



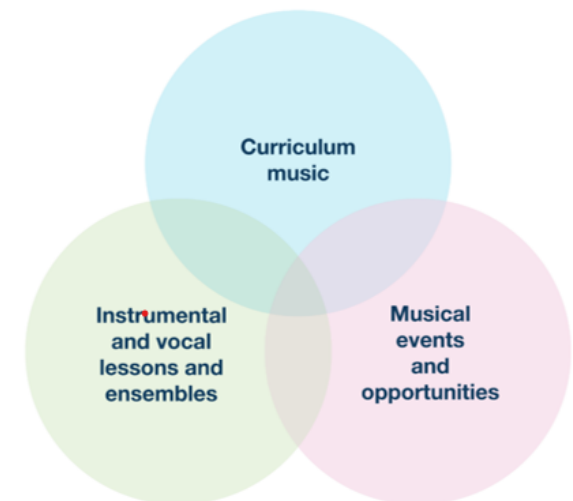
**CAMBORNE SCIENCE  
& INTERNATIONAL ACADEMY**

# **CAMBORNE SCIENCE & INTERNATIONAL ACADEMY MUSIC DEVELOPMENT PLAN**

**Completed by: James Trevaskis**

**Date: 05/09/2025**

**Review date: 01/09/2026**



This template supports the DfE vision set out in the refreshed [National Plan for Music Education](#) 2022 for all schools to have a published School Music Development Plan by September 2023.

## Focus area 1: Curriculum

Not yet in place	Emerging	Established	Embedded
<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
Our Curriculum best fit is: Emerging/Established			

Music is taught as a discreet subject to all students across Key Stage 3. The full details of the curriculum can be found on the [Camborne Science and International Adademy website](#).

Students in Key Stage 3 have one 55-minute music lesson per fortnight. This is delivered by a subject specialist in dedicated music rooms with access to a range of musical instruments, recording equipment, and practice and performance spaces.

Years 7, 8 and 9 have 55 minutes of curriculum music every two weeks. These lessons cover a wide variety of styles and musical periods. The focus throughout Key Stage 3 (KS3) is to develop the skills of performance, composition, appraisal and production. Students revisit these skills frequently throughout the KS3 curriculum. This approach is intended to foster a vibrant and inclusive music education program that inspires students to explore and excel in music, supporting their academic, social, and emotional development. This builds on the principles set by the National Plan for Music Education and this plan aims to improve students' musical skills, cultural understanding and creativity. This also ensures a broad and balanced curriculum that promotes the arts as essential to a well-rounded education.

Students have the opportunity to work with a variety of instruments. Our curriculum focuses largely on keyboard skills, and students also learn to use voice, guitar, ukulele, bass guitar and drums. Students also work with Music Technology using Garage Band.

Students can select Music as part of the options process at the end of year 9. CSIA offers the Eduqas GCSE in Music. Students choosing to further their music education are able to study BTEC Level 3 Music in KS5.

The music department works with a number of peripatetic music teachers offering a wide range of options for students to study extra music tuition outside of the curriculum. These options include a wide range of instruments and voice, and should they wish to, students are encouraged to undertake examination grading's.

#### Action Plan: Curriculum

Set your school some actions here	Review date	Status
Ensure that GCSE/BTEC (KS4) and BTEC (KS5) music are available to all students that want to take them in the future	01/09/26	Not started

## Focus area 2: Instrumental and Vocal Lessons and Ensembles

Not yet in place	Emerging	Established	Embedded
<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition through respected and proven music tutors. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, large scale events.</p>
Our Instrumental and Vocal Lessons and Ensembles best fit is: Emerging/Established			
<p>CSIA music department have an excellent team of visiting independent music teachers. The peripatetic offering supports students who wish to work towards music grading's. Currently the offer includes:</p> <ul style="list-style-type: none"> <li>- Brass</li> <li>- Drum kit</li> </ul>			

- Piano
- Guitar
- Bass
- Voice
- Music theory

Lessons are arranged directly with parents via the music department's technician. There may be some discount available on lessons for students in receipt of Pupil Premium funding.

The CSIA music team and peripatetic teachers have connections with a range of bands, orchestras, choirs and musical theatre.

Students have the option to take part in a range of events throughout the year. These provide opportunities for students to sing and play music outside lesson time.

CSIA host an annual carol service for Year 7s and their parents at the local parish church. This provides an opportunity to showcase the music on offer at school and enables parents to see the musical opportunities on offer at school.

There are regular opportunities to perform at our school celebrations.

We also hold an annual school musical.

Previous performances have included:

- Little Mermaid
- Mary Poppins

Weekly music activity:

- musical groups (Thursday afternoons)

Practice opportunities:

The department has a range of practice rooms that students use. These are open at regular designated times throughout the week.

#### Action Plan: Instrumental and Vocal Lessons and Ensembles

Set your school some actions here	Review date	Status
Connect with potential peripatetic teachers to offer a wider range of disciplines, specifically to include woodwind and strings	01/09/26	Started
Offer a choir	01/09/26	Started

### Focus area 3: Musical Events and Opportunities

Not yet in place	Emerging	Established	Embedded
<p>Engagement with the hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Hub (such as the Songfest event) and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting the AsOne Hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music eco-system and actively encourages students to join the area ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
Our Musical Events and Opportunities best fit is: Emerging			

There are various opportunities for students to sing, play and perform throughout the year. The peripatetic teachers often offer students the opportunity to perform at local concerts. Students studying instruments are also encouraged to take part in local music festivals such as the Camborne Music Festival.

Students are also able to perform at various celebration evenings and presentation evenings throughout the year.

Year 7s all sing at the annual carol concert where a number of other students also perform.

There are opportunities throughout the year to sing in assembly.

The majority of these are free of charge to parents and carers who want to attend.

#### **Action Plan: Musical Events and Opportunities**

<b>Set your school some actions here</b>	<b>Review date</b>	<b>Status</b>
Improve links with local music hubs, ASONE and CMST.	01/09/2026	Started

