



Music Development Plan Summary 2024-2025

Plan written: June 2024
Plan last updated: November 2025
Written by: Edd Maughan

Contents

Overview	2
Part A: Curriculum music	3
Curriculum Overview	3
End Points:.....	3
Year 7	3
Year 8	7
Year 9	8
Year 10 and Year 11	9
Time allocated	10
Special Educational Needs and Disabilities	10
Links to Local Music Hub	11
Music Qualifications	11
Part B: Co-curricular music	12
Instrumental & Vocal Groups & Clubs	12
Peripatetic Offer	12
Instrument Choices.....	12
Charging and Remissions Information	12
Application and Support.....	13
Part C: Musical experiences	14
Part D: In the future	14

Overview

Detail	Information
Academic year that this summary covers	Academic Year 2025-2026
Date this summary was published	03/11/25
Date this summary will be reviewed	07/26
Name of the school music lead	Edd Maughan
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Durham Music Service

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 Wyvern Academy website.

At Wyvern Academy, the music curriculum has its foundations based on the National Curriculum with elements from the, incorporating 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
- **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



Our curriculum intent applies to all our young people, regardless of background, gender, sexual orientation or ability. As a school, and department, we are absolutely committed that the opportunities we plan for and implement ensure that each student can reach and exceed their potential.

Music is uniquely placed to open our minds to a multitude of cultures and eras, to ignite and express our creativity. At Wyvern Academy, we believe in striving for excellence in all that we do. Therefore, we embrace Music as a subject that combines academic knowledge with practical application, and, people-centred, we insist that musical ability is present in each and every student.

Our students will develop a life-long love of learning Music through exploring the works of great musicians, studying how music works, composing musical ideas, performing as soloists and in ensembles, both live and using technology. We want all students to engage in the joy of music-making both in lessons and in the wider life of the school and to be brave in expressing their creativity.

The study and creation of music is both introspective and collaborative. Our students are given multiple opportunities to compose and perform music both individually and in partnership with others, reflecting on their own creations and evaluating those of their peers. Whether working independently or in groups, self-regulation is paramount to meeting deadlines and producing excellent work. Thus, we equip our young people with the skills they need to become professional learners and proactive members of society, able to engage with others in a positive and respectful manner.

Literacy and numeracy are embedded within the activities of performance, composition and appraisal. We hold our students to a high standard of academic language, insisting on musical literacy in both spoken and written forms.

Whether pursuing Music as a career, through further study, or as a life-long passion, we challenge our students to think, act and speak like musicians, ensuring that they are musically confident and articulate. We highlight the many transferable skills that are developed in Music and we broaden their horizons to the sheer scope of career opportunities in the thriving global music industry.

Knowledge and skills:

Through our curriculum, students:

- develop technical competence in controlling sound, both instrumental and vocal, and through the use of music technology.
- learn how **to perform** with fluency and expression, both as soloists and in ensembles, demonstrating good technical control and an awareness of the style of the genre.
- develop their inner ear, and to 'think musically'.
- develop their technical understanding and use of a variety of communication systems in music, such as staff notation, chord symbols and tab.
- deepen their constructive knowledge of music through understanding **the elements of music** and how they interrelate.

- understand and use a wide range of **musical language** when **appraising, composing, improvising, and performing**.
- create their own music through **improvisation** and **composition**, developing and refining their ideas into structured musical creations.
- widen their knowledge of how musical meaning is expressed through exploring a variety of **musical genres and contexts** from across the world and through time and broaden their knowledge of musical culture.

Year 7

Let's Play

The intent of this unit is for students to gain experience in playing as an ensemble and making music as a team. Core skills focus on timing, musicality, and ensemble technique.

Students will be given opportunities to work as an ensemble, both in a full class and in smaller groups, to perform various pieces of music.

Students will have the opportunity to perform with various instruments, including bucket drumming, boomwhackers, and the piano.

Rhythm and Groove

The intent of this unit is for students to understand the basics of rhythm. Including aural identification of basic rhythms, musical literacy in reading rhythmic notation, composition using basic rhythms, and accurate performance of basic rhythms

Students will be given opportunities to work independently and as an ensemble, both in a full class and in smaller groups, to perform various pieces of music, including those that they compose themselves

Students will have the opportunity to perform with various percussion instruments, including the drum kit

Notation

The intent of this unit is for students to understand the basics of reading stave notation. Including aural identification of intervals and melodic shapes, musical literacy in reading notation, and accurate performance of seasonal melodies.

Chord Diagrams

The intent of this unit is for students to understand the basics of ukulele performance, focusing on the performance of chords and instrumental technique. Students will develop

musical literacy through the reading of chord diagrams, and fine motor skills through the study of fingerings.

Students will be given opportunities to work independently and as a small ensemble, to perform various pieces of music from the RSL Grade 1 Ukulele syllabus.

