

Music Development Plan

(Whole School)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Overview

Detail	Information
Academic year that this summary covers	2023/24
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Gemma Goodier
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Manchester Music Hub
Name of other music education organisation(s) (if partnership in place)	United Learning

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/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 Provision and Rationale

The music curriculum is planned for in all year groups across Key Stages as guided by the National and UL Curriculum models (Key Performance Indicators, KPIs), drawing on insights from the model music curriculum.

Curriculum overviews and rationale (intent, implementation and impact) can be found on the school's website: www.whgs-academy.org/secondary/curriculum/music.

The music curriculum is ambitious and mapped sequentially across all Key Stages. Based on a mastery of skill model, the curriculum equips learners for next key stages through the study of performance, composition and listening and appraising.

Primary Curriculum

In the Primary Phase all class teachers deliver weekly 30 minute music lessons, with the Primary Music Lead providing a weekly singing assembly delivered to years 1-6. Class teachers use a blend of Charanga and Voices Foundation models, as detailed on the website: www.whgs-academy.org/primary/curriculum/music. Curriculum delivery is based on a mastery model, with each Key Stage having access to a whole class set of tuned and untuned percussion instruments.

In addition to this, the Music Hub provides weekly whole class Recorder and Ukulele to Years 3 and 4 through the Musical Futures whole class tuition model.

Year 5 are preparing as a year group to attend the Young Voices celebration in the Springtime and we are launching a range of co-curricular opportunities through the *Good to Great* initiative.

Secondary Curriculum

The Secondary Phase Music Department is well resourced with class sets of tuned (keyboards, ukuleles, rock band instrumentation) and untuned (Samba kit, Djembes) instruments and music technology (a suite of iMac computers using Charanga, Garage Band and Logic Pro X) enables learners to experience a progressive curriculum and broad depth in study from initial starting points.

Singing is embedded into curriculum, including the teaching of healthy singing. With the increase in curriculum time from 100min lessons per two weeks to 1 x 75min lesson per week, 10mins will be dedicated to singing per lesson, initially in Year 7 (2024-2025). Furthermore, there are opportunities for singing throughout the KS3 and 4 curriculums.

Student voice and careful curriculum design which utilizes instrumental provision, both equipment and staff, means students engage with programmes of study where they revisit skills, build specific interests and disciplines and make progress.

Assessment

The Department has a bespoke assessment policy that is in alignment with school and trust assessment strategy for music. 'Orchestration in the moment' and constructive/formative verbal feedback allows students to make the most progress. 'Emerging, Developing, Secure and Advanced' measures (EDSA) based on the UL KPIs are used to map progress. Approach to learning data and student voice also confirms increased musicianship trends.

Progression Routes

Students are consistently signposted to Hub music centre and external opportunities. Furthermore, publicity materials and visits from FE colleges (MCR College, Access) and conservatoire links (RNCM), enable students to consider further progression routes, including careers in the wider music profession.

'Band in residency' opportunities in 2024-2025 will further showcase and provide a spotlight on the above as well as providing an opportunity to address live professional musical experiences for all.

Progression routes are provided both at KS4 through vocational and academic courses (GCSE Music and L2 BTEC Award) and KS5 (L3 BTEC Extended National Certificate in Musical Performance).

SEND

Students with SEND needs participate and progress well. Supported by quality first teaching, appropriate scaffolds and instrument/technology adaptations. See SEND Adaptations in Music (Appendix 1).

Teaching and Learning

'Sound before symbol' is the main mantra behind all planning and pedagogy. Coupled with TLaC, Rosenshine techniques and 'I do, we do, you do'; music is taught musically through whole class ensemble instruction and teaching methods.

Transition

The curriculum is planned with consideration for transition, considering the expectations of the KS3 curriculum and planning in collaboration with our own Primary Phase and specialised Music Co-ordinator (second in Department). We plan collaboratively based on our all through model. (With Music hub network meeting, Voices Foundation and United Learning Music support and collaboration).

