Music development plan:
Callington Community College

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Adam Lane
Name of school leadership team member with responsibility for music (if different)	Kate Lamb
Name of local music hub	Cornwall Music Hub / AsOne

This is a summary of how Callington Community College 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.

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 Callington Community College website.
https://callingtoncollege.ng4.devwebsite.co.uk/page/?title=Curriculum+Overview&pid=211

The music curriculum supports students in developing the three 'pillars'; technical, constructive, and expressive; which in turn support the skills of performing, composing, and analysis.

These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

KS3 (Years 7, 8 and 9)

	Autumn	Spring	Summer
Music **Year 7** **One hour per week**	**All Together Now** An introduction to live performance and ensemble skills, exploring how concerts differ and the importance of sharing music with an audience. Pupils develop confidence through singing and instrumental performance, learning to work effectively as a group ("Class Band"). Key music theory includes keyboard layout, treble clef notation, scales, chords, fingering, and musical terminology.	**Music in the Wider World** A global exploration of musical traditions, focusing on African, Caribbean and Chinese music. Pupils learn to recognise and perform key stylistic features while developing ensemble, rhythmic and improvisation skills. **African Music**: Investigate the cultural significance of African music and dance, with a focus on djembe technique, cyclic and polyrhythms, call and response, and instrumental families. Pupils compose and perform using traditional structures and textures. **Caribbean Music**: Explore the evolution of Caribbean styles (mento, ska, reggae) and their African roots. Pupils learn about offbeat rhythms, syncopation, bass lines, chords and textural layers, with practical work centred around performing and composing in a reggae style. **Chinese Music**: Understand the origins, instruments and pentatonic scale central to traditional Chinese music. Pupils engage in group improvisation and composition using pentatonic patterns and Chinese-inspired sound worlds.	**Programme Music** Exploring the symphony orchestra and the 19th-century genre of programme music, inspired by art and storytelling, with links to film music. Pupils learn about orchestral layout, instrument families, timbres and sound production. Through listening and analysis (e.g. Mussorgsky, Saint-Saëns, Debussy), they examine how melody, rhythm, texture and timbre create mood and narrative. The unit includes group composition using storyboards and graphic scores.
Music **Year 8** **One hour per week**	**The Blues** An introduction to the history, conventions and stylistic features of Blues music, tracing its roots from African musical traditions through to early Jazz. Pupils explore the 12-bar Blues structure, Blues scale, AAB song form, and characteristic features such as swung rhythms, riffs, fills, and improvisation. They learn to recognise and perform key chords (I, IV, V and their 7ths), and apply these in different contexts including walking bass lines and chord	**What Makes a Good Song?** A practical exploration of songwriting, focusing on the structure, style and musical elements that make songs memorable across genres. Pupils study popular song forms (intro, verse, chorus, bridge, middle 8, coda) and key features such as hooks, riffs, lyrics, melody and chord progressions. Through listening, performance and composition, pupils learn how to construct effective verses and choruses, create original lyrics, and apply texture, harmony and	**The Virtuoso** A unit focused on developing instrumental and performance skills through effective rehearsal techniques and musical understanding. Pupils explore what it means to be a virtuoso, emphasising resilience, metacognition, communication, creativity and precision in rehearsal and performance. They perform a range of music using different forms of notation (lead sheet, score, TAB) and study song structure and texture in popular music. The unit also

	vamps. The unit develops listening skills, stylistic awareness of Jazz and Blues instruments, and confidence in improvisation using the Blues scale.	structure creatively. They also explore how the Blues continues to influence popular music and develop their own songs using DR P SMITH as a framework for musical elements.	introduces online learning tools and encourages reflective practice, supporting pupils in thinking critically about their progress. Key musical elements are explored using the DR P SMITH framework.
Music **Year 9** **One hour per fortnight**	**All About the Bass** An introduction to reading and understanding Bass Clef notation and the role of bass lines in music. Pupils learn to identify instruments and voices that use the Bass Clef and explore a range of bass line patterns, including riffs, walking bass, broken chords, arpeggios and Alberti bass. The unit develops practical skills in performance, composition and improvisation, focusing on the bass line's function in harmony and texture. Pupils engage in listening and appraisal, using critical thinking, creativity and communication, while also building resilience through rehearsal and self/peer assessment.	**Repetition in Music** A study of repeated musical patterns across styles and traditions, focusing on hooks, riffs and ostinatos. Pupils learn to identify and distinguish between these elements, understanding how repetition shapes musical structure, purpose and memorability. Through performance, composition and critical listening, pupils explore music from a range of times and places, creating their own patterns and contributing to group work with solo elements. The unit builds musical vocabulary and notation reading (including treble and bass clefs) while encouraging resilience, creativity, communication and reflective practice.	**Music and the Moving Image** An exploration of how music enhances film, supporting mood, character, action and narrative. Pupils study the emotional and dramatic power of soundtracks, learning how harmonies, tonality, timing, motif and instrumentation influence a viewer's interpretation. Pupils work with storyboards and cue sheets to plan, compose, rehearse and refine their own film music, culminating in an group composition to a given scene or script. The unit develops composition, performance and critical listening skills, with a focus on creativity, collaboration and musical storytelling.

