# MUSIC DEVELOPMENT PLAN

| DETAIL | INFORMATION |
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| Academic year that this summary covers | 2026-27 |
| Date this summary was published | July 2026 |
| Date this summary will be reviewed | July 2027 |
| Name of the school music lead | R Sumner |
| Name of school leadership team member with responsibility for music (if different) | K Berry |
| Name of local music hub | Oldham Music Service |

## Our School Vision

At North Chadderton School, our vision for music education is centred on inclusivity, excellence and continuous improvement. We are committed to ensuring that all students, regardless of their background or ability, have equitable access to a rich and engaging music curriculum. Our approach is guided by the principles of the Model Music Curriculum, which serves as our framework for delivering comprehensive musical learning experiences. We strive to provide each student with the appropriate level of challenge, tailored to their individual abilities, to foster growth and achievement in music. As a department, we are dedicated to continuous enhancement, always seeking innovative ways to elevate our teaching practices and enrich the musical journey of every student.

## Curriculum Music

| Key Points | What We Offer |
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| 1 lesson of music per week | Our goal is to ensure the delivery of one Music lesson per week for all KS3 students in our secondary school. At present, our Key Stage 3 students participate in one Music lesson every two weeks. This bi-weekly schedule allows for an engaging introduction to various musical concepts and practices, providing a solid foundation in Music education. In Key Stage 4, our BTEC Music students receive 3 hours of timetabled lessons per week.<br><br>In line with the government's Model Music Curriculum, our schemes of learning have been completely rewritten. The updated curriculum places a strong emphasis on students' ability to read music with confidence without letters written beneath the notes. This approach ensures that students develop a true music literacy and the confidence to interpret sheet music independently.<br><br>Additionally, a significant focus is placed on students learning the placement of notes on their instruments without the aid of letter |

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| Key Stage 3 Music | markings. This method encourages deeper understanding and familiarity with the instrument.<br><br>Throughout their learning, starting from their very first lesson at North Chadderton School, a culture of singing is promoted. We take a scaffolded approach to singing to support the more nervous students. Students are all encouraged to at least say the words loudly, in time and with the correct rhythm. This approach ensures that all students are engaged and are not miming. It also ensures that they are achieving projection and timing. As their confidence in singing increases and they are exposed to singing more, our approach to singing is scaffolded, with an increasing focus on pitch accuracy in year 8 and then moving on to singing in harmony.<br><br>All topics covered are highly accessible for all abilities, with a bank of tailor-made resources to cater for every ability, ensuring that all students are able to access the curriculum and are always provided with an appropriate level of challenge for their ability level.<br><br>All lessons are meticulously designed to be accessible for students of all abilities. A diverse range of resources are employed to ensure that every child is appropriately supported and challenged. This inclusive approach fosters an environment where all students can thrive and achieve their full potential in music education.<br><br>**CURRICULUM OVERVIEW: KEY STAGE 3**<br><br>**Year 7: African Drumming, 4 Chord Trick & 5-Finger Notation**<br><br>• **African Drumming:** Students develop practical African drumming techniques and explore a range of playing styles. They develop understanding of pulse, texture and structure, applying these through the creation, notation and arrangement of their own |

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| | rhythmic ideas. Students use texture and structure to develop and perform increasingly coherent musical compositions.<br>• **Navigating the Keyboard:** Students develop confidence in locating and naming notes on the keyboard, using letter names to support their understanding of pitch and early music reading. They develop keyboard technique, including coordination, dexterity and appropriate posture. Students with prior keyboard or musical experience are challenged to progress more quickly towards reading staff notation, while other students develop their foundational keyboard and music-reading skills.<br>• **4 Chord Trick:** Students develop their ability to play and identify chords and chord progressions on the keyboard. They apply compositional techniques to develop simple chord sequences into their own musical ideas, with tasks differentiated to provide appropriate support and challenge. This develops both keyboard fluency and students' ability to create and structure music.<br>• **Reading Music:** Students develop their understanding of musical notation, including reading notes on the stave, note values and treble and bass clefs. Students build fluency in reading notation without relying on written letter names, developing their confidence and independence as musicians. Tasks are differentiated to enable students to progress from foundational notation skills towards increasingly fluent music reading.<br><br>**Year 8: Ukulele, Foley Production & Reggae Song Creation**<br><br>• **Ukulele:** Students develop practical ukulele skills, learning to read chord charts and tab, play a range of chords and develop accurate performance technique. Students initially develop their skills individually before applying them within an ensemble, developing listening, coordination and collaborative performance skills.<br>• **Reading Bass Clef Notation:** Students develop their ability to read and perform bass clef notation, building on the foundational music-reading skills developed in Year 7. They develop fluency in |

identifying notes, understanding rhythmic values and accurately performing notated music. Students with stronger notation skills are given additional challenge to extend their musical literacy and independence.

- **Film Composition:** Students explore how musical elements can be used to create atmosphere, tension and suspense in film. They learn how composers use instruments, dynamics, tempo, texture and other musical devices to influence the audience's response. Students apply these techniques to compose their own film music, developing their ability to make deliberate creative choices and structure music to support a visual narrative.

