

Music Development Plan Summary:

Hayle Academy



Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2024
Date this summary will be reviewed	October 2025
Name of the school music lead	Stephanie Barry
Name of school leadership team member with responsibility for music (if different)	Tamsin Hosking
Name of local music hub	ASONE Hub, Cornwall
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Service Trust

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.

Our curriculum aims to enable students to make excellent progress; we aim to do this by introducing students to a range of different styles and techniques, and by building confidence through both ensemble work and independent application.

Broadly, Music is sequenced based on threads from the National Curriculum Programme of Study some of which have been made specific to Hayle Academy (our repeat concepts). Topics and lessons are sequenced so that each topic builds upon previous learning.

Short performing, composing, listening and/or written tests that summarise each topic, are taken at the end of each topic.

Students in years 7-9 are taught in mixed ability groups. All groups receive the same planned, ambitious and creative curriculum, but teaching and learning activities may vary to enable the curriculum to be effectively adapted to meet the needs of

individual students and the individual class needs. Students in Y10 and 11 are taught in mixed ability groups as this is an option subject.

Music Curriculum Implementation - Time Allocation

Each year group will have the following allocation for fortnightly lessons where they are taught the Music Curriculum:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons allocated	1	2	2	4	4
Percentage of curriculum time	2.5%	5.0%	5.0%	10.0%	10.0%

At Key Stage 4, students study OCR GCSE Music in Year 11 and the BTEC Tech Award in Music Practice (2022) in Year 10. The course builds on prior knowledge and explores a range of styles as well as enabling students to develop their own performance and composition skills and techniques. This course also aims to give students the opportunity to analyse professional work, visit current music venues and take charge of their own learning through independent practical tasks.

The topic sequence overview for all years can be seen below:

Year 7

The aim of the Year 7 music curriculum is to embed the fundamental foundations of music which will enable students to access further topics. Topics are sequenced in a particular order to build upon prior learning and are designed to instil enjoyment and challenge to create aspirational work. Students will have learnt at least one musical instrument within this academic year. In addition to the curriculum, all students have access to further instrumental learning and extra-curricular ensembles throughout KS3.

I've Got Rhythm

Piano Skills

Atmospheric Music

Year 8

The aim of the Year 8 music curriculum is to further develop and expand students' prior learning of the foundations of music through the exploration of a variety of genres, cultures and contexts. Students will experience a variety of skills and techniques through composition, performance and music analysis. Topics are sequenced in a particular order to build upon prior learning and are designed to instil enjoyment and challenge to create aspirational work. Students will have learnt two further musical instruments within this academic year. In addition to the curriculum, all students have access to further instrumental learning and extracurricular ensembles throughout KS3.

Music Technology

Classical and Baroque Music
Sea Shanties
Blues Improvisation
Ukulele Skills
Year 9
The aim of the Year 9 music curriculum is to consolidate their understanding of the Elements of Music and to experience creating and performing a variety of musical projects independently. By the end of Year 9, all students at Hayle Academy have learnt at least three musical instruments, composed and performed a variety of pieces for performance and film as well as having a good understanding of all of the different roles and careers linked to the music industry. In addition to the curriculum, all students have access to further instrumental learning and extra-curricular ensembles throughout KS3.
The Elements of Music
Film Music
Film Music - Music Technology
Film Music Composition Competition
Pop
HipHop
Performing Skills (Band Project)
Year 10
The aim of the Year 10 music curriculum is to consolidate students' understanding of the Elements of Music which underpins all BTEC Components. Students will explore and analyse a variety of genres and styles as well as develop their composition and performing skills and techniques to a higher level. By the end of this academic year, students will have completed their Component 1 assessments, having created music product performances, and will be preparing for the Component 2 assessment by developing their musical skills and techniques across a range of performance styles.
Component 1: Exploring Music Products and Styles
Component 2: Music Skills Development
Year 11

The aim of the current Year 11 curriculum is to further explore and analyse genres and styles, perform a solo and ensemble performance demonstrating their musical skills, and submit a final composition to a given brief. Towards the end of the year, students will consolidate their knowledge and skills of the Areas of Study. By studying OCR GCSE, students will leave Hayle Academy with a broad musical understanding which will enable opportunities to access a variety of further study options including A level Music.

2024 - 2025	2025+
AoS2: Concertos Through Time	Component 2: Completion of Assessment
AoS1: Coursework - Composition to a brief 15% and Solo, ensemble recordings 30%	Component 3: Responding to a Music Brief
Revision - Listening paper 1hr 30 mins: 40%	

Part B: Co-curricular music

Hayle Academy provides 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.

