

## Music development plan summary:

### Dixons Newall Green Academy – Manchester

This document is designed to give a summary of the high-quality music provision at this academy in curriculum music, co-curricular music and musical experiences, considering 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

### Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of academy music lead	Hannah Groarke-Young
Name of local music hub	Manchester music hub
Name of other music education organisation(s) (if partnership in place)	Dixons Academies Trust - Director of Music, Tamsin Rafnsson

This is a summary of how our school delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students’ 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.

- Year 7 and 8 students currently receive one hour of timetabled music per fortnight. As a school, we recognised the importance of a ‘high quality’ music education and aim to deliver at least one hour of timetabled music per week to all students in Key Stage 3 by September 2025 (in accordance with the national plan for music education published May 2024).
- A baseline assessment is carried out at the start of Year 7 which assists in identifying the levels of prior learning, musical understanding and instrumental experience. Based on this information, a challenging, personalised and accessible music curriculum is then devised and delivered.
- This ensures that planning / teaching is adapted to meet the needs of every child and that every student is given the opportunity to achieve their personal best. This important information helps determine those who received peripatetic instrumental tuition in primary school and where possible, ensure that their learning can be continued.
- In Year 7 and 8, students will learn about the musical elements and how these key ‘ingredients’ underpin all aspects of music. Schemes of work incorporate listening/appraising, composing and performance-based learning and are delivered via a broad and diverse music curriculum.
- Topics include the Instruments of the Orchestra (Beethoven, John Williams, Britten), Programme Music (through Peter and the Wolf by Prokofiev and Sorcerers Apprentice by Dukas), Blues, The Beatles, Soul and Reggae. Students can enjoy singing, using body percussion, playing a range of handheld percussion, learning to play the keyboard, learning to play the ukulele and using music technology sequencing software (Bandlab Education).



- The music curriculum in Year 7 builds upon the skills and knowledge taught at Key Stage 2 and is developed throughout Key Stage 3.
- Do Now starter activities take place at the start of every lesson.
- The purpose of this is to recall and revisit prior learning whilst embedding key vocabulary and information. The curriculum endeavours to provide students with the necessary foundations for further study at Key Stage 4.
- Aligning with our trust's focus on the joy of learning, we focus on high quality teaching and excellent culture in lessons, opportunities for success and difficulty, underpinned by clear routines, behaviour and relationships. There are opportunities for students to celebrate, be recognised and make meaning of their experiences in music.

## 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.

- There are currently over 43 students receiving instrumental lessons. Peripatetic tuition is available on piano/keyboard, violin and steel pans. This provision is delivered 'in house' by the music teacher at school. 8 students are learning violin, 7 steel pans and all others are learning keyboard. Whilst most are beginners, 1 student is working towards ABRSM grade 3 violin.
- Steel pans were donated to school and are now being utilised by students.
- All extra-curricular lessons are provided for students without any cost.
- Choir meets once a week.
- Students have the opportunity to become 'music leaders'. There are 12 music leaders at present. They can be awarded this title if have shown commitment to choir or instrumental lessons.
- Music leaders will be given the opportunity to lead and deliver choir warm-ups and help other students in lessons (where applicable). These students also kindly offer their time before school, at break and lunch in order to set up resources for music lessons.
- Anyone interested in taking up lessons or joining a music club should

## 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.

- Dixons Cup: the music department encourages students to enter solo performance work to be considered for commendation and bronze, silver and gold awards as part of the trust wide Dixons Cup competition.
- Choir and soloists sing in assembly and during family dining.
- Future collaborative project with the science department:
  - The project is called Pond Beats. Pond Beats is a cross-curricular project that explores the biodiversity of pondlife through creative writing and music that allows a class at Dixons Brooklands Academy to have three free workshops (two at school, one on site at Quarry Bank – transport provided) to explore ecology in a fun and creative way.
- The workshops consist of:
  - An on-site trip to visit Quarry Bank estate, where students will explore the ponds and create hydrophone recordings. There will be indoor seated lunch space, toilets and other accessible facilities onsite.
  - A classroom session to recap the findings of the onsite visit, look at visual and sonic forms of identification for pondlife and listen to recordings. Students will be introduced to the concept of 'ghost ponds' as further inspiration for the creative outputs, and brainstorm ideas.
  - They will be given examples of creative work and encouraged to write creatively in response to their recordings and experiences. They will discuss how the project has changed their understanding of pondlife.
  - A classroom session where students will work with a music producer to make new sounds, edit recordings and mix tracks. They can choose whether to integrate their written work as spoken performance into the work. They will discuss their creative work and findings.

## In the future

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

- Increase curriculum time for KS3 music to one hour per week.
- Launch Bronze Arts Award qualification.
- Addition of music technology to the department – students need to have hands on experience in creating music through the use of music technology – this will involve looking at the space within the music department and finding a way to house computers.
- Building music technology into the Key Stage 3 curriculum for all students to access from September 2025.



- Start string group.
- Increase of student participation in extra-curricular activities.
- Increase the peripatetic provision across the school. Establish links with One Education Music / Manchester Music Hub.
- Choir to participate in 'The Big Sing' at The Bridgewater Hall.
- Sign up to One Voice.
- Contact the Halle and BBC Philharmonic for upcoming educational opportunities.
- More opportunities for performance / showcase at school.
- Primary school links - liaise with the local primary schools, offer workshops and collaborative performance opportunities.

### **Further information**

- National plan for music education
- Model music curriculum
- National curriculum for music

