

# Music development plan summary: Nidderdale High School

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	May 2025
Date this summary will be reviewed	February (Mid-term) 2026 and May 2026
Name of the school music lead	Mrs Cawley
Name of school leadership team member with responsibility for music (if different)	Mr Devanney
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

Students at Nidderdale High School study Music throughout Key Stage 3. The curriculum is a spiral of increasing complexity and ensures progression throughout Key Stage 3. We are supported by the North Yorkshire Music Hub, which provides peripatetic music lessons for students expressing an interest in this. All students are encouraged to engage with this opportunity and running alongside the Key Stage Three curriculum, it ensures our students are prepared for further personal music development.

Music allocation per fortnight throughout the academic year:

Year 7 – 1 hour per fortnight

Year 8 – 2 hours per fortnight

Year 9 – 2 hours per fortnight

### Skills Development by Year Group:

Year 7 - The elements of music are explored in depth: pitch; rhythm; dynamics; tempo; texture; structure and timbre. This is achieved through facilitating a variety of listening, performance and composition opportunities. It includes learning note names and values, recognition of the lines and spaces of treble and bass clef and general notation. Year 7 are also introduced to the keyboard.

Year 8 - Starts with an exploration of the instruments of the orchestra including learning to recognise the sounds of various instruments and knowing which section of the orchestra they belong to, for example, string, brass etc. Students study a unit on film music before working on a composition project using keyboards. This provides students with the opportunity to produce an accompaniment for a 60 second animation, using appropriate pitch, tempo, dynamics and keyboard voices. This is recorded and the class evaluates each piece in terms of the elements of music chosen. Keyboards continue to be a main feature of practical work, and in Year 8 students should be consolidating keyboard skills developed in Year 7.

Year 9 - Begins with an exploration of 12 Bar Blues and students follow a structured program to enable them to play the 12 Bar Blues on keyboards in pairs, which is the basis of assessment. A theory of music program runs alongside this blues activity. Next, students learn about chord structure of major and minor triads including 7ths and they learn to play some contemporary songs using chords as a basis. They are given the opportunity to improvise and strengthen their developing grasp of the keyboard by learning to play songs of their own choosing. Students work towards playing in groups with other instruments and vocals to perform pop songs, in addition to their own compositions.

## 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.

We work with North Yorkshire Music Hub who offer one to one on all musical instruments. All of our PP pupils are offered the opportunity of one-to-one music lesson with a discount to help ensure that financial barriers do not hinder access to music education.

During many lunch times, the department opens its doors to students wanting to practice on their instrument. Students have the space to rehearse or practice

individually or in small groups. This provides an informal opportunity to further nurture all students' interest in music outside of lesson time.

This year, to help foster leadership, the department has encouraged mixed year group peer-mentoring. This will be reviewed and expanded in February and June 2026. These leadership roles develop interpersonal and organisational skills.

To promote and expand opportunities, the department celebrates success through sharing students' achievements in the Nidd News. This provides an opportunity to celebrate success and inspire peers.

## 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.

Interdisciplinary trips provide a range of opportunities to expose students to live performances. For example, musical theatre trips, and liturgical music during visits to Ripon Cathedral.

Students from all year groups are also encouraged to participate in musical performances during school events, such as Open Evening and the Christmas Stalls evenings.

## In the future

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

Key future goals include:

Encouraging instrumental learning – Sharing information with parents/carers more frequently regarding one-to-one music lessons and also emphasising the discount available for PP students. Encouraging and providing further opportunities for mixed-year peer mentoring.

Broadening musical experiences - Increasing the number of cross-curricular visits where students experience live musical performances. We aim to provide the opportunity to enjoy a live performance at least once a year.