



Moorside
High School

Music Development Plan Summary 2025-2026

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Overview

Detail	Information
Academic year that this summary covers	Academic Year 2025 - 2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Keely Hill
Name of school leadership team member with responsibility for music (if different)	Brett Joynson
Name of local music hub	MAPAS – www.sclmapas.co.uk

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 Moorside High School website.

At Moorside High School, the music curriculum has its foundations based on the National Curriculum and incorporates 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.

Learning Journey



Year 7

Melodies & Notation – This topic introduces the knowledge and skills needed for pupils to read standard music notation. Pupils will learn how to recognise the notes on the staff (relating to pitch), as well as rhythm and recognising notes of different values. They will explore the Classical Period and the composer Beethoven, particularly focusing on the piece 'Ode to Joy'. Pupils will notate this piece of music and learn how to play the melody with correct finger placement and instrumental technique over the course of several weeks. This will aid pupils' understanding of reading sheet music by giving them an insight into different notes and their pitches, and what they should sound like. By the end

of the topic, pupils should be able to competently play the keyboards with correct instrumental technique performing the piece 'Ode to Joy'.

Stomp & Samba – This topic develops pupil's understanding of rhythm further and also provides Cultural Capital as they explore the origins of Samba. The topic explores the origins of this genre as well as the geographical and historical context attached to it. Pupils will have the opportunity to listen to a variety of Samba percussion instruments and see how they are used in performances. Practical lessons will involve chair drumming, clapping and body percussion and will cover themes such as polyrhythms, call and response and performing in unison. By the end of the topic, pupils will have created a Samba performance that showcases these different features whilst also ensuring they are performing in time with fluency and accuracy.

Band Project 1 – This topic is the first of three similar projects that pupils will attempt in KS3 Music. Pupils will explore and listen to a variety of popular bands from the music industry and begin their collaborative and teamworking skills by working in a small ensemble. Lessons are focused on scaffolding the different elements needed to create a cover performance of a popular song (Riptide – Vance Joy). Pupils will begin by learning the chords needed for this song on the keyboards before moving onto learning the drum rhythm. Rehearsal time will be planned for pupils to rehearse these elements together using drum kits and electronic drums. Finally, pupils will learn the lyrics and the vocals for this piece and will combine it with the other two parts. By the end of the topic, pupils will be able to perform this song as a three-piece ensemble, showcasing skills on the keyboard, drums and vocals.

Year 8

Chords & Songwriting – This topic develops the knowledge and skills learnt in Year 7 and also introduces music technology and the creation of compositions. Pupils will study famous songwriters within the music industry and analyse their songwriting methods. They will have a chance to compose lyrics using the AAAA rhyme scheme before focusing on chords and playing chord structures on the keyboards. Pupils will practice playing a variety of chord structures before deciding upon two different ones that they would like to include in their compositions. Later, working in pairs, pupils will combine their lyrics and chord structures to begin creating their own original compositions. They will learn how to use the basic features of GarageBand and will record/sequence in the parts they have created for their original songs. We will also explore the use of ready-made drum loops and instrumental parts that can be dragged and dropped into their compositions. By the end of the topic, pupils will have created their own original compositions that showcases chord structures and lyrics, as well as any other musical features that they choose to add.

Film Music – Pupils will explore commonly used features in Film Music as well as focusing on how emotion is presented throughout music. The topic starts with a focus on how music adds to the emotions seen on screen and the effect this has on the audience.

After, pupils will study and perform features such as chromatic melodies (to build tension), sound effects and typical instrumentation. Pupils will explore well-known pieces such as the Jaws theme and the theme tune from Psycho. Later, working in pairs, pupils will create their own scary film storyboard and using music technology (GarageBand) they will compose Film Music that goes over the top of their story. By the end of the topic, pupils will have created an original composition that contains the features we have studied in class (chromatic notes, melodies, sound effects, different instruments, etc) that should heighten the emotions felt within their storyboard.

Band Project 2 – This topic is the second of three similar projects that pupils will attempt in KS3 Music. Pupils will continue to explore and listen to a variety of popular bands from the music industry and will continue their collaborative and teamworking skills by working in a slightly larger ensemble. Lessons are focused on scaffolding the different elements needed to create a cover performance of a popular song (Pumped Up Kicks – Foster The People). Pupils will begin by learning the chords needed for this song on the keyboards before moving onto the bassline on the keyboards too. Afterwards, they will learn the drum rhythm. Rehearsal time will be planned for pupils to rehearse these elements together using drum kits and electronic drums, as well as keyboards. Finally, pupils will learn the lyrics and the vocals for this piece and will combine it with the other three parts. By the end of the topic, pupils will be able to perform this song as a four-piece ensemble, showcasing skills on the keyboard, drums and vocals.

