

Music development plan summary: Ormiston Park Academy Trust

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	May 2025
Date this summary will be reviewed	September 2025
Name of the school music lead	Lee Challis
Name of school leadership team member with responsibility for music (if different)	Lee Challis
Name of local music hub	N/A
Name of other music education organisation(s) (if partnership in place)	N/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 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.

Year 7

Autumn

Music 101

The fundamentals of music teaches students the core skills and understanding of theory needed to access the curriculum. Students will learn about the elements of music, will learn to read and write using rhythmic notation and perform in a rhythmic ensemble piece, and finally they will learn how to read treble clef notation and identify the notes of the keyboard, so they are able to figure out how to play melodies independently.

Links – KS3 - Teaches students the skills needed to access the KS3 curriculum.

KS4 – Notation, Keyboard Skills, Musical Elements.

Spring

Blues

In this unit, students will learn the history and significance of blues music as well as the key features of the blues. They will then learn how to play the 12-bar blues chord progression in C on the keyboard. They will then learn how to play a walking bassline from notation. Before finally learning how to improvise effectively using the notes of the C blues scale. Lastly, students will choose a role for a class performance, they will practice their part before performing as a class ensemble.

Links – KS3 – Builds on keyboard skills by teaching chords and how to play with 2 hands, Develops composing skills through improvisation.

KS4 – 12 bar blues, chords, arpeggios, blues scale, features of the blues.

Summer

Reggae

In this unit, students will begin by learning about the key features of reggae music and about the historical significance of the genre. They will then learn how to read ukulele chord charts and how to play chords and strum in time to the beat on the ukulele. They will then learn how to read TAB and will learn a riff on the ukulele from TAB. Finally, we will create a whole class performance of a reggae song using ukulele, guitar, percussion and singing.

Links – KS3 – Develops ensemble skills needed for year 8, building on the history of the blues.

KS4 – Ukulele Skills, Chord charts, TAB, offbeat rhythms, features of reggae.

Year 8

Autumn

POP

In this unit, students will learn the key features of Pop music. They will then learn how to play the 4-chord trick on the keyboard and will learn a variety of playing techniques using both the left and right hand. Following this, students will learn how to form major and minor chords and how to read a lead sheet, before finally learning how to play a song of their choice from a lead sheet.

Links – KS3 – Builds on understanding of chords from the blues, develops ensemble playing skills.

KS4 – features of pop, major and minor chords, inversions, lead sheets.

Spring

Rock n' Roll

In this unit, students will learn how to create an ensemble performance independently. They will begin by learning the key features of Rock music. They will then be given a rock song to learn. They decide who is performing on which instrument and will individually learn their part. Finally, students will come together in their groups and rehearse a performance of their song. The performance will include drums, bass, guitar, piano and singing.

Links – KS3 – Builds on ukulele skills by transferring to guitar and bass, develops ensemble skills by moving from pair work to group work.

KS4 – Guitar skills, chord charts, TAB, Bass skills, band skills.

Summer

Protest Songs

In this unit, students will learn how to write a successful song. They will begin by analysing the use of musical elements in a variety of famous protest songs. They will then write their own set of protest song lyrics. Following this they will create a chord progression. They will then decide how their lyrics will be sung/rapped over the top of their chords. Finally, they will rehearse in preparation to perform their song.

Links – KS3 – Using understanding of chords and band skills to compose a song.

KS4 – Lyric writing, chord progressions creation, melody writing

Year 9

Autumn

TV & Film

In this unit, students will be given a video clip, they will then plan for how they will use musical elements to reflect the image on screen. Students will then learn how to form major and minor scales; they will choose a scale for their composition and will compose a melody. They will then choose chords based on their scale and will use these to accompany their melody. They will take these components of a song and will use their understanding of musical elements to create a performance that is reflective of the given video clip.

Links – KS3 – Building on complexity of composition skills, using musical elements from year 7 so reflect what is happening on screen.

KS4 – Scales, Key Signatures, Melodic Devices, Harmony

Spring

Music Technology

In the unit, students will learn how to use the bandlab music making software. Students will begin by learning how to input, edit and manipulate loops. They will then learn how to create their own drum loops which will form the base of their song. Students will then recap how to form the notes of major and minor scales, which they will then use to compose a melody. They will then record this into their bandlab project, quantizing for accurate timing. Following this, students will learn how to use the notes of their scale to compose a chord progression which they will also record into their bandlab project.

Links – KS3 – Further develops composition skills.

KS4 – Sampling, DAW skills, MIDI, Step Sequencing, Effect Plug Ins.

Summer

Rap

In this unit, students will begin exploring rap music and the key features of rap music. They will then begin creating their backing track on bandlab for their own rap song. They will create a series of drum loops and a riff which they will then layer on top of each other creating a verse, chorus structure. They will then write their own rap lyrics following this verse chorus structure. Finally, they will rehearse their rap with their instrumental and finally they will perform this to the class.

Links – KS3 – Builds on protest song unit by increasing the complexity of lyrics writing.

KS4 – Composing to a brief using DAW, Developing DAW skills.

Local and Cultural Context

Our curriculum integrates and addresses the needs of our wider community. Through our music curriculum, we explore:

- Popular culture and social representation
- Community engagement and local performance opportunities
- Emphasis on inclusion, diversity, and social justice
- Vocational ambitions and progression to FE and HE institutions

Progression and Aspirations

Our curriculum:

- Prepares students for further study in A-Level Music or vocational music courses.
- encourages ambition, independence, and cultural capital.
- Emphasises real-world relevance and personal growth through music.

