



Music at Unsworth Academy

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OUR VISION



VISION, CULTURE AND VALUES

"To drive the academic and character development of learners, so that they may shape wider society and the communities they inhabit."

"Character shapes society." abbr.

The above is our vision and *raison d'être*. We are unashamed in our use of the word *drive*. Providing the energy to support young people to success is crucial. We recognise this and we are proud of how we do it. We, also, facilitate and nurture to create our unique culture at Unsworth Academy. There are three main principles that underpin our culture:

Individual Ownership

Accountability, self-discipline and a bespoke approach to realise personal potential.

Holistic Development

Academic and character progression are of equal importance.

Community Strength

A school community within a wider community that grows through collective collaboration.

The following six value statements characterise our behaviours. By being a member of the Unsworth Academy community, children and adults commit to these sacrosanct and authentic beliefs:

Be excellent.

All members of our school community aspire to excellence in all that they do.

Be organised.

All members of our school community believe that a foundation of personal organisation is key.

Be resilient.

All members of our school community strive to be resilient when faced with adversity.

Be kind.

All members of our school community show empathy and concern for others.

Be inclusive.

All members of our school community value diversity and actively embrace difference.

Be moral.

All members of our school community consider the principles of right and wrong behaviour.



Unsworth

School:	Unsworth Academy
Trust/local authority:	Shaw Education Trust, Bury
Local music hub:	Bury Music Service
Music lead:	AGA
Music specialist (if applicable):	IMc
Headteacher:	MST



MUSIC DEVELOPMENT PLAN

'To provide a rich, diverse, and progressive music curriculum for all children, during school hours and after school. This will be delivered through outstanding music teaching and leadership. Opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.'



KEY COMPONENTS

Here are the key components that make up the music provision at Unsworth.

KS4 Music curriculum, including use of music technology on DOB.

KS3 explore music through performing arts weekly,
Classroom instrumental teaching through 1-1 and group lessons with IMc
Progression from classroom instrumental teaching through instrumental enrichment opportunities.

Visiting 1-1 music teachers from Bury Music Service.

- Links with external music organisations within the borough
- Pupil Premium student engagement tracked through enrichment and 1-1 lessons.
- Choir engagement
- Whole school singing assemblies.
- Plethora of performance opportunities; fortnightly lunchtime live, school show, Christmas cabaret, summer showcase, open evening and Year 7 induction evening.
- Musical engagement with feeder colleges like Holy Cross and Pendleton.



CLASSROOM INSTRUMENTAL TEACHING

Unsworth offer for each year group:

YEAR 7 – Look at traditional African music in drama through the Lion King topic

YEAR 8 – Explore synth music through garage band in their topic Stranger Things

YEAR 9 – Develop their music technology skills using iPad apps through their 'careers in the theatre' topic

YEAR 10 – BTEC Music practice Year 1

YEAR 11 – BTEC Music practice Year 2

- Who will teach this – IMc is the part time specialist music teacher who delivers all of the music lesson at KS4, AGA and the department deliver the music lessons at KS3 through performing arts
- How will instruments be funded – funded through the departmental budget and the contingency fund at school
- How will lessons be inclusive – all learners get the same experience with IMc filming examples as the specialist to all learners
- Where to next – Hoping to increase the types of instruments we have in school including a whole class set of 1 instrument



IMPLEMENTATION OF KEY COMPONENTS

How the key components listed above will be implemented in the appendix attached.

APPENDIX 1- DETAILED DESCRIPTION OF THE CURRICULUM AT KS4

APPENDIX 2- 2024/2025 PROGRAMME OF PERFORMANCES

APPENDIX 3- A YEAR OF MUSIC AT UNSWORTH ACADEMY



COMMUNICATION ACTIVITIES

A leaflet produced yearly to inform parents about the whole school music offering that current year and the year ahead.

Social media used through X, Both updated with whole school activities including music performances, rehearsals and lessons including photos and videos. Along with weekly newsletter to parents published on website by MST.



EVALUATION PROCESS FOR THE DEVELOPMENT PLAN

How we are going to track whether the plan is working.

