



# Music Development Plan Summary 2025-2026

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**Written by:** **Zoe Slade**

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## Overview

Detail	Information
Academic year that this summary covers	Academic Year 2025-2026
Date this summary was published	2026
Date this summary will be reviewed	2026
Name of the school music lead	Zoe Slade
Name of school leadership team member with responsibility for music (if different)	Zoe Slade
Name of local music hub	Sunderland Hub <a href="https://sunderlandmusichub.org.uk/home/">https://sunderlandmusichub.org.uk/home/</a>

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 Washington Academy website.

At Washington, 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, the threads of singing and instrumental development - encompassing both solo and ensemble playing - are 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:

- **Playing and Performing:** 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 and Improvising:** Develop ability and skill to create, extend and develop musical ideas with structure and coherence
- **Listening and 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.
- **Notation:** Know and understand how music can be notated in a variety of ways for communication to performers and other musicians
- **Dimensions (Elements) of Music** – this domain crosses over all the other domains and is explored through them continually.
- **Technology:** Develop ability and technical knowledge to use music technology to capture and edit musical content

#### Overview:

Year 7:

T1 - Rhythm, Metre and Tempo

T2 - Melody and Dynamics

T3 - Sequencing

Year 8:

T1 - Film music

T2 - Ukulele / Reggae

T3 - Band / Rock n Roll

Year 9:

T1 - Blues

T2 – House Music

T3 - Band project

Year 10/11: Btec Music Practice

## Year 7 (examples from Washington)

**Rhythm, Metre, and Tempo:** During this unit pupils learn that 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. There should be a vocal/singing task every lesson to embed this as part of music. The aim should be for pupils to have good posture and be able to confidently sing within a full class round by the end of the topic.

Students are assessed via performance, composition, and appraisal. Performance: Clap or play rhythmic patterns in different time signatures and tempos. Composition: Create a short rhythmic piece using a given metre and tempo. Appraisal: Listen to contrasting pieces and describe how rhythm, metre, and tempo are used.

### **Melody and Dynamics:**

The overall intent of this scheme of work is to build musical literacy, confidence, and expressive understanding in Year 7 pupils by introducing them to melody and dynamics through practical keyboard performance, listening, and notation reading. This scheme builds on pupils' prior learning about rhythm, metre and tempo by shifting focus from *when* notes are played to *which* notes are played and *how* they are expressed. Pupils apply their existing understanding of steady pulse and rhythmic accuracy to melodic

performance, while dynamics extend their awareness of tempo into broader expressive control, deepening overall musical literacy.

Students will be assessed via targeted questioning during listening tasks (pitch, melody, dynamics). Teacher observation of keyboard technique and note accuracy. Short performance checkpoints when learning *Ode to Joy*. Peer feedback during paired and group practice. Use of correct musical vocabulary in discussion, and termly summative assessment task.

## **Sequencing**

In the sequencing topic, students will learn how to use music technology to create and develop a complete piece of music by combining multiple musical elements they have already studied. They will explore how to input and edit rhythmic patterns, place them accurately within a metre, and adjust tempo to suit different musical styles. Students will build and develop melodies using their prior knowledge of pitch and shape, apply dynamics to create contrast and interest, and experiment with layering and texture by adding multiple parts. Through copying, looping, and editing sections, they will learn how musical ideas can be repeated, varied, and structured into coherent compositions. This topic builds directly on prior knowledge of rhythm, metre, tempo, melody, and dynamics by allowing students to apply these concepts simultaneously in a practical and creative context, reinforcing understanding while developing independence, confidence, and compositional control.

Formative assessment will take place through ongoing observation of students' sequencing work, focusing on their accurate use of rhythm and metre, effective tempo choices, melodic development, and dynamic contrast. Listening checkpoints and peer-assessment activities allow students to evaluate how successfully musical elements are layered and structured, encouraging the use of subject-specific vocabulary. Summative assessment can be based on a completed sequenced composition, assessed against clear criteria such as use of loops or patterns, development of ideas, control of texture, and overall structure.