Curriculum Time and Staffing

Students receive at KS3: 1 x 75min lesson per week in year 7 and 8, 1 x 75min lesson per two weeks in Year 9 (from 2024-2025). KS4: 4 lessons per 2-week cycle and KS5: 8 lessons per 2-week cycle. KS4 and KS5 subjects being optional.

All curriculum music lessons whether classroom based or peripatetic, take place in a specialised music environment taught by experienced specialist music teachers. 1.8 classroom teachers, 0.4 AV/sound technician, 9 instrumental peripatetic teachers from 2024-2025.

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.

Instrumental Peripatetic Music Lessons

Outside the classroom, 1:1 instrumental lessons are offered in several different disciplines by a team of in-house specialised freelance visiting instrumental tutors including; voice, piano, guitar/bass, drums and percussion, strings, brass and woodwind. In addition to these options, steel pan ensemble tuition is also provided by the local Music Hub. (We also work with the local music hub to provide our wider opportunities Year 3 and Year 4 recorders and ukulele respectively, as well as from 2024-2025 will be investing in string, J-Sax and brass freelance tuition programmes).

In the Secondary Phase and Sixth Form, based on register numbers, approximately 12% of students, 107 accessed 1:1 Music lessons in 2023-24. All GCSE and A-Level PP/FSM, PLAC students currently receive their lessons for free or at a highly subsidised rate. In 2023-24, a Secondary Phase, 20min music lesson which would otherwise cost £11 was £6 and a 30min lesson for GCSE and advanced players which would otherwise cost £16 was £8. This subsidy was provided for by the schools' foundation and Music Hub.

From September 2024 in the Secondary Phase, a visiting freelance peripatetic will also facilitate and teach 8 pop/rock ensembles from beginner to advanced performers.

Ensembles and Groups

In the Secondary Phase, students are given the opportunity to join an array of musical groups, all free of charge and led by specialist staff including Percussion group, Ukes and Co., Grace Notes Choir, All-Stars Cuban Band, Guitar Group, Lower/Senior Steel Bands and DJ Club. Based on register numbers, approximately 162 students, 18% accessed enrichment groups in 2023-24.

Groups are inclusive of all abilities, and it is highly promoted that L2 and L3 students help to contribute back to enrichment programmes and wider opportunities in school by inspiring the next generation of musicians. Music is written and arranged by the MD to cater for all ranges of musician and repertoire chosen is varied and appropriate. Student voice also helps to decide pieces performed, particularly in choir and guitar group where students will take an increased ownership in rehearsal and practice.

Some groups above are funded by school foundation money which has been a huge support to the Music Department.

Staff from other faculties when feasible, do come down to Department to 'jam' and play in the All-Stars Cuban Band.

The Music Department has an open-door policy meaning each break and lunch students can access facilities in practice rooms and rehearse.

Music Lesson Progress and Reporting

While some students do take external exams such as Trinity and ABRSM grades, with the rising cost, the Music Department has its own chosen instrument/voice scheme. In June of each year, an instrumental report and data capture takes place where a report goes home, and data is stored centrally to plot progress. Every child subsequently makes progress on their chosen instrument and communication via the report and parent and pupil voice surveys, help to improve community links and systems.

Further Provision and Progression Routes

Students are consistently signposted to Hub music centre and external opportunities. Furthermore, publicity materials and visits from FE colleges (MCR College, Access) and conservatoire links (RNCM), enable students to consider further performance opportunities.

As it stands in 2023-24, WHGS was the most represented school at Royal Northern College of Music 'Young Artists' programme with fifteen students in total attending.

A student to leave last year after achieving a distinction in her L3 BTEC Extended National Certificate in Musical Performance is now a mentor and undergraduate at RNCM after being a student on the young artists programme herself.

All students receive specific Year 7-13 lapel badges and certificates for good and outstanding achievement at the end of each year related to their commitment to musical ensembles, events, concerts, school productions and the annual talent show.

There are a range of events and concerts which take place every term where students are given the opportunity to perform to an audience including members of the community (parents, carers and peers), this includes events both in and outside of school.