Supporting SEND Learners in the Music Curriculum

The Music curriculum at OSCA is inclusive by design, offering multiple entry points, modes of expression, and scaffolded progression pathways that support SEND learners throughout KS3 and KS4. The curriculum aligns with the local Sandwell values, emphasising access, diversity, and opportunity for all.

The Music curriculum is purposefully designed to meet the diverse needs of SEND learners by:

- Emphasising creativity over written expression
- Allowing for individual pacing and flexible assessment
- Fostering emotional resilience and confidence through performance
- Providing inclusive cultural content and aspirational pathways

Curriculum Features that Support SEND Students

Practical, Hands-On Learning

- Performance-based learning through voice, keyboard, ensemble, and digital composition allows students to engage physically and creatively, supporting varied learning styles (kinaesthetic, auditory, and visual).
- Workshops and rehearsals provide structured, repeated practice that reinforces key concepts, ideal for students with working memory or processing challenges.

Scaffolded Skills Development

- Skills such as rhythm, notation, and performance techniques are introduced progressively from Year 7 onwards, allowing students to build confidence incrementally.

Differentiated Content and Assessment

- Use of graphic notation, improvisation, and musical storytelling allows non-verbal or less literate students to participate and excel.
- Portfolio-based assessment in BTEC Music supports students who may struggle with formal examinations, offering multiple opportunities to demonstrate understanding over time.

Opportunities for Self-Expression

- Emphasis on original composition and songwriting (e.g. creating original work) gives students freedom to express emotions and perspectives in a supportive medium.
- Regular reflection and self-evaluation tasks promote personal growth and self-awareness, key for emotional regulation and development.

Social and Emotional Support through Music

- Music is positioned as a tool for identity, confidence, and social integration—students explore diverse cultural genres and themes of social justice (e.g. Black Lives Matter, LGBTQIA+ representation), fostering empathy and understanding.
- Collaborative performance and ensemble work help SEND students develop communication skills, reduce social anxiety, and build peer relationships.

Local Priorities

- OPA's focus on reducing antisocial behaviour and broadening vocational access supports inclusive music education, particularly for students who may face social or behavioural challenges.

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.

OPA offers multiple out of lesson music opportunities.



Musical Theatre Club

A musical theatre club offers school children a dynamic and fun way to grow in confidence, creativity, and teamwork. Through acting, singing, and dancing, students build communication skills, develop empathy by stepping into different characters, and learn the value of discipline and collaboration. Whether shy or outgoing, every child finds their voice and gains a sense of achievement by bringing stories to life on stage. It's more than performance — it's personal growth in a supportive, expressive environment.



Dedicated Music Rehearsal Space

A dedicated rehearsal space gives bands the freedom to create, experiment, and refine their sound without distractions. It offers reliable acoustics, proper equipment storage, and the consistency needed for tight performances. Whether you're polishing a set or writing new music, having your own spot fosters professionalism and

productivity. Plus, it's a hub for creative energy — the place where musical chemistry thrives and great ideas turn into unforgettable songs.

School Choir

Joining a school choir is more than just learning to sing — it's about building harmony in every sense. Choir nurtures musical talent, sharpens listening skills, and promotes teamwork as students learn to blend their voices into one powerful sound. It boosts memory, focus, and confidence, all while creating a sense of community and shared purpose. Whether performing at school events or local concerts, choir helps students find their voice and take pride in something greater than themselves.

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.

Year-Round Musical Moments at School Events

At our school, music is a vibrant part of the year from start to finish. From the festive sounds of *Christmas Wonderland* to spring concerts, talent shows, assemblies, and cultural celebrations, there's always a stage for students to shine. Whether it's the choir, band, soloists, or musical theatre performances, these events give students the chance to develop their skills, share their creativity, and build confidence in front of a supportive audience. Music brings our school community together — every season, every note, every time.

In the future

The Future of Music at OPA

The future of music at OPA is bright, with exciting new opportunities on the horizon. We're committed to deepening musical education through the introduction of **peripatetic (peri) music teachers**, offering specialized instrumental and vocal lessons during the school day. Students will also have the chance to work toward **graded music exams**, giving them formal recognition of their progress and achievements. These enhancements will enrich our curriculum, nurture individual talent, and open pathways for students to pursue music both academically and personally.

Rationale

Music plays a vital role in developing creativity, discipline, and confidence in young people. By offering individualized instruction through peri teachers and structured progression via music grade qualifications, we provide a more inclusive and aspirational program. This empowers students to take ownership of their musical journey and gain skills that support both their academic and personal growth.

Planned Actions

- **Hire Peripatetic Teachers:**
skilled instrumental and vocal tutors to offer one-to-one or small group lessons in instruments such as piano, guitar, voice, strings, and percussion.
- **Promote Access to Music Grades:**
Collaborate with accredited boards (e.g., ABRSM, Trinity, Rockschoo) to allow students to prepare for and sit graded music exams at school or nearby centers.
- **Create a Music Progression Pathway:**
Develop a structured system that integrates lesson goals with exam preparation, performance opportunities, and musical leadership roles.
- **Engage Parents and Guardians:**
Host an information evening to explain the benefits of peri lessons and music grades, and how they support lifelong learning and potential careers in the arts