All students will have the opportunity to perform with the ukulele.

Tickling the Ivories

The intent of this unit is for students to understand the basics of piano playing, including reading, deciphering, and performing music with two hands.

Students will be given opportunities to work independently, to perform various pieces of music. Students will have the opportunity to perform with pianos.

This unit links to RSL Grade 1 keys.

Texture

The intent of this unit is for students to know and develop understanding of the role of texture in music. Students will develop musical literacy through the use of graphic scores ([songmaker](#)).

Students will be given opportunities to work independently and as pairs, to compose short example pieces.

All students will have the opportunity to work with music technology and hand percussion.

Guitars and Tablature

The intent of this unit is for students to understand the basics of playing the guitar through the reading of tablature.

Students will be given opportunities to work independently and as an ensemble, both in a full class and in smaller groups, to perform various pieces of music.

Students will have the opportunity to perform with various fretted instruments, including acoustic, and electric guitars, ukuleles, and bass guitars. This unit links to RSL Grade 1 guitar (acoustic and electric), bass guitar, and ukulele.

Band Skills

The intent of this unit is for students to develop skill performing as an ensemble.

Students will be given opportunities to work independently and as an ensemble, both in a full class and in smaller groups, to perform a piece of music.

Students will have the opportunity to perform with various instruments, including the drum kit, guitar, bass guitar, ukulele, voice, and piano.

7G – Structure

The intent of this unit is for students to develop an understanding of common musical structures and to enhance their knowledge of the great composers through studying the structure of their works.

Students will be given opportunities to work independently and as pairs, to compose various pieces of music in Songmaker.

Year 8

Building Chords

The intent of this unit is for students to further their understanding of harmony, particularly in the context of Western music, and to develop the application of harmony in common musical contexts

Students will be given opportunities to work independently and as a pair, to perform and compose various chord sequences

Students will have the opportunity to perform with piano keyboards

A Door to DAWs

The intent of this unit is for students to understand how we can use music technology to aid us in the composition of music, with a focus on electronic dance music due to its reliance on music technology. Students will further develop all aspects of the musical elements and their use in composing music in this genre.

Students will be given opportunities to work as a pair, complete various composition and input activities.

Students will have the opportunity to compose and perform using music technology, specifically, Bandlab for Education.

Mastering Melody

The intent of this unit is for students to enhance their knowledge and use of melodic features, with a focus on Baroque music. Students will further develop all aspects of the musical elements and their use in composing music in this genre.

Students will be given opportunities to work as individuals and as pairs, to complete various performance, composition, and input activities.

Students will have the opportunity to compose and perform using pianos, and music technology, specifically, Bandlab for Education.

Transformations

The intent of this unit is for students to explore the compositional methods developed and used throughout the 20th Art Music movements.

Students will be given opportunities to work independently and as pairs, to compose various pieces of music. Students will have the opportunity to compose with music technology, including Song Maker.

Hooks, Riffs, and Ostinatos

The intent of this unit is for students to develop performance skills in small groups, focusing on riff driven musics, like rock and roll, dance, and pop.

Students will be given opportunities to work independently and as an ensemble, both in a full class and in smaller groups, to perform various pieces of music, including those that they compose themselves

Students will have the opportunity to perform with various instruments.

Blues

The intent of this unit is for students to bring together their understanding of various musical elements and instruments to study one key style of music. Blues being the foundation of all popular music, it is a key turning point in our collective musical history.

Students will be given opportunities to work independently and as an ensemble, both in a full class and in smaller groups, to perform various parts of music, including those that they improvise themselves

Students will have the opportunity to perform with a variety of instruments (including ukulele, piano, bass guitar, guitar, and drum kit).

Year 9

Film Music

The intent of this unit is for students to develop skill and technique in combining the musical elements to compose a longer piece of music. Students will also gain knowledge towards the Eduqas GCSE AOS3 component, Film Music.

Students will be given opportunities to work independently and as pairs, to appraise and compose various pieces of music.

This unit sees students further developing their knowledge and understanding of DAW software, Bandlab for Education.

Melodic Development

The intent of this unit is for students to develop strategies and techniques for developing melodic ideas to compose coherent and fluent pieces of music.

Students will be given opportunities to work independently and as a pair, to compose various pieces of music.

Students will mainly have the opportunity to perform with pianos, and to use music technology

Ensemble Skills

The intent of this unit is for students to develop skill in live performance, as a group. Students will focus upon the requirement for mastery of individual parts, to support the core learning of teamwork, rehearsal skills, refinement and improvement of a musical product and the presentation of a musical product.

Students will have the opportunity to develop performance skills on a variety of popular instruments, including guitar, ukulele, bass guitar, drum kit, and piano.

DJ Debut

The intent of this unit is for students to understand the basics of DJing, its history, and its purpose.