- A variety of ensembles rehearse during lunchtime sessions alongside after school 'Band Jam' sessions.
- KS3 Musical alongside the Broad Horizons offer.
- A range of ensembles including choir, rock bands and instrumental groups which are run through instrumental teachers during instrumental time.
- Access to a vast range of instrumental lessons, such as piano, guitars, strings, percussion, brass, woodwind, vocal and music technology.
- A variety of performance opportunities such as our Annual Christmas Concert, Cornwall Music Festival, Music for Youth and Boardmasters.
- Opportunities given to bring music to life, through visits to live concerts, music masterclasses by local professionals in the music industry, and workshop, project and performance opportunities run by the Music Hub.
- KS4 College visit specifically to experience the musical offer.
- Collaboration and leadership projects with our feeder primary school.
- Performing Arts trip to London.

Resourcing:

At Hayle Academy, we work closely with ASONE Music Hub and have a full suite of Macs that are used for compositions. Alongside our classroom space, we have a dedicated recording studio, 5 practice rooms, and a music technology suite.

Within our classroom space we have keyboards for use within lessons, ukeleles, percussion instruments and guitars.

Inclusivity and SEND:

Planning for the content and sequencing of the Music curriculum for SEND

We want students to walk away with a positive and stimulating experience of music and be inspired to continue with music outside of school.

In order to achieve this, activities are chosen that are suitable to all learners and offer the opportunity to try a variety of skills and activities across the curriculum.

- Topics are sequenced in developmental order to enable students to fully develop foundation skills before applying them further in a variety of different genres and skills.
- Each unit is highly differentiated, reducing any barriers to allow all students to feel a sense of achievement. As the student becomes more confident, guides and assistance are slowly reduced at the student's learning pace.
- All musical activities can be differentiated to enable all learners to access the same curriculum. This is through use of differentiated access to instruments and guides such as note names and coloured stickers.
- BTEC Music has been selected as the KS4 examination subject to enable access by all learners and the opportunity to complete assessments in a more suitable manner for the individual. This is particularly important for SEND students who may struggle with extended writing. Their knowledge can still be assessed through verbal communication.
- The curriculum is planned to remove barriers for SEND students so that all students meet the same objectives. For example, assessment is consistent across the year group, but SEND students may receive more support or scaffolding in order to achieve.

Planning for the pedagogy within the Music curriculum for SEND

- Support with academic writing. E.g. writing frames/templates and simplifying task explanations to develop academic writing skills.
- More imaged based task explanations with diagrams to remove literacy barriers when required.
- Explicit teaching of vocabulary.

- Quizzing and games such as Kahoot in groups.
- Opportunities to succeed at all times within the lesson.
- Celebrating the successes and development within lessons, through explicit explanations.
- The curriculum activities are shared with students in advance and displayed around the department to allow learners to prepare for the lessons ahead and reduce anxiety.
- Clear structure at the start of the lesson with registering and beginning the lesson by explaining what is to come with the aim to reduce anxiety.
- Recognition that tier 3 vocabulary is challenging for some SEND students, so always simplifying it and often modelling how to use it.
- Checks for SEND misconceptions.

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.

Within school, we offer students a wide range of opportunities to perform as part of our Hayle 365 offer. These include our Christmas Concert, where students perform within their peripatetic music groups, school bands, as well as solo performances. This takes place in December in our school hall and we invite a small donation for parents and carers to watch.

We also offer an annual school musical production which is primarily focused at KS3; this year it will be Matilda Jr. All students are invited to audition and take part if they wish in a variety of roles. We run the show over two evenings and tickets go on sale for £5 per person, with the community being invited to watch.

We are actively involved in the local community and our Samba band performs at Hayle Carnival every year. Students are able to sign up and take part in rehearsals for this in advance of the event and then walk as part of our Samba band in the parade in June.

We run many music and performing arts trips throughout the year, to allow all students to experience live theatre and watch musical performances. These include our West End residential trip in December and theatre trips for each year group to see shows at the Hall for Cornwall and the Theatre Royal Plymouth.

In addition to our school managed events, we work closely with ASONE Music Hub. Our students have opportunities to perform in their bands at the annual SongFest, Music for Youth Festival and even Boardmasters Festival.

We encourage students who are learning instruments, to compete in the Cornwall Music Festival in Truro each year, supported by Hayle staff and their achievements are then recognised and displayed in the Music Department.

In the future

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

- Strengthen the tracking of instrumental programmes: currently a number of students learn instruments outside of the co-curricular offer and it is important to ensure that they participate in extracurricular opportunities and also concerts.
- Increase curriculum integration of Careers within the music curriculum.
- Shared collaborative curriculum development with other TPAT secondary schools with first teaching for Year 7 in September 2025.

Further information (optional)

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