**Building a Track:** Students develop their DAW and music production skills using BandLab. They learn how to build a track using loops, MIDI and recorded material, developing an understanding of layers, texture, structure and arrangement. Students apply these skills to create and develop their own musical productions, with opportunities for additional challenge through more independent production and arrangement.

**Year 9: Genre Switch Up, Jazz Music and Electronic Music Production**

- **Blues Music:** Students explore the 12-bar blues, developing their understanding of blues structure, chord progressions and performance techniques. They learn to perform the 12-bar blues on keyboard and ukulele and develop improvisation skills, using the blues scale to create their own melodic ideas within the structure.
- Minimalism: Students explore the key features of minimalist music, including repetition, ostinato, layering, steady pulse and gradual change. They develop their understanding of tonality through the E minor scale before composing their own minimalist piece, applying repetition, layering and subtle variation to create a coherent composition.

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| Key Stage 4 Music | • **EDM:** Students develop electronic music production skills using Ableton and MIDI controllers. They explore the conventions of EDM, creating beats, basslines and melodic material before developing these ideas into a structured track. Students develop their understanding of arrangement, texture and production techniques while creating their own electronic music.<br>• **Whole Class Performance:** Students develop their ensemble and performance skills through a whole-class performance. Students take on different musical roles, including ukulele, keyboard and vocal parts, working collaboratively to rehearse and perform a piece. They develop their ability to listen, maintain their own part and contribute effectively to a large ensemble. |
| Enhancing Cultural Capital | **KEY STAGE 4: BTEC Tech Award Level ½ in Music Practice at Key Stage 4**<br><br>This course is designed to provide the students with a highly practical and contemporary music education. The course is structured to accommodate students with diverse musical backgrounds, from classical to jazz, and from rock to pop, ensuring inclusivity and relevance to modern music genres.<br><br>**Course Overview:**<br><br>• **Practical Emphasis:** The course places a strong emphasis on practical music skills, allowing students to actively engage in performance, composition and production. This vocational qualification focused on developing students' practical music abilities across a range of genres, from classical to jazz, rock and pop. Students engage in hands-on learning experiences that include live performances, music technology, such as recording, sampling and sequencing, and composition tasks. The course emphasises industry-relevant skills, preparing students for further |

study and careers in music. This modernised curriculum ensures that students not only deepen their musical understanding but also gain practical experience applicable to diverse musical pathways and future aspirations.

**Music in Assemblies**

Throughout the school year, we will enhance the cultural understanding of our students by playing a range of musical piece at the start of each assembly. These pieces will be carefully selected to expose students to a wide variety of musical genres, spanning different time periods, cultures and styles. By providing this regular exposure to diverse musical traditions, we aim to deepen students' appreciation and understanding of music as an integral part of cultural identity.

To support this initiative, a presentation will be displayed on a screen alongside the music. This presentation will offer context about the time period, the genre and key characteristics of that musical style. In addition, a thought-provoking question related to the music will be included for students to silently reflect on as they find their seats in the assembly.

This approach is designed to enhance students' cultural capital - the broad knowledge and appreciation of cultural experiences and forms of expression that help students navigate the world and contribute to their holistic education .By regularly engaging with music from different eras and regions, students will develop a richer understanding of the diverse cultural contributions to the world of music, allowing them to form deeper connections between music, history and society.

## Co-Curricular Music

| Key Points | What We Offer |
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| Access to lessons across a range of instruments, and voice | **Instrument Lessons**<br><br>Peripatetic instrument lessons at North Chadderton School provide students with personalised instruction to develop their musical skills effectively. These sessions cater to students at all levels. Through expert guidance, students enhance their technique, musical interpretation and performance abilities, fostering a deep understanding and appreciation for their chosen instrument.<br><br>We offer instrument lessons for the following:<br><br>• Brass<br>• Guitar<br>• Woodwind<br>• Piano<br>• Strings<br>• Drum Kit<br>• Musical Theatre & Pop Singing Voice (KS3 – KS5)<br><br>These lessons are provided by the Oldham Music Service. All students are given the option to engage in these lessons and for disadvantaged students, financial support is available. In addition, Oldham Music Service provides all students who receive instrument lessons a free instrument to practice on at home for the duration of their instrument lessons at North Chadderton School. Lessons usually involve groups of two - four children per half hour, although 1-1 tuition is also available.<br><br>**Examination Opportunities**<br><br>Students enrolled in peripatetic lessons have the opportunity to prepare for and to take examinations through renowned examining bodies such as Rock School, Trinity College London and ABRSM |