- S – Specific progress meetings calendared in
- M – Measurable through pupil tracking
- A – Attainable by September 2027
- R – Relevant by the government guidelines on provision in secondary schools
- T - Timeframe will be July 2027 updated in the end of year



TRANSITION WORK WITH LOCAL COLLEGES

To maintain musical engagement from Year 11 to further education, we will;

- Continue good communication with local colleges such as Holy Cross and Pendleton Sixth Form
- Form new connection with Bury College and the music department there (already done through Performing Arts and musical theatre but not Music alone)
- Continue creating career links for learners looking at pursuing music by Q+A sessions with college learners and course deep dives.



BUDGET MATERIALS AND STAFFING

Budget and staffing at Unsworth;

- Budget for curriculum music staff – No external staff are used just SET employees to teach the subject
- Classroom instrumental teaching – Peripatetic lessons provided by Bury Music Service and paid for by learners and school funding
- Enrichment activities – paid for from contingency budget as approved by budget holder
- Instruments and resources – Through CPA departmental budget or classroom budget through CAL and LSO
- Planned CPD – IMc to attend bespoke CPD and paid for through T&L budget



PUPIL PREMIUM AND SEND PROVISION

What we are doing to specifically engage Pupil Premium students or those with special educational needs and/or disabilities in music;

- Targeting them for 1-1 music lessons offered free of charge, 20 minute instrumental lesson during the school day with the specialist teacher
- Use PP budget liaising with Bury Music Service and HIS about group instrumental lessons for PP learners after school/lunch time

What else we can do;

- Keep updating the register of Pupil Premium children engaged in extra-curricular music activities
- Review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

SEND

- With school's SENCo, we reviewed the access arrangements for SEN children within the curriculum and music lessons – LSAs are used to take learners to and from bespoke 1-1 lessons, access arrangements for transport can be liaised through KAT for learners that need it when leaving school on a trip.
- Reviewed music curriculum with SENCo to consider special adjustments for children with additional needs – suggested that all resources are available on Showbie prior to the lessons to allow for increase in size, change in colour of paper etc



SUMMARY ACTION PLAN

- Continue to develop our engagement with Bury Music Service
- Promote enrichment such as choir, band, and peri music lessons with new intake
- Rehearsals are practices for a performance, build the professionalism into rehearsals
- Condense current music groups - drums, band, choir, guitar TO band and choir (split into Year 7 only and 8,9,10,11)
- Band and choir to stay at lunch time rehearsals with good uptake
- Create team of greeters to help on all event evenings
- Singing assemblies
- Break time allocation to be considered
- 1-1 lessons will prioritize learners who already show an interest or can already play focus on learners who are going to perform and engage with school community



APPENDIX

Academy

APPENDIX 1- DETAILED DESCRIPTION OF THE CURRICULUM AT KS4



Long Term Plans – BTEC Music

Component 2/3 - Components are amalgamated - Learners build essential knowledge of music styles, features and theory whilst exploring their own musical skills development process and progress. Knowledge of music theory will be built throughout

