



Hazel Wood
High School

Respect Responsibility Aspiration

School Music Development Plan

Edited: February 2025



Part of the

Oak



Learning Partnership

Music Development Plan Summary

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	February 2025
Date this summary will be reviewed	February 2026
Name of the school music lead	C. Hopkinson
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Bury Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

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.

Curriculum Overview:

Our curriculum is on a fortnightly basis alongside Art. They have 3 topics over the year that is covered termly. Each detailed individual topic at Key Stage 3 is outlined on our school website. These components are:

7.0: Baseline Assessment

7.1: 'Bach' to Basics – Conversions of Classical Music (Performance and Theoretical content)

- 7.2:** Ukulele – Conversions of Pop Music (Composition and Ensemble Performance)
- 7.3:** 20th Century Minimalism – (Arrangement and Performance)
- 8.1:** Conversions of Jazz and Blues (Ensemble Performance and Listening analysis)
- 8.2:** Music and the Media (Composition)
- 8.3:** Drumming around the World (Performance and Listening analysis)
- 9.1:** Film Music (Composition)
- 9.2:** Popular Music through the Decade (Performance and Listening analysis)
- 9.3:** Indian Classical Music (Composition and Performance)

The curriculum and all planned lessons have been created with the use of the model music curriculum (March 2021) in mind, to ensure that the statutory requirements of the curriculum are being met. Ensuring that the delivery of the curriculum aligns with the governments vision and using it as a guide to help teach music at key stages 3 and progress pupils through the national curriculum.

The curriculum at Hazel Wood High School sets out a sequence of learning in the following key areas which, when taken together, all contributes to steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance.

There is an enhanced repertoire that enables students to expand their listening and musical knowledge from all Classical periods through to the modern-day styles, including all genres of Popular music, Film music and World music.

Students experience music in a range of notation forms, as they experiment with multiple theoretical exercises through using Traditional notation, Lead sheets, Tab and learning through aural traditions.

Inclusive learning:

There are strategic approaches that are used whole school to support our SEND provision, as well as personalised and methodical routines and techniques used in Music specifically, to enable all students to access the full curriculum. All lessons are planned using the exact same structure each week for consistency in classroom learning. Different coloured paper is available, overlays, 'Learning Manager Triage' support when required, strategic seating plans and teacher knowledge of each SEND student, using pupil profiles and EHC plans to ensure all students have a bespoke learning experience, where provisions have been implemented, so that the work is accessible to all.

The practical and compositional aspects are inclusive for all students. Performances are scaffolded from Easy, Medium and Hard for students to increase their performance ability. All students have access to all levels of ability and move into the next difficulty level over time. Where there is only one ability piece of music, the work is broken down and scaffolded into melodies, harmony, separate hands and hands together (If keyboard work) completing the performance as solo or ensemble. Students have the use of overlays and coloured paper for SEN students that require them.

Opportunities and partnerships within the curriculum:

The students have the opportunity to work alongside Manchester Metropolitan University and the Royal Northern College of Music through the PGCE programme to bring new and

innovative ideas, resources and technological developments to the department. Students have the opportunity to share the musical resources at Manchester Metropolitan University to extend their performing experience on other instruments. There are opportunities to go to The Bridgewater hall and watch the Halle orchestra to build on their prior knowledge in the classroom and experience a live orchestra at a very prestigious concert hall.

OCR GCSE Music:

At key stage 4 our students have the opportunity to follow the OCR GCSE Music specification following the key 4 areas of study:

AoS 2: Concertos through Time

AoS 3: Rhythms of the World

AoS 4: Film Music

AoS 5: Popular Music

This entire course breaks down into 3 overall areas:

Content Overview	Assessment Overview	
Performance on the learner's chosen instrument. Composition to a brief set by the learner.	Integrated portfolio (01 or 02) 60 Marks Non-exam assessment	30% of total GCSE
Ensemble performance. Composition to an OCR set brief.	Practical component (03 or 04) 60 Marks Non-exam assessment	30% of total GCSE
Listening and appraising. A written paper, with audio recording. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.	Listening and appraising (05) 80 Marks 1 hour and 30 minutes written paper	40% of total GCSE

Other qualifications that students will start having opportunities to achieve are Trinity rock and pop exams through the instrumental lessons. We have recently opened up this provision, so our new beginner instrumentalists are working on these set pieces to increase their performance ability.

BTEC TECH Award in Performing Arts:

Also, at Key Stage 4 our students have the option to choose to study the BTEC TECH Award in Performing Arts. Within this course, students develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. Here they have the opportunity to develop themselves as performers and demonstrate their application of skill, technique and practices.

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.

As a school we offer instrumental lessons to our students, currently for the following instruments:

- Guitar (Electric or Acoustic)
- Piano
- Voice
- Bass Guitar
- Drums

We have a Peripatetic instrumental teacher that comes into school every Wednesday to work with our students and provide support with the GCSE cohort through their solo and ensemble performance. Our Year 11 GCSE music students have their instrumental lessons are financed by the school to enhance their performance ability for their coursework aspect of their GCSE. All these lessons are provided as a 1:1 or in pairs with other students in their year, performance ability and others that are on the same instrument.

Every break and lunch time the department is open for students to come and practice their instrument outside of their instrumental lessons as well as other students wanting to complete their music homework online and practice piano pieces. Students come into the department to work on their curriculum performances or compositions in advance of their upcoming assessments.

As a trust we have developed our links with one of our schools in the Oak Learning Academy Chain with Elms Bank School in Bury, in collaboration to showcase our students' talents annually in their Christmas Concert. Our students have the ability to share their musical talents through performing to a live audience and spread Christmas cheer.

At the end of every academic year the school hosts a Celebration evening to celebrate all the success of the year and promote outstanding practice. Our musicians have the opportunity to perform at this prestigious event and perform some of their more traditional pieces.

As a school we are currently starting to develop links with the Bury Music Centre to open out the music provision and offer instrumental lessons from all aspects of the orchestra. The Bury Music service loan these instruments out to students so that they can practice this outside of school. They will also offer our students the opportunity to attend the timetabled provision that takes place at the music centre such as their Orchestras, choirs, wind bands, brass bands, string bands etc...

Our GCSE students have the opportunity to attend school on Saturdays to enhance their learning within the school environment in our Aspirational Academy, where workshops will be

planned around their individual needs of the students. The attendance of the instrumental teacher offers extra provision and enhance their performance and compositional skills where required in advance of their exams and submissions. Students also have the opportunity to stay after school in 'Session 7' where strategic planning is in place to enhance their musical ability as musicians and to develop their knowledge, listening and appraising.

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.

Students have the opportunity to develop their cultural capital by experiencing an exquisite Manchester venue, The Bridgewater Hall, to see the Halle Orchestra perform music from the different GCSE specifications to teach them through the Classical eras.

Annually, our students help organise a remembrance service to share their respects on 11th November. Students will work on a vocal performance, marching drumming, and the last post being played. This enables our students to get involved in the organisation, planning and performing at events.

In the future

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

There is a high-quality music provision in our local and feeder primary schools and this is our target to aim for up-and-coming cohorts, to instil this provision through the transition into high school. Working with the Bury Music Service is a new adventure that we are looking forward to developing our connections with, to enhance the instrumental opportunities moving forward.

As our current instrumentalist continue to progress, we would like to start offering external graded exams with exam boards such as Trinity as they are already working on repertoire.

As a school we offer multiple opportunities to allow parental engagement within the school. As our musicians develop their repertoire, we are looking to host some of them at these events to enhance the prestigious quality of these events and showcase our talented students off to the community as well as promoting the department.