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| | (Associated Board of the Royal Schools of Music). These examination opportunities not only validate students' musical achievements but also provide valuable benchmarks for their musical growth and future educational and professional aspirations. |
| Extra-Curricular Opportunities | **North Chadderton Choir:** Our choir provides an inclusive and enjoyable opportunity for students to develop their vocal and ensemble skills. Students develop their singing technique and explore harmonisation through a varied repertoire, with songs often selected with input from the students themselves. This gives students a sense of ownership over the repertoire and encourages engagement and enthusiasm.<br><br>Students also have opportunities to perform solo parts where they wish to, developing confidence, musical expression and performance skills. The choir rehearses for one hour each week with the Music teacher and performs at a range of events throughout the school year.<br><br>The choir has experienced significant growth, increasing from 10 students in 2024 to 38 students in 2026, demonstrating its growing popularity and engagement across the school.<br><br>**Annual Music Musical:** Students have the opportunity to take part in the annual school musical, with roles available in singing, dancing and acting. All students who are interested are given the opportunity to participate, with roles allocated to ensure the production is inclusive and accessible to all abilities. Students rehearse weekly and develop performance, ensemble and collaborative skills throughout the production process.<br><br>The finished production is performed to primary school audiences as well as across three evening performances, providing students with valuable opportunities to perform to a live audience and develop confidence on stage. |

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| | **Peripatetic Groups:** Students who participate in instrument lessons are regularly given opportunities to rehearse and perform in small ensembles with their peers. These ensemble experiences allow students to develop their collaborative and performance skills in a supportive setting.<br><br>**Music Production Club:** Students develop practical music technology skills using BandLab and Ableton Live, learning to create, arrange and produce their own tracks. Students explore MIDI, loops, recording, sampling and production techniques, providing opportunities to extend their classroom learning and develop independent creative skills. |
| Space for rehearsals and individual practice | Our school boasts five well-equipped practice rooms and a spacious breakout area, providing ample opportunities for students to refine their musical talents. Among these practice rooms, two are fitted with drum kits and we also have several pianos available for student use. Both the breakout space and the music classroom remain open for practice sessions throughout the school day. Additionally, high achieving Key Stage 3 students as well as all Key Stage 4 BTEC students and KS5 musicians have exclusive access to the practice rooms during breaks and lunchtimes, ensuring they have the necessary resources to excel in their musical endeavours. |

## Musical Events

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| Opportunity to enjoy a live performance | To enrich students' musical experience beyond the classroom, the department provides regular access to high-quality live performance opportunities and meaningful engagement with professional artists. |

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| at least once a year | Each year, we invite emerging young musicians to perform at the school. These up-and-coming artists deliver a live performance for students, followed by a workshop and discussion focused on mental health, wellbeing and resilience within the creative industries. This gives students exposure to live music in an intimate setting, alongside an insight into the realities of working as a musician.<br><br>Students also have the opportunity to attend a live musical at a professional theatre during the academic year, giving them the opportunity to experience professional singing, acting, choreography, staging, musicianship and production first-hand.<br><br>At Key Stage 4 and Key Stage 5, students are invited to attend an annual residential trip to London. During the trip, students watch at least two professional West End productions, broadening their understanding of live theatre, musical performance, staging and production values.<br><br>The residential also includes practical enrichment experiences such as:<br><br>• Shakespeare's Globe workshop – exploring performance techniques and contextual understanding of dramatic works.<br>• Pineapple Dance Studios workshop – developing performance skills within a professional rehearsal environment.<br><br>Together, these opportunities raise aspirations, develop performance skills and cultural capital, and expose students to the breadth of opportunities available within music, theatre and the wider creative industries. |
| Performance Opportunities | Students in all extra-curricular clubs, instrument lessons and other students recognised for their musical abilities within classroom lessons are provided with regular performance opportunities throughout the year, encouraging them to showcase their progress in |

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| | concerts and school events. All students in North Chadderton School therefore have an opportunity to take part in a performance as extra-curricular clubs are open to all students and abilities.<br><br>The following events are some examples of these opportunities:<br><br>Christmas Show<br><br>Summer Show<br><br>School musical production<br><br>New Intake Evening<br><br>Open Evening<br><br>Awards Evening & Assemblies<br><br>KPMG Head Office Christmas Party<br><br>Royley House Care Home |

## Future Priorities & Development

**Key Stage 4 Progression**

- Support the introduction of the revised Key Stage 4 options model and continue to promote Music as a high-quality creative pathway.

Strengthen progression from Key Stage 3 into Key Stage 4 by developing students' confidence and skills as performers, composers and music producers.

**Singing and Ensemble Development**

Continue to develop singing and ensemble opportunities across Key Stage 3, building students' vocal confidence, musicianship and collaborative skills.

Further develop opportunities for students to perform and refine their work through whole-class performance, ensembles and extracurricular opportunities.

**Curriculum Enrichment**

Continue to broaden students' experiences of different genres, cultures, live performance and music technology.

Develop opportunities for students to engage with professional musicians, live performance and creative-industry experiences.

Continue to expand participation in music through choir, music production, performance opportunities and other extracurricular activities.

**Quality of Education**

Continue to refine assessment and curriculum planning to ensure clear progression of musical knowledge and skills across KS3.

Continue to develop differentiated resources and challenge opportunities so that all students are appropriately supported and challenged.

Monitor participation, engagement and achievement to inform ongoing curriculum development.