KS4 (Years 10 and 11)
In Years 10 and 11, students undertake the Eduqas GCSE Music qualification.
The qualification specification can be found by clicking here.

KS4 **5 hours per fortnight**	
Performing Music	**Composing Music**
A solo and an ensemble piece, together totalling a minimum of four minutes. Students may submit more than two shorter pieces. Focus is on developing musicality, instrumental or vocal technique, and expressive, communicative performance.	Two newly composed pieces, including one in response to an exam board brief. Focus is placed on creative development, highly effective use of musical elements, and precise control of style, structure, and character.
Appraising Music	
Exploring the elements of music through the areas of study: Forms and Devices, Music for Ensembles, Film Music, and Popular Music. Analysing two set works—'*Africa*' by Toto and Bach's '*Badinerie*'—to develop listening, appraising, and transcription skills in pitch and rhythm.	

KS5 (Years 12 and 13)
In Years 12 and 13, students undertake the RSL Level 3 Subsidiary Diploma for Music Practitioners (Performance, Composition or Technology Pathways).

The qualification specification can be found by clicking here.

Where resources allow, KS5 music learners study units tailored to their interests, strengths, or areas where they want more challenge. Many choose the 'performance' pathway, while 'technology' and 'composition' pathways are also popular. A commonly selected set of units for the performance pathway is outlined below:

KS5 9 hours per fortnight	
Unit 362 - Lead Performer Learners explore image portrayal and performance persona by presenting a live performance to an audience.	**Unit 363 - Session Musician** This unit helps learners build versatility, professionalism, and technical skills for live and studio music work. They learn to prepare, perform, and reflect on session musician roles in different styles and settings.
Unit 355 - Leading Music Making Activity Learners plan and lead a music-making session, helping groups enjoy and learn through music. Learners plan activities to suit participants' interests and give helpful feedback to support participants' progress.	**Unit 365 - Auditioning For Music** Learners build confidence and skills for auditions by planning, practicing, and reflecting, while improving their technique, communication, and self-management for different musical roles.
Unit 349 - Planning for a Career in Music Learners analyse their own musical skills and create a development plan to support progress toward their chosen musical career.	**Unit 387E - Rehearsal Skills and Live Music Performance** Learners select, rehearse, and perform a set of pieces to a given theme, organising and delivering an externally assessed performance event.

Special Educational Needs & Disabilities
At Callington Community College, inclusion and equity are at the heart of our curriculum. We are committed to ensuring every student can access and succeed within the music curriculum. We recognise that some students may need additional, often temporary, support to achieve this. Our music department works closely with the SENDCO to make the music curriculum fully accessible to learners with SEND.

Additional Music Qualifications
At Callington Community College, students have the opportunity to supplement their curriculum learning with graded music examinations. Delivered by peripatetic teachers, these extra qualifications cover brass, woodwind, strings, music theory, drum kit, piano, vocal, guitar and bass guitar.

Part B: Extra-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.

This section highlights the vibrant opportunities at Callington Community College for students to learn instruments, sing, and share their music beyond lesson time. Pupils engage in a variety of ensembles and groups, providing rewarding experiences to create, perform, and develop musical skills while enjoying the lively and inclusive music community.

In addition to all the opportunities below, the music department maintains an open-door policy during most breaks and lunchtimes, inviting students to rehearse, express themselves musically, and develop their skills in a supportive, safe, and encouraging environment.

Instrumental & Vocal Groups & Clubs

Callington Community College offers a range of music clubs, instrumental and vocal ensembles, open to all students across every year group. All are offered free of charge. Rehearsals and activities take place in specialist spaces within the music department and instrumental rooms. All groups perform regularly both within the school and the local community.

Choir
Our enthusiastic "Pandemonium" choir welcomes anyone who loves to sing or wants to develop their voice and make new friends. The choir's repertoire includes pop, gospel, and classical music, with opportunities for solo performances.

