

Music development plan summary: [Co-op Academy Failsworth]

All schools should have a music development plan from the academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	1st September 2024
Date this summary will be reviewed	20th July 2025
Name of the school music lead	Nicholas Sheppard
Name of school leadership team member with responsibility for music (if different)	Rebecca Shaw
Name of local music hub	Oldham Music Service (GM Music Hub)

Name of other music education organisation(s) (if partnership in place)	
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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.

Music Curriculum Statement

At Co-op Academy Failsworth we are passionate about musical education and see this as a fundamental part of a child’s education. We are exceptionally proud of the fact that any child who wishes to access instrumental/vocal lessons outside of the timetabled music curriculum, can do so free of charge. This ensures that barriers that can emerge through disadvantage or economic factors are removed. We see a high-quality musical education for every child, including instrumental lessons, as a right not a privilege.

Our music department is very well-established and has a fantastic reputation in the local community and regularly takes part in festivals, concerts, musicals and a whole host of competitions and projects to involve and cater for all our students.

As a result we have high (and increasing year on year) numbers of students opting to study GCSE music.

Our Approach

The KS3 Music curriculum at Co-op Academy Failsworth fully encompasses the KS3 National Curriculum’s aims, attainment targets and subject content. Further than this, it also draws from / references the Model Music Curriculum for Years 7 to 9. Further details of the KS3 Music Curriculum long term plans and the overall music learning journey are published on the [academy website](#).

Music at KS3 is delivered to all students in years 7 to 9, through timetabled lessons each week with students receiving 1 hour of music each week. This is further supplemented by an extensive instrumental tuition offer which also takes place throughout the core academy day.

Throughout KS3, we ensure that the principles of the Model Music Curriculum, evidence informed decision around content and pedagogical approaches are at the heart of what we do. By the end of Key Stage 3 (Year 9), pupils will have:

- gained an aural knowledge of some of the great musical output of human civilisation
- engaged with creative processes through improvisation and composition
- built an understanding of how musical elements work and discussed how these interact with subjective and objective models of musical meaning
- developed knowledge of a wider range of notes and improved their fluency in music notation. Notation can grant access to a lifelong passion for music making if this skill is nurtured.

We think carefully about what progression in music looks like. Using an evidence informed approach we utilise the idea that progress in music requires development across three 'pillars'

- technical: translating intentions into sound
- constructive: knowledge of how components come together
- expressive: quality, meaning and creativity

With this in mind we have carefully constructed a music curriculum that is designed to ensure all students develop these three pillars through the knowledge and skills learned throughout KS3 and that are utilised collectively to develop 'musical understanding'. Our curriculum is deliberately designed and taught to develop the musical components (building blocks) required to embark on more complex composite tasks such as performance, composition and arrangement. Throughout KS3 Students take part in whole class singing, whole class and small group instrumental practice including: keyboards, percussion, ukulele. Alongside this, students are exposed to a range of musical genres & time periods and opportunities to develop their listening, appraising, composing, performing and evaluative skills. Musical understanding and key knowledge is supported by the development of musical vocabulary throughout the key stage. The component aspects of music (eg. rhythm, pitch, melody, form, structure, harmony, tonality & expression etc.) are carefully sequenced and mapped throughout the key stage, as are opportunities for listening, performing, composing, to build on skills and knowledge and secure progression. Students are regularly assessed in these three core components. KS3 also provides a route for students to be able to choose and succeed in further qualifications including GCSE Music and Instrumental/Vocal Examinations (ABRSM and RSL) and/or to play a part in the musical life of the school and their community

At KS4, Music is delivered as an optional subject. It is allocated 3 hours per week. Students who opt to study music at KS4 study AQA GCSE Music. Our KS4 curriculum

builds on the solid foundation provided at KS3. Throughout KS4 students continue their musical education through the study of 3 components:

Understanding Music:

Within this there are four areas of study:

1. Western classical tradition 1650–1910 (Compulsory)
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

Students listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation).

As part of area of study 1- Western Classical tradition 1650-1910, students listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- The Coronation Anthems and Oratorios of Handel.
- The Orchestra Music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

In addition, students critically appraise the music from the specified study pieces using knowledge and understanding of:

- the effect of audience, time and place on how the study pieces were created, developed and performed
- how and why the music across the selected areas of study has changed over time
- how the composer's purpose and intention for the study pieces is reflected in their use of musical elements
- relevant musical vocabulary and terminology for the study pieces.