Year 9

Genre Focused Composition – This topic begins to prepare pupils for KS4 Music by exploring the stylistic features heard in three popular genres of music and guiding pupils to compose in those styles using music technology. The topic starts by exploring three different genres (Britpop, Reggae and Hip Hop) and the origins of how they started and some of the stylistic features attached to them. Pupils will complete activities linked to each genre, for example: learning to play a simple chord structure from Pulp's 'Common People' on the keyboards for Britpop, learning to play the riff from a well-known Reggae song (Three Little Birds – Bob Marley) and finally composing drumbeats on GarageBand for Hip Hop. Once we have explored all three genres, pupils will choose one of the three genres to focus on and will compose their own compositions in that style. They can use features that we have already studied in previous lessons to start them off or make use of the pre-made loops available in GarageBand. By the end of the topic, pupils will have created an original composition that is obviously part of their chosen style and is stylistically accurate.

Blues & Jazz – This topic further develops pupils' knowledge surrounding genres and particularly focuses on the origins of Blues music into Jazz. Pupils will study the origins of Blues with a particular focus on the historical context attached to this genre. Pupils will learn how to play the 12-bar blues and walking basslines on the keyboards and will work in pairs to combine these two features together. Afterwards, we explore how Blues music

changed into Jazz and again, the historical context attached to this genre. By the end of the topic, pupils will perform in their Blues & Jazz duos and will demonstrate the two skills listed above whilst performing with accuracy and fluency.

Band Project 3 – This topic is the third and final session of three similar projects that pupils will attempt in KS3 Music. Pupils will continue to explore and listen to a variety of popular bands from the music industry and will continue their collaborative and teamworking skills by working in a larger and more complex ensemble. Lessons are focused on scaffolding the different elements needed to create a cover performance of a popular song (Shape of You – Ed Sheeran). Pupils will begin by learning the chords needed for this song on the keyboards before moving onto the riff, which is also performed on the keyboards. Next, they will learn the drum rhythm. Rehearsal time will be planned for pupils to rehearse these elements together using drum kits and electronic drums, as well as keyboards. Finally, pupils will learn the lyrics and the vocals for this piece and will combine it with the other three parts. By the end of the topic, pupils will be able to perform this song as a four-piece ensemble, showcasing skills on the keyboard, drums and vocals.

Year 10 and Year 11

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

1. **Eduqas GCSE Music** - This course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (AoS1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (AoS2) allows learners to look more closely at texture and sonority. Film Music (AoS3) and Popular Music (AoS4) provide an opportunity to look at contrasting styles and genres of music.
2. **Pearson BTEC Music Practice** – This course offers an insight into the music industry as a whole and allows pupils to develop as a performer, creator and producer. Pupils will complete two internal assessments focusing on different genres of music and their professional and musical skills development over time. Pupils will be required to showcase their knowledge through portfolios as well as perform and create musical products relating to the briefs. Their final assessment (during Year 11) is an externally assessed assignment with an unseen brief. This brief summarises a lot of the content and skills developed throughout the course and asks pupils to plan, create and evaluate a musical product in response to a final brief. Pupils are able to develop their instrumental skills over the course of Year 10 and 11 and suits learners who prefer a more hands-on approach.

Time allocated

At Moorside High 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
2 hours	2 hours	2 hours	5 hours	6 hours

**KS3 lessons are currently taught on a rotation with Drama every half term. In one year, pupils will complete three half terms of Music and three half terms of Drama.*

Special Educational Needs and Disabilities

At Moorside High 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

Moorside High School collaborates with MAPAS. The hub provides instrument teachers to deliver 1:1 and small group lessons to students.

Music Qualifications

Moorside High School offers students the opportunity to pursue GCSE Music and BTEC Music Practice during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with peripatetic teachers. There are two windows within the school year (Autumn and Summer) where pupils can be entered to complete ABRSM exams.

Part B: Co-curricular music

This section addresses the opportunity pupils at Moorside High School have to sing and play music outside of lesson time. Within Moorside, 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

Moorside High 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 or the Performance Hall. Clubs offered at Moorside are listed below.

- **Music Practice Rooms (Booking System)** – Offered twice a week for one hour after school (all year groups).
- **KS3 Music Club** – Offered once every two weeks for KS3 pupils.
- **KS4 Music Intervention** – Offered twice a week for one hour after school (Years 10 & 11). Year 10 Intervention runs on a Wednesday after school and Year 11 Intervention runs on a Thursday after school.
- **Whole School Production** – This takes place during the window where we rehearse and prepare for our school musical (usually September – Easter). We rehearse for 1.5 hours on a Monday after school and for an hour on a Wednesday after school. The school musical changes each year.