## Year 8 (examples from Washington)

**Film Music:** The intent of this unit is to empower students with the creative and technical skills required to produce emotionally engaging film soundtracks using digital audio workstations (DAWs). Through hands-on exploration of production effects such as reverb, EQ, delay, and automation, students will learn how to manipulate sound to enhance narrative, mood, and dramatic impact in visual media.

This unit aims to: Develop technical fluency in using DAW tools and audio effects to shape sound. Foster creativity by encouraging students to make intentional artistic choices that reflect the emotion and action of a film scene. Build critical listening and reflection skills through analysis and evaluation of their own and others' work. Support progression from basic application of effects to nuanced, professional-level sound design. Encourage communication and collaboration through peer feedback, group discussion, and presentation of final projects.

By the end of the unit, students will have produced a short film score that demonstrates their understanding of production effects and showcases their ability to use sound as a storytelling tool.

This unit is designed to connect with and extend students' existing understanding from previous music and technology lessons. It builds on: Prior experience with basic musical elements: pitch, rhythm, dynamics, tempo, and timbre. Previous use of a DAW for simple recording or sequencing tasks. Awareness of how effects change sound character and emotional impact.

### Ukulele / Reggae

This topic helps develop pupils' understanding of reggae as both a musical style and a cultural expression, while strengthening ensemble performance skills. Through learning chords, off-beat rhythms, and melody, pupils apply stylistic features in a practical context, building musical independence, teamwork, and cultural awareness. The topic deepens rhythmic accuracy and prepares pupils for more advanced ensemble, band, and production work later in KS3.

This topic builds on prior knowledge by revisiting rhythmic accuracy from Rhythm, Metre and Tempo through steady pulse and off-beat emphasis. Melodic and dynamic understanding from Melody and Dynamics is applied when performing and balancing parts. Keyboard and notation skills support chord playing, while Sequencing and Film Music experience strengthens listening, timing, and stylistic awareness, enabling pupils to transfer digital and performance skills into live ensemble reggae performance.

This topic prepares pupils for future learning by developing core ensemble, stylistic, and performance skills needed for band work. Playing chords, maintaining groove, and listening to others directly supports Band / Rock 'n' Roll. Understanding off-beat rhythm and

basslines prepares pupils for Blues styles, while dynamic control and balance link to Production and Mixing. These skills culminate in confident collaboration for the Year 9 Band Project

## **Band / Rock n Roll**

This topic in KS3 music acts as a key progression point between foundational musical skills and more advanced ensemble and composition work later in the curriculum.

Students develop practical band skills by performing as part of a small ensemble, typically using guitars, keyboards, bass, drums and voice. They learn the musical features of rock 'n' roll, including backbeat rhythms, 4/4-time, simple song structures (such as verse–chorus), and the use of primary chords (I, IV and V). Pupils build technical control on their chosen instrument, practise rehearsal techniques, and develop listening and ensemble skills such as timing, balance, and coordination. The topic often includes understanding stylistic features of early rock 'n' roll, basic amplification, and stagecraft, alongside opportunities to perform a cover song.

## **Year 9 (examples from Washington)**

### **Blues**

This unit is designed to deepen students' understanding of the historical, cultural, and musical significance of the blues. Through exploration of its African-American roots, students will engage with key musical elements such as the 12-bar blues structure, chord progressions, walking bass lines, lyrical form, and improvisation. The scheme promotes musical creativity, collaboration, and critical listening, enabling students to perform, compose, and reflect with increasing confidence and expression. By the end of the unit, learners will develop not only their practical musicianship but also a broader appreciation for the social and emotional contexts that shaped this influential genre.

### **House Music**

The intent of this topic is to develop students' understanding of electronic music through the study of House music, focusing on rhythm, structure, harmony, and production techniques using a DAW. Students build confidence in sequencing, looping, arranging, and applying effects while making creative decisions. This unit bridges listening, terminology, and practical music-making, encouraging independence and musical ownership. It directly prepares students for BTEC Music Practice (Years 10–11) by introducing industry-standard working methods, DAW-based composition, genre awareness, and reflective evaluation skills required for creating, developing, and reviewing musical products.