Study Piece:

Area of study 1- The current study piece is *Clarinet Concerto in A major* by Mozart, which will be assessed for the last time in 2025. This is being replaced by Beethoven's *Symphony No. 1* (Movement 1: Adagio molto – Allegro con brio) – this new study piece is being taught from September 2024 with first exams in summer 2026.

School Selected Study Piece- Area of Study 2- Popular Music- The current study piece is *Little Shop of Horrors*, which will be assessed for the last time in 2025. This is being

replaced by the band Queen – this new study piece is being taught from September 2024 with first exams in summer 2026.

Throughout the Understanding Music component the following musical elements are taught:

- Melody
- Harmony
- Tonality
- Structure
- Sonority (timbre)
- Texture
- Tempo, Rhythm, Metre
- Dynamics and Articulation

Performing Music

Students are given time to develop their instrumental/vocal expertise throughout this component. Students work to create 2 performances, One performance as a soloist and one piece as part of an ensemble lasting a combined minimum of four minutes.

Composing Music.

Students learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One is in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).

Music is taught fully inclusively at both key stages, and in mixed ability groups. There is equal access to music lessons for all students regardless of demographic, SEND status, disadvantage or any other characteristic. Students with additional needs are supported to access the subject and succeed in line with their SEND pupil passports and the music curriculum has been carefully designed and 'poverty-proofed' to ensure that no students are disadvantaged as a result of any potential socio-economic challenges. Again, we are exceptionally proud to offer additional instrumental/vocal tuition by our expert peripatetic teachers free of charge to any student who wishes to learn an instrument/voice.

Students at both key stages use and develop their music technology skills. Students at KS3 use online music technology platforms such MusicFirst as well as applications such as GarageBand in order to support with their composition skills and to develop their understanding of music technology tools themselves (eg. sequencing, sampling, mixing, quantising, effects etc). At key stage 4, students further develop these skills by using applications including Sibelius and Logic Pro.

There is a CEIAG thread that runs through our music curriculum which makes links with career opportunities and industry-specific elements throughout the learning journey.

These curriculum CEIAG links are further developed by enrichment opportunities for students (eg. visiting bands & performers, trips to live performance venues etc).

The academy's KS3 Music curriculum overview can be found via [this link](#).

Details of the KS4 Music courses available to students can be found via [this link](#).

Subject Specialists

Music is taught by a core team of specialists and supported by additional peripatetic staff and tutors. Leadership of Music is formalised through a Head of Music who is also the Head of Expressive Faculty.

The core team:

Nick Sheppard- Head of Expressive Arts

Ellen Golding- Teacher of Music

Dave Clegg- Assistant Headteacher (Music Specialist)

Rebecca Shaw- Deputy Headteacher (Music Specialist)

Our Heads of Subject are part of a network of Music Leads across our Trust and this group is also supported by our Trust's Music SLE. There are opportunities for our music specialists to lead on regional and Trust-wide projects as well as to engage in their own CPD.

Our academy Deputy Headteacher is a member of the Oak Academy Expert Panel for music- a group of 6 music education specialists from across the UK that advises and quality assures the music curriculum that Oak Academy are providing as part of the DfE National Academy Curriculum.

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.

In addition to core timetabled music lessons, the academy offers a range of instrumental and vocal tuition opportunities. These include :

- vocal / singing one-to-one and small group tuition
- piano / keyboard lessons
- guitar (acoustic and electric) and bass guitar lessons
- string (violin/viola) lessons
- drum lessons

- brass (cornet, trumpet, euphonium, trombone, baritone, tuba) lessons
- saxophone and clarinet lessons
- flute lessons

The academy works in partnership with Oldham Music Service and independent tutors to provide this suite of music tuition.

All students that wish to, are able to access these lessons. The academy does not charge for instrumental tuition and any charges made by partner providers for lessons outside of the school day, are fully funded by the academy. As well as this suite of instrumental / vocal lessons, the academy offers the following ensemble opportunities at no cost to students [delete/add as applicable] :

- wind band
- rock band(s)
- choir(s)
- samba group

As well as school-based, local ensemble groups, our Trust has set up a Greater Manchester Big Band which provides students with an opportunity to come together across the region each week to rehearse and perform together.

Students that do not have their own instrument are provided/loaned an instrument by the academy or our partner music providers.

The academy is fully aligned with local Music Hub's Music Centre offer and support students to attend Music Centre ensembles, allowing students to further develop their skills outside of school hours.