	Week 1-2	Week 3-4	Week 5-6	Week 7	
Autumn	<p>C3 PSA RELEASE Aims:</p> <ul style="list-style-type: none"> -Expanding DAW knowledge including FX. -Use of production terms -Maintaining Practice Log <p>Outcomes:</p> <ul style="list-style-type: none"> -Ableton sample with various FX applied. -A written log of what FX have been used with the correct terms <p>Homework:</p> <ul style="list-style-type: none"> -Skills Audit 	<p>C2 – Production Aims:</p> <ul style="list-style-type: none"> -Sampling -GarageBand literacy <p>Outcomes:</p> <ul style="list-style-type: none"> -Sequencing/Recreation of a verse/chorus of a song (song tbc). <p>Homework:</p> <ul style="list-style-type: none"> -Continue classwork – either continue completing verse/chorus or add introduction or new section. 	<p>C2 Aims:</p> <ul style="list-style-type: none"> -Remixing skills -style knowledge and expansion of musical skills (C3 Prep-working to a brief) <p>Outcomes:</p> <ul style="list-style-type: none"> -Remix of a song using GarageBand in a different style. E.g. Remix of Song 2 (Britpop) using The Blues (Song TBC). <p>Homework:</p> <ul style="list-style-type: none"> -Continue classwork. If complete adapt to a different style. 	<p>C2 Aims:</p> <ul style="list-style-type: none"> -Music and social media -How to set goals -How to plan -performance process pre practice PSA <p>Outcomes:</p> <ul style="list-style-type: none"> -PSA practice – PPT setting goals and a plan of how they will achieve it, the evaluation/reflection <p>Homework:</p> <ul style="list-style-type: none"> -Prep for practice C2 assessment 	<p>C2 Aims:</p> <ul style="list-style-type: none"> -Practice C2 Assessment based on previous PSA – Performance Composition/Production <p>Outcomes:</p> <ul style="list-style-type: none"> -PPT containing a of their practice assessment C2 -product -link to brief -skills audit -target -development plan -Instrument research/warm up techniques -practice log/diary entries (up to 6). -milestone performances -evaluation (link to brief)
Spring	<p>Aims:</p> <ul style="list-style-type: none"> C3 Creating a product Musical response to a brief -Introduction to C3 – Brief outline of the C3 structure -Progress understanding of how to respond to a brief -How to plan your product -Time management -Setting realistic goals -management -How to document and present musical ideas <p>-Outcome – Musical product based on the brief. Present on DAW and then as a class performance</p> <p>Homework: Choose 1 Disco song and analyse using Dr. P Smith anagram</p>	<p>C3 PSA Release Aims:</p> <ul style="list-style-type: none"> C3 Creating a product Musical response to a brief using Bandlab -More in depth explanation of C3 structure -Progress understanding of how to respond to the brief, how to present it, what to include and consider -Setting realistic goals <p>Outcome – Musical product based on the brief. Present on DAW and then as a class performance</p> <p>Homework: A4 page of bullet points responding to a practice brief</p>	<p>Aims:</p> <ul style="list-style-type: none"> Practice PSA C3 Activity 1 -Written response to a brief -Log and record initial responses to a brief - Researching and collecting supporting ideas and information -How to evaluate the creation process. <p>Outcomes:</p> <ul style="list-style-type: none"> Initial response to a brief 2 hours of research/data collecting 1 supervised hour to respond in the correct format <p>Homework: Complete Activity 1 – response to the brief</p>	<p>C2 Aims:</p> <ul style="list-style-type: none"> -Scoring -check note/rhythm knowledge -Composition using MuseScore <p>Outcomes:</p> <ul style="list-style-type: none"> 2-minute composition using a scoring software including at least 3 lines of music, with considered use of musical elements and devices. E.g. dynamics, sequences, canon, ostinato, expression markings etc. <p>Homework:</p> <ul style="list-style-type: none"> -Continue with composition 	<p>C2 Aims:</p> <ul style="list-style-type: none"> -Practice C3 Assessment based on previous PSA <p>Outcomes:</p> <ul style="list-style-type: none"> PPT containing a practice assessment C3 Assessment Homework: Complete evaluation FORMALLY ASSESSED
Summer	<p>Aims:</p> <ul style="list-style-type: none"> C3 PSA Release C3 Creating a product Musical response to a brief -Introduction to C3 – Brief outline of the C3 structure -Progress understanding of how to respond to a brief -How to plan your product -Time management -Setting realistic goals -management -How to document and present musical ideas <p>-Outcome – Musical product based on the brief. Present on DAW and then as a class performance</p> <p>Homework: Choose 1 Disco song and analyse using Dr. P Smith anagram</p>	<p>C3 PSA Release Aims:</p> <ul style="list-style-type: none"> C3 Creating a product Musical response to a brief using Bandlab -More in depth explanation of C3 structure -Progress understanding of how to respond to the brief, how to present it, what to include and consider -Setting realistic goals <p>Outcome – Musical product based on the brief. Present on DAW and then as a class performance</p> <p>Homework: A4 page of bullet points responding to a practice brief</p>	<p>Aims:</p> <ul style="list-style-type: none"> Practice C3 Assessment based on previous PSA <p>Outcomes:</p> <ul style="list-style-type: none"> PPT containing a practice assessment C3 Assessment Homework: Complete evaluation FORMALLY ASSESSED 	<p>C2 Aims:</p> <ul style="list-style-type: none"> -Practice C3 Assessment based on previous PSA – Performance Composition/Production <p>Outcomes:</p> <ul style="list-style-type: none"> -PPT containing a of their practice assessment C2 -product -link to brief -skills audit -target -development plan -Instrument research/warm up techniques -practice log/diary entries (up to 6). -milestone performances -evaluation (link to brief) 	<p>C2 Aims:</p> <ul style="list-style-type: none"> -Practice C2 Assessment based on previous PSA – Performance Composition/Production <p>Outcomes:</p> <ul style="list-style-type: none"> -PPT containing a of their practice assessment C2 -product -link to brief -skills audit -target -development plan -Instrument research/warm up techniques -practice log/diary entries (up to 6). -milestone performances -evaluation (link to brief)