Students will be given opportunities to work in pairs, to perform various turntablist techniques, plan and perform various mixes, including those that they compose themselves.

Students will have the opportunity to perform with typical [DJ controllers](#) and DJ software ([DJuced](#)) to develop skills and techniques that can be transferred to the music industry.

This topic links to the University of West London and FutureDJs 'DJ Debut' syllabus, equivalent to Grade 1

Songwriting

The intent of this unit is for students to consolidate learning through KS3 to compose a song in a popular style.

Students will be given opportunities to work independently and as an pair to compose music themselves

Students will have the opportunity to compose and perform with all of our various instruments as suited to the project

Power of the Pentatonic

An exploration of the pentatonic scale, from its simplicity and use in Western Music to compose effective melodies and riffs, to its use in traditional music across the world.

Year 10 and Year 11

In Years 10 and 11, we offer Wyvern Academy:

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.

Time allocated

At Wyvern Academy 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

Special Educational Needs and Disabilities

At Wyvern Academy, 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.

The music department has endeavoured to ensure that all students with physical disabilities are able to access all units of work, including where necessary, to design and construct modifications to instruments. For example, one ukulele has a 'strummer' attachment, built by the department to allow students to strum a ukulele without the use of their right hand.

Links to Local Music Hub

Wyvern Academy collaborates with Durham Music Service. The hub provides instrument teachers to deliver 1:1 and small group lessons to students.

Music Qualifications

Wyvern Academy offers students the opportunity to pursue GCSE Music during Key Stage 4. In addition to this, students across all key stages have the option to undertake graded music examinations with peripatetic teachers, or to experience examinations through internal sittings within the academy, allowing for issues of funding to be negated. The academy has promised to fund all students sitting Grades 5 and 6 exams in the future.

Part B: Co-curricular music

This section addresses the opportunity pupils at Wyvern Academy have to sing and play music outside of lesson time. Within Wyvern Academy 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

Wyvern Academy 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. Clubs offered at Wyvern Academy are listed below.

- Music Club
- 2025/26 - Frozen the Musical

Peripatetic Offer

Wyvern Academy 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 24 lessons minimum per academic year and will be provided with an instrument free of charge for the first year.

Instrument Choices

- Guitar, Bass Guitar, and Ukulele
- Piano
- Drum Kit
- Voice
- Strings
- Woodwind
- Brass

Charging and Remissions Information

Durham Music Service charges a nominal fee for peripatetic music lessons to supplement a half of the cost of hiring specialist musicians/teachers and hire of the instrument where appropriate. The full cost of tuition is therefore, subsidised by Consilium.

Costs to students are as follows:

- **Standard Subsidised Lessons:** £70 per term
- **Free School Meals*:** £0 per term

*Lessons are funded by both Consilium/Wyvern Academy and Darlington Borough Council.

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete a digital enrolment form found on the school's website. Information, as well as terms and conditions, can be found on the [service website](#).

Peripatetic lessons at Wyvern Academy 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.

- Students can loan instruments from Durham Music Service
- Students can participate in local music providers, such as The Forum, to engage in further music making
- Students can access School of Rock to practise and enhance their craft
- Durham Music Service offer additional performance opportunities throughout the week. These are based around the county.
 - Instrumental Grade Qualifications
 - Singing Sensations project with Christina Jackson
 - Participating in various trips and events
 - Participation in the annual school musical
 - Annual singing workshop with 'The Sixteen', provided by Durham Music Service
 - Concerts and events throughout the year, within school (Christmas, Summer and any other event)

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.

- School Musical (2024 – High School Musical, 2025 – Aladdin, 2026 - Frozen)
- Annual Christmas Market
- Annual Pantomime – Darlington Hippodrome
- Darlington Hippodrome 'Behind the Scenes' tour
- The Sixteen vocal workshop
- DMS Choir Competition
- Mount Pleasant Primary School singing competition
- Singing Sensations with Christina Jackson
- Queen Elizabeth Sixth Form College Year 12 End of Year performance visit
- Queen Elizabeth Sixth Form College work experience (QESFC students coming to Wyvern Academy to work with students in their curricula music lessons)
- West End on Tour trips – Sunderland Empire (24/25 Wicked and Hamilton, 25/26 Mary Poppins and Matilda)
- Wyvern's Got Talent
- Various small concerts in the local community

Part D: In the future

- Continue adapting curriculum to meet the needs of students, with a particular focus on SEND
- Development and deployment of retrieval starter activities in all lessons, increasing knowledge retention and access to GCSE Music exam content
- Incorporation of a new Samba unit, using new equipment donated in 2025
- Collaborate with Food technology within Wyvern Academy to give Hospitality and Catering students the opportunity to run the refreshment stalls at events
- Develop links with the PTA to expand future performance events
- Continue to enhance the equipment and resources available within the music department to allow more expansive and inspiring schemes of learning to take place