



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

Music Development Plan Summary 2024-2025

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Overview

Detail	Information
Academic year that this summary covers	Academic Year 2025-2026
Date this summary was first published	June 2024
Date this summary will be reviewed	Annually
Name of the school music lead	Erin Anderson
Name of school leadership team member with responsibility for music (if different)	Martyn Searles
Name of local music hub	Gateshead and South Tyneside Music Hub

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 section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the Heworth Grange School website.

At Heworth Grange School, the music curriculum has its foundations based on the National Curriculum with elements from the, incorporating elements from the Model Music Curriculum (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

Within the music curriculum, instrumental development - encompassing both solo and ensemble playing – is intricately woven throughout. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

Curriculum Overview

End Points:

- **Performing and Sequencing:** Develop ability and technical control on an instrument, vocally or through technology, demonstrating accuracy, fluency and expression; performing confidently in a range of styles
- **Composing:** Develop ability and skill to create, extend and develop musical ideas with structure and coherence
- **Knowledge:** Develop the ability to use a range of musical and theoretical knowledge
- **Appraising:** Identify, describe and evaluate the use of musical elements to allow them to listen with discrimination. Understand the meaning and purpose of the music being listened to.
- **Technology:** Develop ability to be able to use technology for production and audio skills when creating music

Year 7					
Weeks 1-13 (6 lessons)		Weeks 14-26 (6 lessons)		Weeks 27-39 (6 lessons)	
Rhythm, Metre, Tempo		Melody & Dynamics		Timbre	
Year 8					
Weeks 1-13 (6 lessons)		Weeks 14-26 (6 lessons)		Weeks 27-39 (6 lessons)	
Ukulele		Guitar		Keyboard – Film Music	
Year 9					
Weeks 1-13 (6 lessons)		Weeks 14-26 (6 lessons)		Weeks 27-39 (6 lessons)	
GarageBand -Sequencing		Technology – Methods of sound creation		Technology – Production & Mixing	
Year 10 GCSE Music					
Weeks 1-7	Weeks 8 - 12	Weeks 13 - 20	Weeks 21 - 25	Weeks 26 - 29	Weeks 30-39
Rhythm, Metre and Tempo	Tonality	Melody and Dynamics	Harmony	Timbre, Texture & Dynamics	Harmony & NEA composition
Year 10 NCFE Music Technology					
Term 1		Term 2		Term 3	
Content Area 1: Introduction to music technology and the music business		Content Area 2: The Digital Audio Workstation (DAW)		Content Area 3: Musical elements, musical style and music technology	
Year 11 GCSE Music					
Term 1		Term 2		Term 3	
AoS specific content and Set works revision		NEA coursework completion		Exam preparation	
Year 11 NCFE Music Technology					
Term 1		Term 2		Term 3	
Content Area 4: Sound Creation		Content Area 5: Multitrack recording		Exam preparation	

Year 7

Unit 1 – Rhythm, Metre & Tempo A sense of pulse is fundamental, a prerequisite of almost all musical activity. As such, it needs to be understood from the outset and then developed and strongly reinforced throughout Key Stage 3. This unit introduces or reintroduces the concept of pulse through a variety of musical experiences. Pupils will be performing using their bodies and voices as instruments as well as chair drumming and hand percussion.

Through performing students are introduced to beat, pulse and rhythm through rhythm notation using the note values of semibreves, minims, crotchets, quaver and pairs of quavers. They will compose within a given structure using 4 beat rhythmic patterns.

Unit 2 – Melody and Dynamics. Understanding melody and pitch is central to the vast majority of music that students will encounter both in school and in their daily lives. To be able to identify and describe melodies is a critical skill for students in KS3 and beyond. This topic builds on the students understanding of rhythm by also applying pitches to their performances. Students will be introduced to the pianos and boom whackers which they will use to support their understanding of melodies.

Students will also be introduced to the musical element: dynamics. A key expressive feature of music.

Unit 3 – Timbre The ability to understand timbre is central to understanding different styles and genres of music, as well as being able to recognise individual instruments in listening tasks. Throughout this topic, students build their knowledge on the sonorities of different instruments and apply these to listening tasks. The listening tasks introduce

students to different genres of music, with emphasis on classical repertoire. This also builds on students knowledge of pitch from the previous topic.

Year 8

Unit 1 – Ukulele The ability to perform confidently is central to music. Understanding chords and how to play them is a critical skill that will support students understanding of the music they play and listen to and is revisited throughout KS3 and beyond. This unit introduces the concept of chords through the ukulele. Pupils will be performing on their ukuleles along with a variety of different music, playing a wide variety of different triads and extended chords in time with each other and with backing tracks.

Unit 2 – Guitar The ability to perform confidently is central to music. Understanding chords and how to play them is a critical skill that will support students understanding of the music they play and listen to and is revisited throughout KS3 and beyond. This unit broadens and strengthens the concept of chords through the guitar. Pupils will be performing on their guitars along with a variety of different music, playing a wide variety of different triads and extended chords in time with each other and with backing tracks.