Long Term Plan					
	Week 8-9	Week 10-11	Week 12-13	Week 14-15	
Autumn	Externally Set Task C2 Homework – independent research/practice relating to individual C2	Externally Set Task C2 Homework – independent research/practice relating to individual C2	LEARNER TRANSFER Externally Set Task C2 Homework – independent research/practice relating to individual C2	Internal Moderation C2 Externally Set Task C2 Homework – independent research/practice relating to individual C2	C2 SUBMISSION DEADLINE 15.12.23 C3 Aims: -Following a brief -Create a school song -Choose an appropriate style -Focus on school vision, culture, values etc. Outcome: Produce a product that follows the brief and present to client.
Spring	Externally Set Task C3 2 hour supervised response/plan Homework – independent research/practice relating to C3 Externally Set Task C3 Initial response to brief Begin 4 hour initial response to C3 PSA OUTCOME: SECURE FOLDERS WITH ALL NOTES, MUSIC/WEBSITE REFERENCES/INFLUENCES etc.	Externally Set Task C3 Homework – independent research/practice relating to individual C3	Externally Set Task C3 Homework – independent research/practice relating to individual C3	Externally Set Task C3 Homework – independent research/practice relating to individual C3	C3 Aims: -Introduction to C3 -Expectations and process -How to create a product to a brief Outcome: -Each learner will design their own brief for a product. Another learner will create the product logging the process. Homework: Evaluation of process Aims: C3 Aims: -Following a brief Outcome: Create a performance in the style of... Homework: Continuation of classwork
Summer					
SMSC	SP1,2,3,4 and 5 M1, 2, 3, 4 and 5 So1, 2, 3 and 4 C1, 2 and 3				Careers Musician, singer, performer, music producer, musical theatre performer, music therapist, recording engineer, community arts musician, community arts administrator, music journalist/blogger, music publishing assistant, music technician, theatre technician, playwright, DJ, radio broadcaster, events organiser, stage manager, sound engineer, singer/songwriter, composer, music director.
Interleave					Higher Content 1-1 rehearsal time with teacher feedback for improvement Model higher level performance techniques for pupils to mimic and use Intervention for final performance to ensure characters are interpreted to a high standard.

APPENDIX 2- 2025/2026 PROGRAMME OF PERFORMANCES

Music Calendar 2025-2026
Rock Demo by Bury Music Service
Open Evening
Elmhurst Short Stay Service Performance
North Care Alliance Charity Concert
Christmas Showcase
Elmhurst Short Stay Service Performance
English Celebration Evening with musical performances
Music at the Heart of Bury (Holy Cross College)
Elmhurst Short Stay Service Performance
Y9/Y10 Royal Northern College of Music Composition Workshop
Weekly Lunchtime Live Performances



APPENDIX 3- UNSWORTH ACADEMY 'A YEAR IN MUSIC'





A Year in Music
at
Unsworth Academy

Twitter: @UnsworthAcademy
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Email: information@unsworth.set.org
Phone: 0161 796 9820

MUSIC PROVISION

Our music provision at school this year has included:

- Music specialists delivering curriculum, peripatetic music lessons and enrichment
- Our choirs (Year 7-11): rehearsing at lunchtimes
- Band: rehearsing Wednesday lunchtimes and Tuesday after school
- Y9 Music Workshop: meeting after school on Wednesdays: for Y9s interested in BTEC Technical Award in Music Practice
- One to one and small group instrumental lessons in voice, piano and drums with Miss McAndrew
- Visiting music teachers one to one and small group lessons provided by Bury Music Service
Ongoing performance and concert opportunities in school and within the wider community
- Access to professional musicians willing to perform and teach learners
- Music technology available on each learner's iPad – garage band



