

## Music development plan summary: [Co-op Academy Swinton]

All schools should have a music development plan from 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	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Andrew Yorkstone
Name of school leadership team member with responsibility for music (if different)	Jordan Simmons
Name of local music hub	MAPAS
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.

### **Music Curriculum Statement**

The KS3 Music curriculum at Co-op Academy Swinton 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. Students in years 7 and 8 receive Music in a carousel with Drama once a week. Students in year 9 receive one hour solely of Music tuition each week. We are continuing to develop an extensive instrumental tuition offer which also takes place throughout the core academy day. By using our universal Music UK Sound foundation links we are focusing on developing our peripatetic offer to our students for 2024-2025

Throughout KS3, students take part in whole class singing, whole class and small group instrumental practice (eg. keyboards / percussion / ukulele) as well as being exposed to a range of musical genres & time periods and opportunities to develop their listening, composing 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 in both summative and formative assessments.

At KS4, Music is delivered as an optional subject. It is allocated 2 hours a week and is a popular option. We deliver Btec Music. The BTEC Tech Awards Music Practice course is a Technical Award designed for pre-16 students who want to include a study of the music industry in their broader Key Stage 4 curriculum. Students will engage with music as an industry and will develop a range of relevant practical and technical skills. This qualification provides students with the opportunity to explore music product development and events management, and to apply their knowledge in new and

practical industry-related contexts. Throughout the two years studying this course, examples of what students will study are as follows: To demonstrate reflective practice by suggesting alternative approaches to a problem and the development of resilience skills), working in a team, taking and giving direction, negotiation and delegation. Two internal assessed and externally moderated components which provide the fundamental knowledge, skills and understanding required for the music sector:

### Component 1, Exploring Music Products and Styles:

Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They should apply stylistic features to performance, composition and music production activities.

### Component 2, Music Skills Development:

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. One External synoptic assessment which provides learners with the opportunity to develop and present music in response to a given music brief.

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.

Students at both key stages use and develop their music technology skills. Students at KS3 use online music technology platforms such as BandLab and Soundtrap as well as applications such as Garage Band 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 such as 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 being further developed by enrichment opportunities for students. Building in knowledge of careers in the music industry and the opportunity to visit music venues such as Coop Live.

The academy's KS3 Music curriculum overview can be found via [this link. \(need to get simon to link this to the curriculum on the website\)](#)

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

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### **Subject Specialists**

Music is taught by one teacher in school who is an experienced practitioner who also plays in local bands outside of school. He is supported by the head of Physical and Expressive arts and the SLE for Music as well as a supporting colleague from another academy.. Leadership of Music is formalised through a Head of Faculty who is a member of SLT and an Assistant Principal who line manages the faculty. Our Music teacher is 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.

## **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 :

- Keyboard club
- Ukulele club
- Brass band club

The academy works in partnership with MAPAS and this is being further developed this academic year.

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 either subsidised or fully funded by the academy. Students eligible for the pupil premium are never required to pay for instrumental / vocal lessons.

As well as this suite of instrumental / vocal lessons, the academy offers the following ensemble opportunities at no cost to students

- Brass band
- Choir
- Keyboards

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

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. an example is that one of our students won Co-op Musician of the year 2024

## 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 change of lesson begins and ends with a piece of classical music which means that every student is exposed to a wide range of classical pieces over the year.

There are opportunities for students to perform at events such as the Christmas Concert and end of year show. 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 the music teacher or other experienced players and this provides an excellent experience for them to develop their performance skills in a different way.

Beyond this, our Trust organises a Greater Manchester regional Trust production, this year this will be Sweeney Todd, this follows on from a number of our students taking on key roles in the Trust performance of Les Miserables in 2023 This allows students from our academy to 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. We were very proud to win this last year.

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 is done as a faculty.

## In the future

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

Currently Music has one specialist teacher however this is reviewed each year in light of the requirements of the timetable. The music teacher works closely with the Drama teacher and other members of their faculty.

We pride ourselves that our music students always take part in Trust initiatives such as Cross academy productions and Coop competitions. This is a central ethos across the Physical and Expressive arts faculty

Whilst we have solid links with MAPAS, in 2024-2025 we are extending these links through our Universal bid funding that allows us to further support our students in learning a musical instrument.

We are very fortunate to have our own recording studio in the academy. This is primarily used by our KS4 Music students but we are aiming to offer this facility out to our KS3 students where appropriate.

The academy has invested in some new apple mac computers in music and where budget allows, we intend to invest in updating and improving the technology in music. Over the summer we have restructured our music technology suite in order to support the implementation of high quality pedagogical approaches.

In the future we aim to work on ks2 /ks2 projects with our feeder primary schools so that we can identify and develop students with musical talent who will be coming to the academy. We also want to instil a love of music in all students as part of our primary transition programme.

- Currently we have one music and one drama specialist teacher. In the future we would like to expand these areas

## Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.