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.

Musical Concerts, Events and Trips

All groups as listed above, have performed at numerous events and concerts.

Here are a range of events that take place across the academic year. All are open to all students across all age ranges and key stages. Based on the range and diversity of the enrichment groups provided, as a team we aim to provide by providing personalisation to all aspects of music making.

Term 1: Open Evening forum band performance, WHGS Sixth Form Open Evening Year 12s performance, WHGS Presentation Evening piano performers, Henshaws Society community event,

Black History month performance, a visit to perform at Royal Manchester Children's Hospital with the choir and raising money for RMCH, Henshaws Society Christmas community event, WHGS Winter Showcase Concert.

Term 2: Henshaws Society community event, School Production of Annie Jnr, visit and performance for Lord Mayor of Manchester.

Term 3: RNCM Young Artists showcase at Contact Theatre in Manchester, Wow Factor (WHGS Talent Show), One Education/Band on the Wall rock bands performance day, Henshaws Society community event, WHGS Summer Concert, NHS MCR Healthy Schools event piano performances.

Trips have also included attending the Bridgewater Hall (Orchestra through the Ages), RMCH to sing and AO Arena (Young Voices). In addition, in the Primary Phase a singing assembly as part of 'tuneful Tuesday's' takes place each week led by Second in Music/Primary Co-ordinator.

We value the positive working relationships we have with the Music Hub and United Learning, and we are looking forward to the next UL group-wide event in 2025 (Magic Flute). In the past, events have included MUSICFest Summer 2023 and Bizet's Carmen, (London) to name two.

In the Future

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

Our Main Priorities

Establish vocal work and singing in year 7 curriculum now we have gained increased curriculum time. Work to increase the number of students taking vocational and academic musical qualifications at Key Stages 4 and 5.

To build on our already good outcomes at Key Stages 4 and 5.

As part of a 'Good 2 Great' UL Music Project we have arrived at the following three concepts to further enhance our musical provision.

Concept 1: 'A professional band in residency' (De-Tronic) to help inspire all phases to get involved in music making. Raising the profile of music through exceptional performance, providing links with the music industry. Giving lots of students the opportunity to see a live professional outfit perform within the school setting.

Concept 2: 'Nurturing future musicians' a selection of pupils in the Primary Phase will receive free tuition and the free loan of an instrument for the full academic year. On the violin, J-Sax or P-Bone/ P-Trumpet. The groups will all be beginners, giving many students a chance to learn and play in an ensemble who would never normally have been afforded the opportunity. With the desire to create legacy as students move into the Secondary Phase.

Concept 3: 'The best of the bands', eight pop / rock bands in the Secondary Phase and Sixth Form will receive 30mins of free tuition a week from a band leader. The groups will range from beginners to advance, giving many students a chance to learn and play in an ensemble who would never normally have been afforded the opportunity. Based on a mini 'RNCM 'Young Artists' model.

Further Information (optional)

<https://myhub.org.uk/> Link to our local music hub partner.

<https://unitedlearning.org.uk/> Link to our trust website.