Peripatetic Offer

MAPAS 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 approximately 35 lessons per academic year and will be provided with an instrument free of charge (subject to availability).

Instrument Choices

- Vocals
- Piano
- Electric Guitar / Acoustic Guitar
- Drum Kit
- Bass Guitar

- Orchestral Strings (Violin, viola, cello, double bass)
- Woodwind (Recorder, flute, clarinet and saxophone)
- Brass (Trumpet, cornet, horn, baritone, trombone and tuba)
- Music Theory

Charging and Remissions Information

MAPAS lessons are currently charged at £35.50 an hour for peripatetic music lessons. Pupils can choose from 20-minute or 30-minute lessons, and sometimes longer at request. Parents/carers can choose to be direct billed for these lessons and pay directly to MAPAS. School billed lessons are organised for Pupil Premium students.

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete a digital enrolment form found on MAPAS' website. Information, as well as terms and conditions, can be found on the MAPAS website www.sclmapas.co.uk

Peripatetic lessons at Moorside High 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.

Pupils who engage with MAPAS peripatetic lessons are offered a free instrument loan (subject to availability) so that they can practice at home. At Moorside High School, we also offer a free instrument loan to KS4 Music pupils if MAPAS are unable to (subject to availability). MAPAS host a variety of clubs, workshops and ensembles for pupils to join in the evenings and during the school holidays. By purchasing a membership (£8), pupils have unlimited access to a variety of the MAPAS Centre clubs that they have on offer. Alongside GCSE and BTEC Music Practice, pupils can gain qualifications on their instruments or music theory through the ABRSM examinations.

To add to this, pupils can make musical progress by attending extra-curricular clubs, engaging with their timetabled music lessons, taking part in school productions/concerts as well as attending school trips and engaging with professional visits.

Over the last four years, pupils have taken part in trips to watch the Halle Orchestra at The Bridgewater Hall, The BBC Philharmonic Orchestra at Aviva Studios as well as visiting the exclusive exhibition for the Oasis tour at Heaton Park.

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.

- **Whole School Production** – Music, Dance and Drama. We frequently organise musicals or musical showcases for pupils to participate in and this is performed to the community in the Easter term.
- **Performances in Assemblies** – We frequently have pupils who volunteer to perform in year group assemblies to their peers.
- **Pride of Moorside** – Each year, during the Pride of Moorside evening, we have pupils performing musical solos and ensembles during the ceremony to staff, pupils and parents/carers.
- **Trip to Watch the Halle Orchestra** – Previously, this has been open to Year 11 pupils studying the GCSE course. However, we have recently opened this up to all KS4 pupils who study the BTEC Music Practice course too.
- **Trip to Watch the BBC Philharmonic Orchestra** – This trip was targeted at Year 7's who watched an interactive performance of classical music over time.
- **Oasis Tour Exhibition at Heaton Park** – During Oasis' concerts at Heaton Park, we were incredibly lucky to be gifted exclusive exhibition tickets by the Rio Ferdinand Foundation, who as a school, we work closely with. The Year 10 BTEC Music Practice class were invited to look around the exhibit and learn about Oasis' success and legacy through personal band items, guitars used on tour and original copies of lyrics.

Part D: In the future

- **KS3 Trips** – We're eager to engage the younger year groups with Music even more and offer opportunities for them to experience live music. We always monitor The Bridgewater Hall and Aviva Studios for orchestras who deliver secondary school-aimed performances. We would also like to run some cross-curricular trips with Drama and organise for pupils to watch some musicals.
- **Links with Colleges and Universities** – We would like to strengthen our links with local colleges and universities and plan some visits/workshops for pupils considering Music after secondary school. Not only this, but we'd like to offer opportunities for college students to assist the school with concerts and productions and potentially guide our pupils in other areas of the industry such as live sound and event management. We're currently collaborating with FutureSkills where several of our pupils move onto to study creative courses.
- **Musical Theatre Showcase** – In the next academic year, we would like to plan and host a musical theatre showcase where pupils can perform songs, scenes and take part in dances from some of their favourite musicals. We're aiming for

this to be performed during the Easter term and will invite pupils and parents/carers to come and watch.

- **Access to MAPAS Peripatetic Lessons** – We want to increase the number of pupils accessing MAPAS Peripatetic lessons in the next academic year. We will focus on Pupil Premium students and ensure they know what is on offer to them, as well as encouraging KS3 pupils to access lessons through direct billing, if possible.