

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, cocurricular 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	2026-2027
Date this summary was published	22 nd September 2026
Date this summary will be reviewed	Annually
Name of the school music lead	Mr G Taylor
Name of school leadership team member with responsibility for music (if different)	Miss A Eves
Name of local 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.

At Hollingworth Academy, students develop key skills of listening, composing, performing and evaluating through studying a creative, diverse and engaging curriculum. Successfully equipping and preparing all students for future pathways along with supporting individual interests.

Throughout the academic year students study topics designed to develop personal learning through presenting challenges that require and encourage all learners to analyse, dissect, practice, perform and evaluate.

The curriculum engages all students due to the relevance of music, in that everyone has a favourite song, artist or genre.

Throughout GCSE Music, students continue to develop key skills centring around: performing music, composing music and understanding music. In the performance element students focus on learning the intricacies of their chosen instrument and developing technical and stylistic features relating to genre and style. In composition, students are encouraged to write with a distinctive character, and the listening aspect complements the study through putting theory and understanding into practice.

Access the academy Learning Journeys concerning KS3 and KS4 music can be found on the website.

Currently music is taught for one hour weekly in Key Stage 3 (all years) and GCSE music is taught for three hours per week.

We follow the National Curriculum for music, building knowledge over time, focusing on the themes of:

- Listening
- Composing
- Performing
- Evaluating

Every student has the opportunity to play an instrument. In Key Stage 3 we have whole-class singing embedded in the schemes of learning. This appears in:

- The Elements of Music
- Blues
- World music

Keyboards are used as a teaching tool; this encourages independent learning and self regulation.

The Head of Performing Arts is also the leader of the local authority network for East Manchester teaching Hub.

We have links with Rochdale music service however, we employ our own peripatetic teachers to ensure we meet the diverse needs and aspirations of our pupils and ensure best value practice.

At Hollingworth, students have the opportunity to study GCSE Music.

Students also have the opportunity to gain additional qualifications via:

- The Associated Board Royal School of Music (ARBSM) – Graded music exams for Grades 1 to 8.
- Trinity College Rock & Pop – initial to Grade 8.

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.

School tuition available for:

- Voice – including choir
- Brass ensemble
- Woodwind
- Strings
- School band
- Guitar
- Bass Guitar
- Drum Kit
- Piano

Outside of what is taught, students have the opportunity to be able to join the following choirs and ensembles:

- Vocal Group
- String ensemble
- Keyboard Club
- Brass ensemble
- School Ensemble

Students are able to join any ensemble – the music is arranged to take into account the student's individual ability.

Outside of lesson time we offer the subsidiary qualifications mentioned previously. Students do also loan equipment from the school in order to practice outside of school time.

Students are also involved in academy showcase events

Music tuition at Hollingworth Academy is funded centrally.

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.

Hollingworth Academy I attend the Halle Set Works concert annually at the Bridgewater Hall. An insight into the development of the orchestra as we know it. This also supports Key Stage 4 examination content.

Students are also involved in Academy showcase events.

A weekly celebration for 'Musician of the Week' is awarded and shared with staff.

In the future

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

Developing the school's extra-curricular music provision would significantly enhance the visibility and reputation of the department while giving students meaningful opportunities to showcase their talents.

Continuing to retain the diverse range of instruments across groups, will ensure students continue to access varied musical experiences.

By maintaining strong ensemble identities and celebrating student achievement through performances and wider participation, extra-curricular music would strengthen the department's profile and reinforce music as a vibrant, valuable part of school life.

Strengthening musical links with feeder primary schools in the trust would enhance provision and the KS2 – KS3 offer.