Jazz Band
Our vibrant Jazz Band comprises young musicians passionate about jazz standards and contemporary jazz arrangements.

Wind Ensemble
Woodwind and brass players meet weekly to enjoy an eclectic mix of popular music, film scores, and traditional wind band pieces.

Japanese Taiko Drumming
Inspired by workshops with Kagamusha Taiko of Exeter, this unique ensemble uses handmade drums and combines powerful drumming with choreographed movements. Primarily for Key Stage 3 students, older members contribute to leading the group.

Music Club
Designed for Key Stage 4 and Sixth Form students, this club supports creative composition and performance. Pupils have access to specialist software like Ableton Live and Sibelius on PCs, and can record and produce music in our Logic Pro-equipped studio. Dedicated teachers provide extra support for coursework, while practice rooms offer space for rehearsals and exam preparation.

Music Ambassadors
Our Music Ambassadors are a dynamic group passionate about music who support a variety of department activities. They offer invaluable assistance to staff and represent student leadership, often taking on leading roles in lessons, clubs, and ensembles. Meeting regularly, they plan concerts, fundraise, and inspire others to engage with music and pursue industry pathways.

Peripatetic Instrumental Lessons

Learning an instrument or singing, at any level, is both enjoyable and deeply rewarding. At Callington Community College, specialist peripatetic teachers provide personalised one-on-one or small group music lessons tailored to each student's needs. This instruction offers students the chance to explore a wide range of instruments, enriching their musical education in a supportive and diverse environment.

Instrument choices include:

- Brass (Trumpet, Cornet, Trombone, etc...)
- Flute, Clarinet & Saxophone
- Drum Kit
- Guitar - Electric & Acoustic (Rock / Pop)
- Electric Bass Guitar
- Keyboard & Piano
- Singing
- Violin

Lessons are subsidised for Pupil Premium students and for Children In Care.

Part C: Musical events

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

Throughout the academic year, a range of exciting musical opportunities take place, with at least one performance each term. These events provide invaluable experiences for our students to showcase their talents and contribute to the community.

Some of these include:

- **Performances and Live Sound Support at Callington's "Honey Fair"** – Now a cherished annual community event, our musicians entertain the town with approximately one hour of performances on the main stage, while students also support all other acts throughout the day by managing front-of-house live sound and monitoring.
- **Christmas Tree Festival Opening Ceremony** – The choir adds festive joy at this special community evening, held at St Mary's Church in Callington.
- **The College's "Christmas Cracker"** – A festive performance for parents featuring our choir, wind ensemble, jazz band, and drama club.
- **Christmas Shows** – A series of four 45-minute shows for all year groups and staff, celebrating the breadth and quality of music at Callington. These shows highlight impressive confidence from soloists, bands, and ensembles across all year groups. Students also fulfil vital technical roles backstage and with sound and lighting to ensure success.
- **Songfest** – Supported by ASONE Cornwall Music Hub, this primary school vocal development programme features Callington's musicians in the first half of the concert, showcasing our students' talent and inspiring young primary-age musicians.

- **BSO GCSE Concert** – An enriching visit to see the Bournemouth Symphony Orchestra's GCSE Set Works performance and workshop.
- **Annual Awards Evening** – A celebration recognising students from years 7 to 10 with certificates and trophies, accompanied by musical performances from ensembles and soloists. A similar event follows for the Sixth Form.
- **Year 11 June Ball** – A special farewell to our Year 11 students at St Mellion International Resort, enhanced by performances from Year 11 bands and ensembles.
- **Callington's "Mayfest"** – This vibrant annual event, organised by local community groups, features four stages around the town where our students deliver musical and dramatic performances throughout the day.
- **The Big Gig** – Our premier annual post-16 performance event, held in the Sixth Form Centre.
- **Production** – The Performing Arts faculty's musical theatre show, featuring students acting and singing on stage, often accompanied by a pit orchestra comprised of college musicians.
- **Callington's Annual Summer Concert** – A relaxed evening of musical entertainment, showcasing soloists and duets from all year groups.
- **Open Evenings** – Musicians and music ambassadors provide live performances and support whenever the College is open to the public, welcoming prospective students and families.

Additionally, students regularly have opportunities to attend theatre shows and concerts whenever available, further enriching their cultural experience.

In the future

This is about what Callington Community College is planning for subsequent years.

Callington Community College is excited to introduce an innovative Music Pathway tutoring system, currently in the initial planning stage and intended for launch in September 2027.

