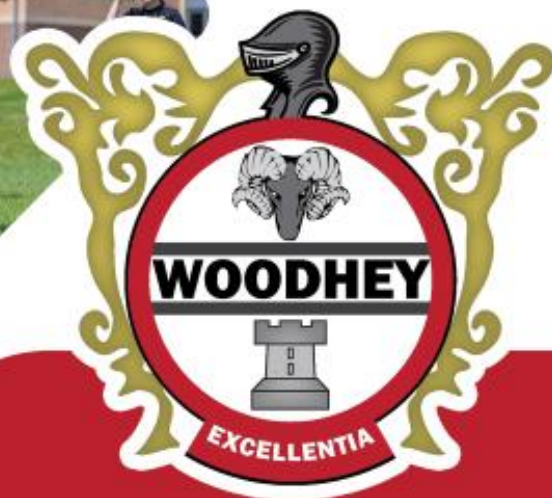




School Music Development Plan

Document Owner:

Director of Faculty
(Performance)

Approval Date:

18th June 2025

Approved by:

Academy Council

Review Date:

1st September 2026

Version:

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At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyanyi Enoch Onuoha)

#TeamWoodhey



School Music Development Plan

Overview

Below is an overview that outlines some of the key information regarding music at Woodhey High School:

Detail	Information
Academic year this plan covers	2025-26
Date this summary was published	1 st September 2025
Name of the school music lead	Alasdair Harper (Director of Faculty: Performance)
Name of the Senior Leadership Team with responsibility for Music	Gary Holden (Assistant Headteacher: Raising Standards)
Name of Local Music Hub	Bury Music Service (www.burymusic.com)



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 students can attain. An overview of the music curriculum, known as the Learning Journey, can be found on the Woodhey website ([Performance | Woodhey High School](#)). This is supported by detailed Schemes of Learning for each individual topic covering the Respect and Excellence knowledge learned by students in each half term from Year 7-11.

At Woodhey High School, the music curriculum has its foundations based on the National Curriculum, incorporating elements from the Model Music Curriculum (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our students and our specific educational setting.

Within the music curriculum, the golden threads of performing, composing and listening and appraising are intricately woven throughout. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience. The curriculum is designed to ensure students receive a broad and balanced musical diet incorporating music from a variety of different genres including traditional music, world music, classical music and popular music. Within the curriculum there is an emphasis on ensuring there is a breadth of knowledge covered and that the golden threads of performing, composing and listening are continually developed.

Curriculum Overview

Year 7		
Term 1	Term 2	Term 3
Samba Bring the sights and sounds of sunny Brazil to Ramsbottom by learning to perform Samba music! Folk Music Water our musical roots by exploring the folk traditions we all share. We will be performing in groups and building our voices.	Keyboard Skills Impress your friends with your amazing keyboard skills! Notation Every musician needs to read music, so we also learn this vital skill. Notation Every musician needs to read music, so we also learn this vital skill.	Ukulele Learn to play your favourite songs on this fantastic instrument. Ensemble Skills Put your fantastic instrumental skills into action in this fun band project to finish Year 7. Ensemble Skills Put your fantastic instrumental skills into action in this fun band project to finish Year 7.
Year 8		
Term 1	Term 2	Term 3
Film Music Follow in the footsteps of John Williams who composed music for many of your favourite films. You will use technology to help compose your own film music.	Rock Bands Rock out with us this term! You will form your own Rock Band, rehearse a rock song and perform it for the class. Advanced Keyboard Skills This term, you'll build on your knowledge of correct keyboard technique and become an	Indonesia In this awesome world music topic, you'll learn all about Gamelan – the music of Indonesia. Chord Melodies Become a brilliant composer by learning how to compose chords and melodies.