The Year 9 House Music unit deliberately builds on students' existing KS3 learning. From Year 7 Rhythm, Metre and Tempo, students apply pulse, BPM, and rhythmic accuracy through four-to-the-floor beats. Year 7 Melody and Dynamics supports melodic

sequencing, repetition, and contrast, while Year 7 Sequencing (PCs) underpins confident DAW navigation and loop-based composition. Year 8 Film Music develops structural awareness and use of effects, which transfers to builds, drops, and automation. Reggae and Band units reinforce groove, texture, and ensemble thinking. Year 9 Blues strengthens harmonic understanding, preparing students for chord progressions in House music.

## **Band Project**

This topic is designed to directly prepare students for BTEC Music Practice by developing the practical, collaborative, and independent skills required for vocational music study. Through regular rehearsal and performance in small ensembles, students refine their instrumental or vocal technique, learn to follow chord charts and song structures, and take responsibility for their individual role within a group. The topic emphasises effective rehearsal strategies, communication, and responding to feedback, mirroring the professional working practices expected in BTEC units. Students also gain experience performing in popular music styles, making stylistically appropriate musical decisions, and evaluating their own progress, which supports the reflective and coursework-based nature of BTEC assessment. As a result, the Band topic builds confidence, musicianship, and professionalism, providing a clear and purposeful bridge from KS3 music into BTEC Music Practice.

This topic will explore: Band roles and styles, chords, riffs and structure, ensemble rehearsal and refinement and music expression.

## **Year 10 and Year 11**

In Years 10 and 11, we offer BTEC Music Practice:

### **1. BTEC Music Practice:**

#### **Component 1: Exploring Music Styles:**

Investigate different musical genres (e.g., film, EDM, reggae) through practical workshops and create examples, focusing on musical elements and techniques.

#### **Component 2: Music Skills Development:**

Develop skills in two chosen disciplines (performance, composition, production) and apply them to create musical outcomes for a brief, documenting progress.

#### **Component 3: Responding to a Commercial Brief:**

Work independently (as a composer, performer, or producer) to create a new piece based on an existing song, adapting its style for the music industry.

## Time allocated

At Washington Academy 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 lesson	1 lesson	1 lesson	5 lessons	6 lessons

## Special Educational Needs and Disabilities

At Washington Academy, 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

Washington Academy collaborates with Sunderland Music Hub. The hub provides instrument teachers to deliver 1:1 and small group lessons to students.

## Music Qualifications

Washington Academy offers students the opportunity to pursue a BTEC 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 Washington Academy have to sing and play music outside of lesson time. Within Washington Academy 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**

Washington Academy 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. Clubs offered at Washington Academy are listed below.

- Choir
- Show Group
- Year 10 Band
- Year 9 Band
- Music Club

### **Peripatetic Offer**

Washington Academy 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 1 lessons per academic year and will be provided with an instrument free of charge.

### **Instrument Choices**

- Drum
- Keyboard
- Guitar

### **Charging and Remissions Information**

In a school with significant levels of deprivation and a high proportion of students with SEND, progress in music is secured through the complementary use of free peripatetic instrumental tuition and inclusive co-curricular provision. All students are able to access

peripatetic lessons at no cost, removing financial barriers and ensuring equity of opportunity.

## **Application and Support**

Peripatetic lessons at Washington Academy 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.

In a school with significant levels of deprivation and a high proportion of students with SEND, progress in music is secured through the complementary use of peripatetic instrumental tuition and inclusive co-curricular provision. Peripatetic lessons provide highly personalised learning, enabling students to make measurable progress from individual starting points in areas such as instrumental control, rhythmic accuracy, listening skills and musical independence. Co-curricular ensembles and clubs reinforce and extend this learning by offering regular opportunities to apply skills in a supportive group context, developing confidence, communication, and a sense of belonging. Together, these pathways ensure that musical progress is not solely defined by formal qualifications, but by sustained engagement, increasing independence, and the development of musical identity, enabling all students — particularly those with SEND — to succeed and thrive in music.

## **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.

- Theatre Trips
- The Glasshouse Trips
- Choir Competition
- Consilium Christmas Cracker

## **Part D: In the future**

- School Musical
- Variety Performance
- Battle of the Bands