Information and Review

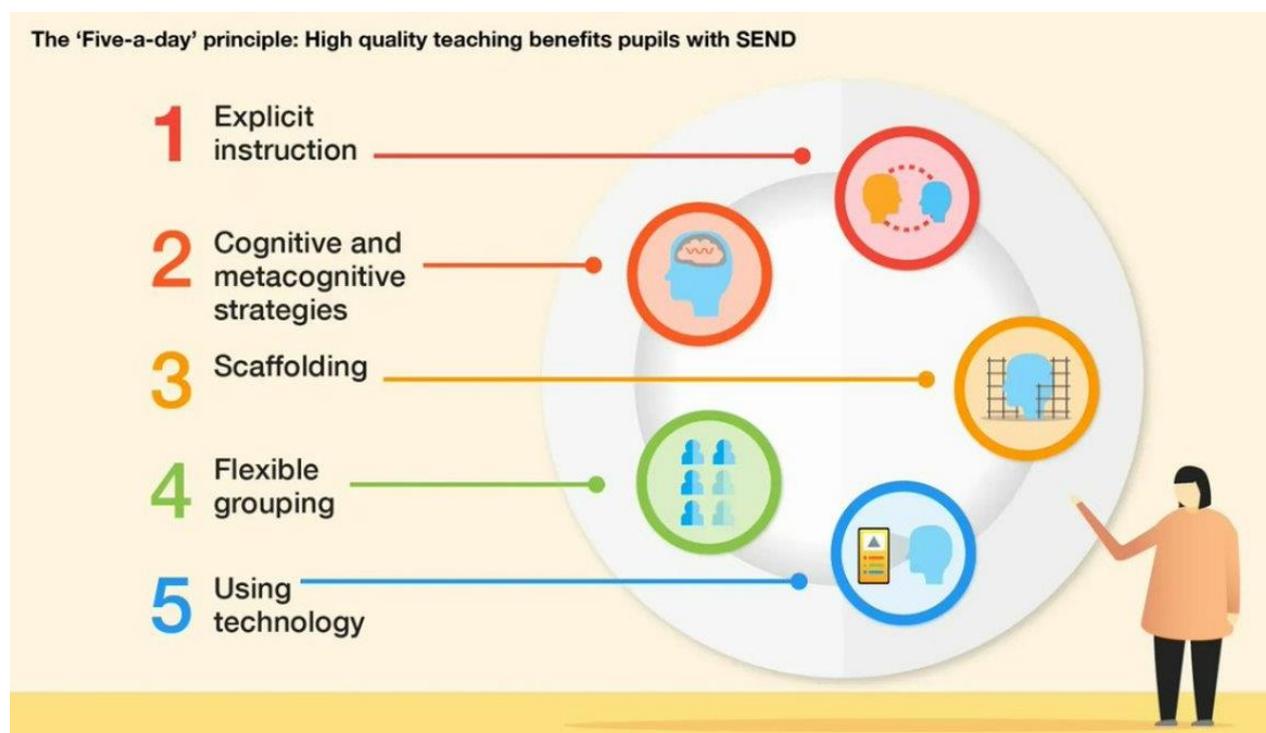
Designated Lead Person/s	Mrs G J Goodier, Music Lead (Secondary) Mrs A G Martin, Music Lead (Primary)
Reviewed	Annually
Date of last review and by whom	July 2024 - Mrs Goodier and Mrs Martin
Nominated Governor	N/A
Ratification by Local Governing Body	
Next Review Date	July 2025



Adaptations / Reasonable Adjustments in Music for SEND Learners

Based on the 4 areas of SEND need:

Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and/or Physical
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General Reasonable Adjustments

- 1.1: Explicit Instruction, 'now and next' Language (chunking down)
- 1.2: Less text, more visuals / videos to illustrate now and next and process of teaching skills (chunking down)
- 1.3: Variety of activities and mixed media to interest students through 100min lesson time frame. Greater thinking time and time to construct written, verbal answers.
- 1.4: Dual coding, word banks on table alongside progress booklet
- 1.5: Metacognitive questions (to support pupils to plan and evaluate own learning)
- 1.6: Modelling a task (I, We, You). A longer supportive 'We' stage, adult led monitoring and intervention provided
- 1.7: Groupings carefully considered (pairs, small groups)
- 1.8: Deployment and careful planning of additional adults to support (e.g., groups in transition classes)
- 1.9: Sensory / movement breaks / rest breaks
- 1.10: Use of fidget toy or doddle pad where directed and needed
- 1.11: Pre-teaching of key concepts and key vocabulary through teams quizzes etc

Subject Specific Adjustments

- 2.1: Minimise sensory overload eg. ear defenders, moderate volume on videos etc / providing where needed and possible, quieter practice room space.
- 2.2: Consideration of developing gross motor skills through rhythmic and movement activities. (Particularly in the transition groups)
- 2.3: Consideration of developing fine motor skills through exploration and adaptation of repertoire, resources and instruments. (Particularly in the transition groups)