- Year 7 Pantomime trips through the English Curriculum.
- Other audience opportunities throughout the year as planned.

Financial support is available where needed and is assessed on a case by case basis.

## In the future

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

- Increasing curriculum time at key stage 3.
- Increasing take-up of Music as an option at key stage 4.
- Increasing take-up of peripatetic music lessons and extra-curricular participation.
- Development of music extra-curricular offer to appeal to students.
- Introduction of annual BGGs performance event including musical performances.