

# Music development plan summary: Blackburn Central High School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	February 2026
Date this summary will be reviewed	February 2027
Name of the school music lead	C. Hopkinson
Name of school leadership team member with responsibility for music (if different)	S. Sange
Name of local music hub	Blackburn Music Centre Preston New Road- Young people can sit their exams and learn instrumental lessons

Name of other music education organisation(s) (if partnership in place)	Youth Zone- Young people can create their own music.
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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.

### Curriculum Overview:

Our curriculum is on a weekly basis on a carousel alongside other creative subject areas. They have 2 topics over the year as they will rotate back to us twice in the academic year. Each detailed individual topic at Key Stage 3 is outlined on our school website. These components are:

**7.0:** Baseline Assessment

**7.1:** ‘Bach’ to Basics – Conversions of Classical Music (Performance and Theoretical content)

**7.2:** Ukulele – Conversions of Pop Music (Composition and Ensemble Performance)

**8.1:** Conversions of Jazz and Blues (Ensemble Performance and Listening analysis)

**8.2:** Music and the Media (Composition)

The curriculum and all planned lessons have been created with the use of the model music curriculum (March 2021) in mind, to ensure that the statutory requirements of the curriculum are being met. Ensuring that the delivery of the curriculum aligns with the governments vision and using it as a guide to help teach music at key stages 3 and progress pupils through the national curriculum.

The curriculum at Blackburn Central High School sets out a sequence of learning in the following key areas which, when taken together, all contributes to steadily increasing development of musicianship:

- Singing
- Listening
- Composing

- Performing/Instrumental Performance.

There is an enhanced repertoire that enables students to expand their listening and musical knowledge from all Classical periods through to the modern-day styles, including all genres of Popular music, Classical music and Music from the Media.

Students experience music in a range of notation forms, as they experiment with multiple theoretical exercises through using Traditional notation, Lead sheets, Tab and learning through aural traditions.

**Inclusive learning:**

There are strategic approaches that are used whole school to support our SEND provision, as well as personalised and methodical routines and techniques used in Music specifically, to enable all students to access the full curriculum. All lessons are planned to use the exact same structure each week for consistency in classroom learning using the 5 part lesson (Retrieval, Learning Intension, Explicit Instruction, Green Zone and Review). Different coloured paper is available, overlays, support when required, strategic seating plans and teacher knowledge of each SEND student, using pupil profiles and EHC plans to ensure all students have a bespoke learning experience, where provisions have been implemented, so that the work is accessible to all.

The practical and compositional aspects are inclusive for all students. Performances are scaffolded from Easy, Medium and Hard for students to increase their performance ability. All students have access to all levels of ability and move into the next difficulty level over time. Where there is only one ability piece of music, the work is broken down and scaffolded into melodies, harmony, separate hands and hands together (If keyboard work) completing the performance as solo or ensemble. Students have the use of overlays and coloured paper for SEN students that require them.

**Opportunities and partnerships within the curriculum:**

We Are Noise – Miriam Rathore

Academy Trust Partnerships:

As a trust we have developed our links with one of our schools in the Oak Learning Academy chain with Hazel Wood High School in Bury, in collaboration to share resources and curriculum ideas to enhance students experiences of music.

KS4 Performing Arts:

Also, at Key Stage 4 our students have the option to choose to study the EDUQAS Level 1/ 2 Vocational award in Performing Arts. Within this course, students develop

their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. Here they have the opportunity to develop themselves as performers and demonstrate their application of skill, technique and practices.

## 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.

### Instrumental lessons – Monday

Instrumental lessons are taking place each week with a group of students learning to play the piano, drums, Guitar and Ukulele. They will learn an extensive repertoire to build their knowledge on music and develop their performing skills as musicians. We have a peripatetic teacher that comes into school to enhance the student's enrichment opportunities.

### Breaktime/Lunch Opportunities:

At break and lunch time the department is open for students to come and practise their instrument outside of their instrumental lessons as well as other students wanting to come and practice piano pieces, rehears for performances and band rehearsals. Students come into the department to work on their curriculum performances or compositions in advance of their upcoming assessments.

## 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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

**Alternative titles** for Part C could be 'Musical events' or 'Musical performances'.

#### Winter Showcase:

Students audition for the opportunity to perform at the annual 'Winter Showcase'. Here they have the opportunity to celebrate their performing abilities in any field they wish to present. Opportunities such as, comedy, singing, bands, solo performances, ensemble performances and acting to name a few. Students have the opportunity to experience industry careers as staff are able to showcase performing, lighting, ticket sales, sound engineer, events planning, presenting roles at the event to broaden students' knowledge on career opportunities in the Music and Performing arts industry.

#### We Are Noise (WAN):

WAN are an alternative provision, with Arts Council qualifications that Blackburn Central High School have been working collaboratively for a number of years. Activities range from music instrumentation, lyric writing, making podcasts and many other music-based activities.

Primarily the students that attend, are from disadvantaged backgrounds, pupil premium or FSM. There could be issues around behaviour, attendance and/or raising self-esteem.

We have had measurable success from students who have participated with We are Noise, which has shown an increase in the students attendance in school and they are showing signs of being more confident.

The school are given a 12 month slot, and we decided to use half termly slots for 6 students, so more students get an opportunity to participate and engross in the music workshop.

## **In the future**

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

#### School Productions:

In the near future the school is eager to offer productions to enhance students' confidence, team building, and performing arts abilities. To learn resilience and commitment to the performing arts and music department. Enable the event to be a cross curricular/whole school approach by involving Food Technology for refreshments, Art to help design the set, PE to support with Dance and choreography, staff around the school that have a passion for the performing arts and would like a key role within the planning, preparation and delivery of the production, alongside the Drama and Music department. This can really showcase the different music and performing art industry opportunities available if they chose to go down this career path. The school also encourages student/staff participation in musical events such as 'The Masked Singer', where staff will be involved in singing anonymously, allowing student participation. The final of this will be a celebration event for students.