



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

Music Development Plan Summary 2026-2027

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Contents

Overview.....	2
Part A: Curriculum music.....	3
Curriculum Overview	3
End Points:.....	3
Year 7	4
Year 8	5
Year 9	6
Year 10 and Year 11	7
Time allocated	7
Special Educational Needs and Disabilities	7
Links to Local Music Hub.....	7
Music Qualifications	8
Part B: Co-curricular music	9
Instrumental & Vocal Groups & Clubs.....	9
Peripatetic Offer.....	9
Instrument Choices.....	10
Charging and Remissions Information	10
Application and Support.....	10
Part C: Musical experiences.....	12
Part D: ‘In the future’ update.....	13

Overview

Detail	Information
Academic year that this summary covers	Academic Year 2026-2027
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)	Vanessa Gibson
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

5-year curriculum overview		 Heworth Grange School embodying belief, inspiring ambition		 Proud to be part of Consilium Academies	
Music					
Year 7					
Weeks 1-13 (6 lessons)		Weeks 14-26 (6 lessons)		Weeks 27-39 (6 lessons)	
Timbre		Tempo		Melody	
Year 8					
Weeks 1-13 (6 lessons)		Weeks 14-26 (6 lessons)		Weeks 27-39 (6 lessons)	
Rhythm		Harmony		Dynamics	
Year 9					
Weeks 1-26 (12 lessons)				Weeks 27-39 (6 lessons)	
Texture & Structure				Articulation	
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 4: Sound Creation Content Area 5: Multitrack recording	
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 3: Musical elements, musical style and music technology		NEA coursework completion		Exam preparation	

Year 7

Unit 1 – Timbre. This topic introduces students to the concept of musical ensembles and the different families of instruments that work together to create music. Students will develop their understanding of the orchestra by exploring the string, woodwind, brass and percussion families, learning to identify instruments through their appearance, sound and musical role. They will also broaden their knowledge of popular music by investigating guitars, electric guitars and bass guitars and their contribution to pop and rock genres. Through practical listening, discussion and performance activities, students will develop their understanding of timbre as a key musical element. The topic culminates with students using music technology on Macs to explore and manipulate timbre, developing essential digital music skills and fostering confidence in using technology as a tool for musical creation and analysis. This unit provides a strong foundation for future study by building musical vocabulary, listening skills and an appreciation of a wide range of instruments and musical contexts.

Unit 2 – Tempo. This topic provides students with the fundamental building blocks of music by developing their understanding of pulse, beat, tempo and rhythm. Students will explore how music is organised through note values, bar lines and time signatures, learning how these elements work together to create structure and coherence within a piece of music. Through practical performance, listening and composition activities, students will develop the ability to read, write and perform rhythmic patterns with increasing accuracy and confidence. They will also investigate the importance of sound and silence as expressive musical devices and use their knowledge to create original rhythmic

compositions. This unit establishes essential musical literacy skills that underpin all future learning in music, enabling students to perform, compose and analyse music with greater understanding and precision.

Unit 3 – Melody. This topic develops students' understanding of pitch and melody, enabling them to recognise, describe and perform musical ideas with increasing confidence. Students will explore how pitch is used to create high and low sounds and learn the musical vocabulary required to describe the shape and movement of melodies. Through the introduction of standard musical notation, students will develop their music-reading skills and apply this knowledge by learning and performing *Ode to Joy*. As the unit progresses, students will focus on rehearsal techniques, preparation and performance skills, developing accuracy, fluency and musical expression. By the end of the topic, students will have gained confidence in reading and performing notated music while developing the discipline, resilience and collaborative skills required for successful musical performance. This unit provides a foundation for future instrumental, vocal and ensemble work throughout the music curriculum.