ENRICHMENT

Our pupils have had a brilliant year in music outside of lesson time participating in many different clubs and 1-1 lessons:

Before school: 8.15-9.05am:

Wednesday: Choir

Breaktime: 11.05-11.25am:

Friday: Lunchtime Live Prep Session (week 1 only)

Lunchtime: 1.25-2.05pm:

Tuesday: Band

Wednesday: School Musical soloists

Thursday: Higher voices Choir

Friday: Lunchtime Live (mini concerts in the Atrium – week 2 only)

After School: 3.05-4.00pm:

Tuesday: Band

Wednesday: School Musical

Thursday: BTEC Drop-in P6

Peripatetic Music Lessons with Miss McAndrew (during the school day)

Instruments include Voice, Piano and Drums. These lessons have been held on the school premises, lasting around 20 minutes and are run by our school music specialist. Learners should see Miss McAndrew directly to register interest for next academic year. There is no cost to these lessons though availability is limited!

Peripatetic Music Lessons with Bury Music Service (during the school day)

Instruments currently include Violin, Brass, Guitar and Flute with many other instruments available. These lessons are held on the school premises and are paid for by parents/carers. The arrangement is directly between the parent and Bury Music Service. To register your interest in lessons please click the following link:

<https://burymusic.co.uk/register>



Here is a more detailed insight into each club and what they have done throughout this academic year:

Choir – Wednesday before school & Thursday Lunchtime

Singing in a choir builds confidence, self-esteem, teamwork, is good for mental health and most importantly is great fun!

The music this year has been chosen with the intention to expose learners to different styles of music and cultures, as well as singing popular songs. Both of our choirs present the opportunity to develop musicality and musicianship for attendees as they work together to sing in 2- or 3-part harmony, progress pitching techniques, work on breathing techniques and enhance listening skills. This past year the choir has had the opportunity to perform in school, at local care homes and within the wider community. We have been to Holy Cross College and Elmhurst Short Stay Service, where a whole range of songs have been sung from the latest pop music, music theatre, world music and folk songs!

Band – Tuesday Lunchtime

Playing in an Ensemble is a fantastic way to create and make music as a team.

Unsworth Academy's band offers the opportunity to those who feel more established in their instruments to make music together, bringing together flautists and drummers with guitarists, vocalists, violinists and more!

Ear training, musicianship and listening skills are some of the elements we focus on during this year through a relaxed and instrument centred approach.

The band has performed at Lunchtime Live concerts (week 2 Friday lunchtimes) and at other school events such as open evening. They also performed at Battle of the Bands at Holy Cross College where our bass player got a spotlight on her fantastic musicianship!



BTEC Drop-in – Thursday After School

BTEC Drop-in sessions have continued this year, offering the opportunity for Year 10 and Year 11 students studying the course to enhance their learning through further focus and practice. Students have use of the instruments in the music room, recording technology, live performance technology and more to assist them in their growing musical development ready for their assessments.

Y9 BTEC Workshops

These workshops will run during the summer term. Prospective year 9 learners attend to begin developing their musical skills in advance of beginning the BTEC Tech in Music Practice in year 10. These workshops are structured to build confidence in musical elements, band skills, compositional techniques and production skills. Learners gain insight into how the course will run and what is required of them on their journey.

BTEC learners are required to play and perform together, to work together and feedback to each other in a musically minded way. These workshops begin developing musical teamworking abilities, practice techniques, management skills and many other aspects required to work in the music industry of today.

Peripatetic Lessons

Lessons with Miss McAndrew

If your child has lessons with Miss McAndrew this year, they will have been issued with a practice log to complete each week as part of their music homework. This log should be signed by parents/carers with any comments about the week's home progress and will continue for next academic year.





Summary

What a fantastic experience we have had with learners this year, whether they have been learning an instrument for the first time or continuing with their love of music it has been a pleasure to see so many involved in the enrichment offers. We can't wait to see what next year brings! Music can so easily become a lifelong passion providing opportunities and opening doors that can help achieve aspirations and enrich lives, exactly what we are doing here at Unsworth.