This pioneering approach will initially provide Year 7 pupils in a dedicated Music Tutor Group with access to a free woodwind or brass instrument. Parents will be encouraged to commit to individual instrumental tuition delivered in school.

The pathway will expand year on year and will be complemented by daily group instruction and weekly ensemble-development sessions. The model is designed to deepen pupils' musical skills through consistent, focused practice and collaborative learning, providing rich opportunities to develop both individual technique and ensemble musicianship.

To further enhance curriculum provision, the Performing Arts department is actively engaging with the Multi-Academy Trust (MAT) leadership, advocating for the reinstatement of a full hour of curriculum music time per week for Year 9 students. Restoring this dedicated lesson time aligns with national music education standards and will offer students greater access to a high-quality, balanced music education.

In alignment with the seven key features of high-quality music provision, these future developments will ensure Callington students benefit from:

- Timetabled curriculum music of at least one hour per week across aligned key stages.
- Access to tuition on a wide range of instruments and vocal training via the Music Academy's individual and group tuition, alongside our established and successful peripatetic instrumental service.
- Opportunities to participate in school choirs, ensembles, and bands, supported by regular rehearsals and dedicated individual practice spaces.
- Regular and frequent school performances (at least termly) to showcase student learning and foster confidence.
- At least one annual opportunity to experience inspiring live performances.

These planned enhancements demonstrate Callington's unwavering commitment to evolving and enriching musical experiences for all students, fostering creativity, confidence, and a lifelong love of music.

Further information

Callington's "Performing Arts Intent"

At Callington Community College, the Performing Arts department fosters an inspiring learning environment that cultivates creativity, communication, collaboration, and a strong sense of community. Our broad, balanced, and knowledge-rich curriculum offers students opportunities to perform, create, and appraise, encouraging enjoyment and appreciation of music and drama for all. Central to our teaching is an understanding of how music and drama are embedded in diverse cultural, social, and historical contexts. Beyond developing our students as performers and creators, the Performing Arts deepens their appreciation of global cultures.

Performing Arts is the Human Experience

Music and Drama reflect the complexity of life itself. They inspire thought, reflection, and emotion, simulating human moods such as joy, sorrow, and anger, and telling the stories of the human experience.

We do not teach Performing Arts solely to produce world-famous musicians or actors but to nurture our students' ability to recognise beauty and compassion. Our aim is for students to fully experience what it means to be human through the arts.

By the end of their studies, students will be able to:

- Collaborate effectively with others.
- Independently improve their skills through determination and problem-solving.
- Employ creativity in their work.
- Appreciate a wide range of diverse artistic styles.

Our curriculum develops students' abilities to explore genuine emotions and human connections through performing, composing/devising, and critical analysis.

Curriculum Rationale

The Performing Arts curriculum is designed around three interconnected types of knowledge: tacit (gained through experience), procedural (skills developed towards competence), and declarative (factual knowledge stored in memory). Regular practice and revisiting of these knowledge forms help students become expressive, confident, and skilled practitioners.

As students progress, they build on prior learning through repetition and the gradual introduction of new concepts. The curriculum supports development across three pillars: technical, constructive, and expressive skills.

Our curriculum design is informed by:

- Collaboration with regional Performing Arts communities and educators.
- Input from Callington Community College alumni.
- The Department for Education's Model Music Curriculum.
- Ofsted research on music and language development.
- Renowned pedagogies such as Musical Futures and Music Mark.

Addressing Disadvantage

To support all students, we:

- Share clear learning objectives each lesson.
- Use targeted tasks to strengthen long-term memory.
- Employ low-stakes quizzes, modelling, scaffolding, and think-pair-share.
- Provide high-quality, accessible resources adaptable for diverse learner needs.

Personal Development Through Performing Arts

Engagement with music and drama enhances linguistic processing, reading skills, and intellectual development. Students gain self-esteem, confidence, resilience, social skills, teamwork, emotional intelligence, and physical health benefits such as improved posture and breathing.

Social, Moral, and Ethical Growth

Our curriculum encourages emotional expression, empathy, independence, collaboration, and critical reflection on cultural and social contexts within music and drama. We promote respect for global cultures through diverse musical instruments and traditions.

Extra-curricular activities such as the "Pandemonium" Choir, Jazz Band, Wind Ensemble, and Japanese Taiko Drumming provide expanded cultural experiences.

We maintain strong alumni links, offering career insights and real-world contexts through our vocational Level 3 Music course.