Also, students regularly undertake their own informal solo and ensemble practice by accessing the facilities in the music department before school, during social times and after school each day. This results in student-led bands and vocalists emerging organically which are then further supported by music staff.

We also introduce other music-making, high impact experiences such as the work with the Abram Wilson Foundation which has included live performances on site from professional musicians, instrumental and vocal workshops with the same musicians and public performances at professional music venues.

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.

There are many other musical experiences and encounters which take place throughout the year, and which either expose students to music or give them direct participation in music.

Every assembly at the academy explores a wide-ranging repertoire, including music from the Western Classical tradition as well as music from genres specifically suited to the instrument/ensemble.

There are opportunities for students to perform at events such as the Christmas Concert and Summer Concerts each year. These events are well attended by other students who enjoy experiencing live music.

The academy stages a full-scale musical theatre production each year which provides students with opportunities to sing (both solo and as part of an ensemble). Instrumentalists play in the band/orchestra for school shows, often alongside music teachers or other experienced players and this provides an excellent experience for them to develop their performance skills in a different way. The academy finished the academic year 2024 with a spectacular production of 'We Will Rock You', an example of the scale and ambition of productions provided.

Beyond this, our Trust organises a Greater Manchester regional Trust production (eg. staging *Les Miserables* in 2023) so that students from our academy can rehearse and perform with students from other academies on large-scale and ambitious projects.

Another example of high quality extended musical opportunity is our Trust's Young Musician of the Year competition which included students from every academy across all year groups. This provided students with the chance to perform at a range of professional music venues, culminating in a grand final at Home Theater in Manchester. Finalists from this competition also won tickets to a live musical concert of their choice.

Students from our academy choir performed at the Trust recognition awards evening in front of 300 members of staff from across the Trust. Our students also have the opportunity to perform at large-scale Co-op events such as the AGM or the opening of Co-op Live Arena.

The academy runs theatre trips each year and students are able to experience live musical theatre and live performance, subsidised or fully funded by the academy.

This year, we have also run a joint Science/Music project working with partners from Oxford University and Royal Northern College of Music. Our students explored the topic of immunology and virology with scientists from Oxford through music composition working alongside staff and students from RNCM. They had their original compositions performed at a live event by RNCM students and also took part in ensemble performances themselves on stage in the concert hall at RNCM.

In the future

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

With reference to the 7 features of high-quality music provision, Co-op Academy Failsworth is fully committed to further developing and enhancing the already excellent provision that is in place for our students

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
 - Our academy development plan for music has highlighted that we want to continue to develop the curriculum that our students experience. Although this is strong and is considered best practice, the team are currently exploring music pedagogy in further depth, researching the best/most effective musical pedagogies. In terms of timetabling we already satisfy the time aspect; our commitment is to ensuring the curriculum is world-class.
- access to lessons across a range of instruments, and voice
 - With our scheme in place for students to access free instrumental and vocal tuition, the academy is looking at how we can further widen the range of instruments on offer to provide an even better musical provision.
- a school choir or vocal ensemble
 - This is well established and continues to grow year on year. The academy has plans in place to further widen the scope of students involved in the choir and vocal ensembles with plans to work more closely with primary schools in the local area.
- a school ensemble, band or group
 - Again this is a well-established feature of the academy's music provision. There are plans in place to look at how we broaden the number of ensembles/bands and groups.
- space for rehearsals and individual practice
 - The academy has dedicated spaces for individual, small group and full ensemble rehearsals and practice alongside 2 specialist music classrooms and 3rd multi-use rehearsal/ensemble/teaching space. There are plans to further enhance the resourcing and equipment over the next 2 years.
- a termly school performance

- Currently we have 2 performances per year. There are plans in place to build in smaller performance opportunities that allow a greater range of students to engage fully with live performance.
- Plans in place for the next academy production/concerts for the academic year 24/25
- opportunity to enjoy live performance at least once a year
- Plans for 2024/25 include ensuring all students experience a minimum of 1 live performance outside of the classroom.

As part of the Co-op Academies Trust, we are fortunate to have additional, enriching musical experiences and collaborations. We are going to work alongside the Trust academies to explore the following:

- Continued participation in the next Trust Production
- Introduce Y6 to Y7 music transition work
- Involvement in the next phase of the Abram Wilson project (as per the three year plan)
- Develop the GM regional Big Band and Community Band participation
- Trust-wide Choir

Further information (optional)

Here you can find further information, including links to our local music hub partners, other local music education organisations and contacts.

[Oldham Music Service](#)

[GM Music Hub](#)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

[National Plan for Music Education](#)