# Music development plan summary: High Point Academy

## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | January 2025 |
| Date this summary will be reviewed | October 2025 |
| Name of the school music lead | Fran Eardley |
| Name of school leadership team member with responsibility for music (if different) | Paul Waterhouse |

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.

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| At High Point Academy, we offer our pupils at Key Stage 3 within the connector cohort a performing arts curriculum, which consists of a thematic approach. They have a 55 minutes lesson each week. They can work towards an Entry Level qualification at option choices in KS4.  **Year 7 -** The Year 7 opening unit introduces pupils to basic elements of Music Physical theatre and Drama, to develop their skills and repertoire. Pupils will learn basic skills in singing and playing at least three instruments. Throughout the year, pupils will experience responding to stimulus, composing, improvising, performing and evaluating. The music and drama texts drawn upon will be from a range of genres, cultures and time periods.  **Year 8** - The year 8 curriculum requires pupils to develop the skills and knowledge they were exposed to in year 7. They will build on the skills they have learnt in singing and the other instruments. They will continue to focus on responding to stimulus, composing, improvising, performing and evaluating, building upon prior work. The music and drama texts drawn upon will be from a range of genres, cultures and time periods.  **Year 9-** The year 9 curriculum requires pupils to develop the skills and knowledge they were exposed to in years 7 and 8. They will build on the skills they have learnt in singing and the other instruments They will continue to focus on responding to stimulus, composing, improvising, performing and evaluating, building upon prior work. The music and drama texts drawn upon will be from a range of genres, cultures and time periods. The final unit will allow pupils to show case their skills.  **Year 10 and 11-** The WJEC suite of Entry Level Awards, Certificates and Diplomas are designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework that recognises the widest possible range of quality-assured learner achievements.  Through the performing arts units of the WJEC Creative Media and Performing Arts – Entry Level 2 qualification, our pupils will gain exposure and understanding of the arts through classroom,   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | 7 | **Me, Myself and I** An Introduction to Drama and Music Elements through autobiographical work. | **They don’t really care about us!**  Learning basic keyboard skills and mime through the theme of prejudice and bullying. | **Heroes**  An introduction to rap and dramatic monologues through the theme of heroes | **Poetry in Motion**  Using poems to develop creative responses and compositions. | **Peter and the Wolf** Exploring classical and traditional music/ movement through mythology. | **Stomp!** Rhythms and composition, performance and evaluation. | | 8 | **Family Portrait**  Developing basic drama and music elements through the theme of ‘is blood thicker than water’? | **Scrooge!**  Musical extracts specific study and performance skills based on the theme of Christmas. | **Thriller**  Rap music and dramatic monologues – a deeper look through the theme of horror | **War**  Creative responses and compositions to classical and modern texts on war. | **Summertime**  Exploring music, drama and performance styles from around the world. | **Willy Russell and The Beatles!**  Case studies from page to stage! | | 9 | **Imagine**  Exploring the theme of Utopia vs Dystopia through music and drama | **Do they know it’s Christmas*?***  Responding to media and non-fiction stimulus through performance. | **I want it all!** Rap music and dramatic monologues – a deeper look through the theme of Power and Ambition. | **Anything you can do…..**  Creative responses and compositions on the theme of bullying, conflict *and argument****s.*** | **West Side Story**  Genre studies from page to stage! (Exploring cultural differences | **A Change is Gonna Come**  Racism and Discrimination themed composition, performance and evaluation | | 10 | **An introduction to performing arts**  This may include:   * Types of dance * Musical theatre * Plays and productions * Genres of music * Mime/expression * Group script reading | | **WJECAppraising Music – 6343 (5 credits)**    This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions    By the end of this unit pupils will:   * Know the ‘building blocks’ of music | | **Ensemble music performance – 6341**  **(5 credits)**    This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.    By the end of this unit pupil will:  Be able to perform pieces as part of an ensemble on an instrument/ voice | | | 11 |   Within the KS3 Developer curriculum pupils participate in weekly workshops delivered by the Birmingham Hippodrome. This is delivered across three half terms. Along with these, pupils explore musical concepts via topic lessons.  Within KS4 Developer curriculum pupils access Halesowen College weekly which is focused on performing arts. |

## 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.

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| Across the academic year two performances are made available to all students to participate in this involves, dancing singing and acting.  Once a week performing arts lunch club is available for all cohorts and key stages.  Pupils attend a weekly praise assembly, where they sing the schools theme tune. This assembly also enables performance of musical instrument playing and singing.  Personalised music programmes are created for pupils who express an interest in music. This includes singing, keyboard and guitar lessons. |

## 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.

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## In the future

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

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| * To review and expand the KS3 Developer cohort offer to music. |