

## Music development plan summary: Co-op Academy North Manchester

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account 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

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

### Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	Sep 2024
Date this summary will be reviewed	Sep 2025
Name of the school music lead	M.Asher & A.Jewitt
Name of school leadership team member with responsibility for music (if different)	M.Asher
Name of local music hub	One Education
Name of other music education organisation(s) (if partnership in place)	Anthem Music Co-op Academies Trust Central Music Service

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 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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

At CANM in Ks3 pupils in Years 7, 8 and 9 receive 1 hour of music per week.

The Curriculum is designed so that pupils get the opportunity to experience a range of music and learn about a broad range of musical cultures. Pupils develop and refine their listening skills, music performance skills, and composition skills. The curriculum is designed to support those wanting to explore music further moving into Y10 and GCSE but also provides a musical experience for all to develop appreciation and love for music to take into adult life.

Our curriculum is informed by the model music curriculum through some repertoire choices, by the emphasis on singing discreetly and as part of the curriculum, and through the approach of listening, composing and performing.

Across all KS3 topics pupils learn to play an instrument, namely: ukulele, acoustic nylon-string guitar, electric guitar, and bass guitar; keyboard, piano, and using midi keyboard as part of music production topics; djembe drums, samba equipment, and drum-kit; and singing.

In many topics (Reggae, Djembe drumming, Samba, The Blues, Britpop, Band Skills) pupils learn to play as an ensemble, to better understand the genre as it is meant to be performed but also to experience the pleasure of playing music with other people.

In Year 7, our singing curriculum teaches the principles of singing, from warming up the voice to phrasing, and also exposes young people to lots of different styles of music, from folk songs to musical theatre.

We have a strong partnership with One Education, who provide our steel pans provision, and also with Anthem Music, who provide our Woodwind provision. Other instrumental tutors are either employed directly by the school or through the Co-op Academies Trust Central Music service.

In KS4, pupils can take either GCSE Music or BTEC Music Practice Level 2. Pupils taking these subjects receive free tuition on their chosen instrument.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this [here](#).

**For secondary schools:** Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

## 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 lessons play a vital role in the music Curriculum. These free one to one or small group lessons are offered at KS3 and also support students through GCSE and BTEC by preparing them for their ensemble and solo performance exams. The department is currently working on linking instrumental lessons with classroom curriculum lessons to help develop reading notation, music dictation and listening skills.

Instrumental lessons also provide the opportunity for any student in the academy to access music. Some pupils are able to continue learning the same instrument they

have learned in primary school, due to the wide reach we have through our peripatetic staff.

At CANM we currently offer:

Piano lessons (two days a week)

Guitar lessons (one day a week)

Drum lessons (one day a week)

Woodwind lessons (one day a week)

Brass lessons (one day a week)

Steel Pans (one day a week)

Outside of lesson time, we offer the following ensembles as extra-curricular clubs:

Choir Club, Keyboard Club, Guitar Club (one for beginners, one for guitar students), Band Club, Drumming Club, Woodwind group, and Brass group. As well as these, we also have a school Big Band for invited pupils.

CANM also hosts the Co-op Trust Big Band, and community stage band. This is an opportunity and pathway for pupils to develop their music-making further across the co-op academies trust and the wider community.

All tuition, extra-curricular clubs and bands are provided free of charge for all students.

We are currently launching our free instrumental loan scheme whereby instrumental pupils may borrow an instrument for the time they are learning with our peripatetic staff.

In terms of rehearsal time and access to instruments, we have four main practice rooms where pupils can rehearse at break and lunchtimes and after school when staff are available to supervise.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

**Alternative titles** for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

## 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.

Every day pupils (soloists and small ensembles/bands) perform in assembly, so every child should hear live music played or sung once a week.

The school puts on a Winter Celebration and a Summer Showcase every year, which includes performances by Big Band, Choir, Steel Pans, other bands and ensembles, and soloists.

Our school's Big Sing is an annual concert in performed for and by every Year 7 student - they practise in classes and then sing together with a live band made up of our peripatetic staff.

Every year the school puts on a musical theatre production, the rehearsals for which are twice a week after school. This provides opportunities for engaging extra-curricular music making in school.

The school is also part of the biennial Trust-wide musical which is performed at Co-op Academy Manchester. Students from our school were involved in *Les Miserables* in 2023 and will be part of the production of *Sweeney Todd* in 2025.

We have a great partnership with the Abram Wilson Foundation, who have been coming into our school for four years (2020-2024) running composition workshops with selected students. This has had an enormous impact on the quality of the music made at our school, especially in terms of bands and GCSE composition. The Abram Wilson Foundation Band also perform live to all students in school.

We take our GCSE and BTEC students to the Bridgewater Hall every year to watch the 'Set Works' performance.

Our Big Band performs as part of the One Education Band on the Wall Jazz performance once a year, providing a fantastic opportunity for all participants to perform in a professional venue and to meet and hear young musicians and bands from other schools.

Last year (2023/24) we started our participation in the RNCM/Oxford University's Music and Science project. Six of our pupils took part in workshops with a composer which resulted in having their pieces performed by RNCM students on stage at the RNCM. The young people also formed an ensemble and played their piece.

All of these experiences are free for students to attend. The school concerts and RNCM event have a fee attached for audience members.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

**Alternative titles** for Part C could be 'Musical events' or 'Musical performances'.

## In the future

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

Our plans to develop the Music provision in our school are threefold:

- 1) To increase the *quality* of provision that is happening at our school. We aim to do this by:
  - Improving the training of peripatetic staff to deliver notation reading and ensemble playing and for them to be fully aware of the requirements of both the BTEC and GCSE Music routes.
  - Developing the systems around instrumental teaching, such as timetabling, selection of students, resources and exam recording. As well as this we aim to

improve attendance to peripatetic lessons by tightening up our register system so we can track pupils' attendance and progress.

- Rolling out our Instrumental Loan System - this will allow pupils to practise at home and therefore improve lesson to lesson.
- Further developing our KS3 curriculum to include more notation reading, ensemble playing, composition and music theory.
- Hosting the Co-op Trust Music .....

2) To increase the *breadth* of provision that is happening at our school. We aim to do this by:

- Employing a strings teacher. We currently have no strings provision at school. If we did have this provision it would mean that any child who learned e.g. violin at primary school could continue learning with us. It also means that the sound of string instruments would be heard in school.
- Increasing the number of pupils on instrumental lessons by employing more instrumental staff for more time.
- Increasing the number of pupils in music clubs by advertising them more widely and planning and developing resources so that pupils feel they are progressing.
- Putting on a wider selection of ensembles in concerts.

3) To increase the *reach* of our provision and to improve our associations with our schools. We aim to do this by:

- Setting up communication with local primary schools so as to better support pupils coming to our school with their music-making.
- Further developing relationships with surrounding secondary schools in the Trust, through Music Network meetings and by contact through e.g. the Trust musical, to foster relationships which will support provision and to share approaches to KS4.
- Growing opportunities such as the Trust Big Band where pupils from other schools come to play music with our students, raising aspirations and creating excellent quality music-making.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

## Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.