Year 8

Unit 1 – Rhythm This topic builds upon students' understanding of rhythm by developing their practical performance, composition and ensemble skills. Students will explore and create rhythmic patterns through performance and notation, learning how rhythms can be written, combined and developed. Through the use of music technology, students will create digital drum patterns using GarageBand, developing their understanding of rhythm in contemporary music production. Students will then broaden their musical knowledge by exploring polyrhythms and the traditions of African drumming, gaining an appreciation of music from different cultures. Through learning about call and response, cues and ensemble communication, students will develop the skills required to perform collaboratively and respond effectively within a group setting. The unit culminates in a group rhythm performance, where students will apply their understanding of rhythmic techniques, rehearsal processes and performance skills to deliver a confident and coordinated ensemble performance. This topic develops musical literacy, creativity, teamwork and an understanding of rhythm as a universal feature of music across cultures and genres.

Unit 2 – Harmony This topic introduces students to the concept of harmony and its role in creating depth, texture and accompaniment within music. Students will develop their understanding of how notes and chords work together by exploring harmony through practical instrumental performance. Using the ukulele, guitar and piano, students will learn and apply fundamental playing techniques, developing coordination, finger dexterity and musical confidence. Through performing chords and simple harmonic progressions, students will gain an understanding of how harmony supports melody across a range of musical styles. As students progress from single-instrument skills to playing the piano with

both hands, they will develop greater independence, accuracy and fluency in performance. This unit provides a strong foundation for future instrumental study, ensemble work and composition by equipping students with the practical and theoretical knowledge needed to understand and create harmonic music.

Unit 3 – Dynamics This topic introduces students to dynamics as a key musical element and explores how changes in volume can be used to create contrast, mood and expression within music. Through practical drumming activities, students will experience how dynamics can transform a performance and communicate musical intentions to an audience. Students will then apply their understanding by composing and refining their own musical ideas, making purposeful decisions about dynamic contrast and expressive techniques. As the unit progresses, students will develop their performance skills by rehearsing and presenting their work, focusing on the effective use of dynamics to enhance musical impact. Through responding to peer and teacher feedback, students will learn the importance of evaluation, reflection and refinement within the creative process. This topic develops students' expressive performance skills, compositional creativity and ability to critically assess and improve their own musical work, fostering greater confidence as musicians and performers.

Year 9

Unit 1 –Texture and Structure This topic develops students' understanding of texture and structure through the creative process of music production using digital technology. Students will explore how different musical layers combine to create texture and how structural features such as verses and choruses organise music into coherent and engaging compositions. Through a series of practical case studies, students will develop key production skills by creating drum patterns, melodies and chord progressions using music software on Macs. They will then apply these skills within a personal music production project, selecting, rehearsing and recording musical material to create a finished track. As the unit progresses, students will learn essential studio techniques including recording, arranging, mixing and mastering, using tools such as volume balancing, automation, panning and effects processing to enhance the quality of their work. The topic culminates in the export of a completed piece of music, allowing students to experience the full music production cycle from initial idea to final product. This unit develops creativity, technical proficiency, critical listening and digital literacy, while providing students with a deeper understanding of how texture and structure contribute to successful musical compositions and recordings.

Unit 2 – Articulation This topic introduces students to articulation as an essential musical element that shapes the character, style and expression of a performance or composition. Students will explore a range of articulation techniques and learn how they influence the way music is performed and interpreted. Through practical performance activities, students

will develop their ability to apply articulation accurately and expressively, before transferring this knowledge into music technology and sequencing tasks. Using digital tools, students will compose and refine original musical ideas, making purposeful decisions about articulation to enhance musical communication and stylistic effectiveness. As the unit progresses, students will develop their compositional skills through editing, evaluating and improving their work, culminating in the completion and presentation of a finished composition. This topic develops students' understanding of expressive musical features, creative decision-making, performance confidence and music technology skills, while reinforcing the importance of refinement and attention to detail within the compositional process.

Year 10 and Year 11

In Years 10, we offer 1 qualification in music:

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	5 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 School holds the designation of Lead School for Music. The school first achieved this status in Spring 2025 and has successfully retained the designation for the current academic year.

Music Qualifications

Heworth Grange School offers students the opportunity to pursue 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. These are across multiple awarding bodies, such as ABRSM and Rock School.

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** 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

- **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.
- **Singing in the community.** 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.**