Unit 3 – Keyboard – Film music The ability to perform confidently is central to music. Understanding how to read notation and being able to play from this on the piano is a key skill for any musician, but being able to process information and execute instructions after trial and error is a critical skill for all students. We also explore film music in this topic, which is an interesting and exciting lens to focus on music through. Students will consider the impact of music on film, and therefore the psychology of music on an audience – a fascinating way to explore art and expression through music.

Year 9

Unit 1 – GarageBand - Sequencing The music industry is becoming more and more centred around technology, and students understanding of how technology is used in any musical vocation can be critical for success in music. Students will combine their understanding of music theory with new information on the new medium of a DAW to re-create a piece of popular music. As part of this they will explore various elements of music such as timbre, structure, note-reading, idiomatic writing, and more.

Unit 2 – Technology – Methods of Sound Creation The music industry is becoming more and more centred around technology, and students understanding of how technology is used in any musical vocation can be critical for success in music. Students will explore how sound is used in a variety of different media in order to influence the audience. They will consider how this is done using DAWs and will apply what they learn to different scenarios using the proper equipment, as if they worked in the industry

Unit 3 – Technology – Production & Mixing The music industry is becoming more and more centred around technology, and students understanding of how technology is used

in any musical vocation can be critical for success in music. Now students are very familiar with DAWs and audio editing, they will learn how producers take a track from a project to a final track ready to be bounced for distribution.

Year 10 and Year 11

In Years 10 and 11, we offer 2 qualifications in music:

1. **Eduqas GCSE Music** - This course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (AoS1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (AoS2) allows learners to look more closely at texture and sonority. Film Music (AoS3) and Popular Music (AoS4) provide an opportunity to look at contrasting styles and genres of music.
2. **NCFE Level 1/2 Technical Award in Music Technology** – This qualification aims to focus on the study of the music technology industry and offer breadth and depth of study. It incorporates a key core of knowledge while providing opportunities to acquire a number of practical and technical skills.

Time allocated

At Heworth Grange School we follow a 2-week timetable with 60-minute lessons, and so the time allocated for each subject is per fortnight:

Year 7	Year 8	Year 9	Year 10	Year 11
1 x 60 minutes	1 x 60 minutes	1 x 60 minutes	5 x 60 minutes	6 x 60 minutes

Special Educational Needs and Disabilities

At Heworth Grange School, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional, often temporary, scaffolded lessons to reach these outcomes. The [Inclusive Access to Music Making programme](#) aims to create a more inclusive music industry by making adaptive instruments and equipment both accessible and affordable for disabled players of all ages.

Links to Local Music Hub

Heworth Grange School collaborates with Gateshead and South Tyneside Music Hub (formerly Gateshead Music Service). The hub provides instrument teachers to deliver 1:1 and small group lessons to students.

Erin Anderson at Heworth Grange holds the title of Lead School for Music (Spring 25-Summer 26).

Music Qualifications

Heworth Grange School offers students the opportunity to pursue Eduqas GCSE **and/or** NCFE Level 1/2 Technical Award in Music Technology during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with peripatetic teachers.

Part B: Co-curricular music

This section addresses the opportunity pupils at Heworth Grange School have to sing and play music outside of lesson time. Within Heworth Grange students have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental groups, as well as co-curricular clubs that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups & Clubs

Heworth Grange School offer a range of instrumental and vocal groups and clubs that are offered free of charge which are open to all students across all year groups.

Rehearsals and clubs take place in the specialist music classrooms.

- **Band/Modulo** is an ensemble that integrates traditional orchestral instruments with rock and pop instruments. Students perform using written notation, tablature, or chords. This diverse group provides a platform for students to develop their musical skills in a collaborative setting, blending different musical styles and techniques. This group is open to students from all year groups, even those who do not have peripatetic lessons.
- **Heworth Grange Youth Theatre** is a club open to students from all year groups. It is the club that feeds our annual production in the summer term. At the start of the academic year, the members of theatre group develop their vocal skills in both singing and drama workshops. We nurture a 'family' environment within the group so that pupils feel safe and supported.
- **Music Club** is an opportunity for anyone who wants to make music. Pupils can come into the department and play the instruments or use the technology.
- **Choir** is a group that consists of those pupils who enjoying singing as part of HGYT and those who want to do just singing rather than acting/dancing too.

Peripatetic Offer

Heworth Grange School offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a 1:1 or small group basis. Pupils who sign up for peripatetic lessons receive 33 lessons per academic year and will be provided with an instrument free of charge.

Instrument Choices

- **Piano and Keyboard:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar (acoustic, electric or bass guitar):** lessons are available, covering a wide range of genres from classical to rock.
- **Strings (violin, viola, cello and double bass):** lessons emphasise technique, musicality, and ensemble playing.
- **Brass (trumpet, tenor horn & tuba):** instruction focuses on embouchure, breath control, and ensemble playing.
- **Percussion (Drum kit):** lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information

Heworth Grange School charges a nominal fee for peripatetic music lessons to supplement a small proportion of the cost of hiring specialist musicians/teachers and hire of the instrument where appropriate. The full cost of tuition is subsidised by Consilium. However, the school is committed to ensuring that all students can access this offer and potential remissions are available on a case-by-case basis. The following fee structure and remissions are in place:

- **Standard Lessons:** The charge for individual /small group 20-minute lessons is £4.50 per session – these are paid up front per term at £50. Heworth Grange offer a £15 discount if parents would like to make payment for the full year, making the payment £135 for the year.
- **Subsidised Lessons:** Students that are entitled to FSM are offered a standard individual/small group lesson at the reduced rate of £1.40 per session – these are paid for up front per term at £15.
- **Free Lessons:** Heworth Grange offers free instrumental and vocal lessons to those pupils who are studying GCSE Music in KS4. We believe that this is paramount to ensuring success in the 30% coursework element of the qualification.

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete a digital enrolment form found on the school's website. Information, as well as terms and conditions, can be found on the school website [here](#).

Peripatetic lessons at Heworth Grange School are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students

receive high-quality instruction tailored to their individual needs, ensuring that every child can develop their musical abilities to the fullest.

Part C: Musical experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events. Within the academic year there are several additional musical opportunities that take place.

- **Winter Concert.** Heworth Grange School's annual Winter Concert offers students the chance to perform before a public audience. Instrumental groups and soloists are invited to present their work, providing them with valuable performance experience. The Winter Concert is a highlight of the school's cultural calendar, as it brings together the Arts Faculty as one. Music, Dance and drama are showcased, fostering a sense of community and pride among students, staff, and attendees. We deliver it as an informal 'café-style' setting, where the audience members are served with tea/coffee and mince pies while they enjoy the concert.
- **Annual Production.** During the Summer term, we host our annual full-scale production. In the Autumn term, students from Heworth Grange Youth Theatre are invited to audition for our production. This brings together students from across the Arts Faculty including: musicians, thespians, dancers, theatre crew, sound designers and lighting technicians.
- **Trips to Musicals and Performances.** Heworth Grange School offers students the chance to attend live musicals and music performances spanning a range of genres. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips range from free to a small fee – students that come from low-income families are offered subsidised or free tickets on a case-by-case basis.

Part D: 'In the future' update

- **Singing in lessons.** Heworth Grange's music curriculum used to have a lot more singing embedded into it, however the pandemic meant that this had to stop. During the pandemic, we worked hard as a department to 'keep music alive' by adapting the curriculum to deliver as many opportunities for practical music as we could. From September 2024, we will re-introduce singing into all 5 year 7 topics. In the subsequent academic years, we will continue to introduce singing in year 8 then 9 until we have singing fully-integrated back into the curriculum.
 - *This was achieved this year. Resources were planned and implemented in all year 7 lessons and this would have been continued. However, in Summer 25, we were informed that Consilium were halving the music and drama curriculum allocation to improve results across the trust. Therefore, we have had to remove this vision from our curriculum intent.*
- **Heworth Harmony** a group open to students from all year groups. The repertoire includes songs specifically chosen to accommodate multiple-part harmonies, providing a rich and layered vocal experience. Additionally, the group offers numerous opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making.
 - *Heworth Harmony was successful in the Autumn term and the group were part of the Consilium Christmas cracker production. However, despite our best efforts, Heworth Harmony did not continue after the Autumn term 24. This was due to our annual production rehearsals taking place on the same day after school and most children were in both co-curricular activities.*
- **Singing in the community.** As a result of the above 2 points, I would like to plan a singing trip into the community. This will help with our community links. We could also link it into year6/7 transition work.
 - *Due to our annual production, we did not manage to organise this due to staffing and time. This is something that I would like to add to the 'In the future' for 25-26.*
- **Consilium modulo.** I would like to host an annual rehearsal/performance for music students from across the trust.
 - *Due to our annual production, we did not manage to organise this due to staffing and time. This is something that I would like to add to the 'In the future' for 25-26.*
- **Trust musical development.** With time allocated, I would like to assist the other music teams in Consilium schools to offer more musical opportunities within their schools.
 - *This is ongoing*
- **Consilium Christmas Cracker**

- I have organised this again for December 2025 – it will involve pupils from Washington and Thornhill Academy.

Part D: In the future

- **Singing in the community.** As a result of the above 2 points, I would like to plan a singing trip into the community. This will help with our community links. We could also link it into year6/7 transition work.
- **Consilium modulo.** I would like to host an annual rehearsal/performance for music students from across the trust.
- **Heworth Grange Performing Arts Academy/HGYT.**