Riffs Everyone loves a guitar riff. Learn to read TAB and play some of the greatest riffs of all time!	even more confident performer.	
Year 9		
Term 1	Term 2	Term 3
The Blues Learn about the long and complex history of Blues music and create your own Blues piece. Reggae Get transported to the Caribbean and learn all about this fun genre of music. You'll get to perform like Bob Marley too!	Perform A Gig! Loved playing in a band last year?! Now you get to take it further by building a set list of songs to perform. Electronic Dance Music Learn the ropes of electronic music software and compose your own dance tracks – from disco to drill, no tune is left unplayed!	Minimalism This term you will compose Minimalist music to accompany your drama piece. Ground Bass Learn all about this ancient but still used compositional technique. You'll get to perform and compose this term.

Year 7

The development of performance begins in the first term of Year 7, where students perform Samba pieces together firstly as a whole class ensemble and then later in smaller ensembles. They learn the contextual and musical features of Samba as a genre and put this knowledge into practice through live performance. When students have a solid grounding in the genre, they then start to develop their composition skills by composing and performing their own Samba compositions. Following this, students will develop their understanding of Folk Music and within this the integral knowledge of the Elements of Music. Students will also develop their ensemble singing skills by performing folk songs as a whole class. Students' understanding of the genre will be put into practice by composing their own original folk songs. Our third and final golden thread of listening and appraising is woven into the learning throughout the term giving students the opportunity to hear professional Samba and Folk music examples and also appraise each others' compositions. Both topics this term foster a broader appreciation of global musical diversity and the rich tapestry of musical expressions found across different cultures.

In the second term students will continue to develop their knowledge and understanding of the building blocks of music. Students will learn how to read and write music using traditional notation. The use of the Sibelius software on students' iPads is used to solidify students' understanding of notation and gives them the opportunity to compose their own melodies and hear them played back by the software. This term students are also introduced to simple scales such as the Pentatonic scale which will be used in the students' 8-bar melody compositions. Following this, students will again practically apply the knowledge they have learned by performing a classical keyboard piece (Ode to Joy) reading from traditional notation. During this topic students will also develop their performance skills by learning to play the keyboard using the correct technique and finger placement. As with term 1, this term gives students the opportunity to develop their performance, composition and listening and appraising skills and gives them a profound understanding for the universal language of music.

By the third term, students further refine their skills and develop their competence performing on a variety of different instruments. Firstly, they will learn to play the Ukulele using TAB notation and chord diagrams. They will learn several simple chords and also some basic picking patterns.



Throughout this topic, students' singing skills are also developed as the class will sing each pop song before learning to play it on the Ukulele. There are opportunities for whole class performing as well as small ensemble and solo performance. To finish the year students work together to prepare a mini band performance, using keyboard, voice, glockenspiel and guitar. This gives them a vital opportunity to develop their ensemble skills and their ability to work collaboratively with other musicians, while also cultivating their creativity and artistic expression.

Year 8

In Year 8, students refine and build on the performance, composition and listening skills learned in Year 7. They begin by studying Film Music and are introduced to another scale used in composition, the chromatic scale. This is used, among other composing devices such as drone, ostinato and tritones to compose music specifically for the horror film music genre. Using video clips and the GarageBand music software on the iPads, students develop their composition skills by ensuring the music suitably matches the clip and is accurately and precisely timed. Following this focus on composition, the next topic places emphasis on performance with students learning to play a variety of different guitar riffs. Throughout this term students' listening and appraising skills are developed with opportunities to analyse different film music scores and pop and rock music, with a specific focus on riffs.

The second term also offers students the chance to build on their skills from Year 7, specifically their keyboard skills and ability to perform as an ensemble. Firstly, they will complete an advanced keyboard topic developing their technique and skill on the instrument, while also honing their understanding of conventions within classical music, such as structure. Following this, students refine their instrumental and vocal abilities and band skills while exploring rock music. They will perform together as a band and prepare a performance of a rock song, to be performed for an audience. This musical futures style project gives students the opportunity to develop their independence and allows them to make creative decisions as a band, taking full responsibility for their final performance.

In the final term, Year 8 continue to develop their knowledge of and appreciation for world music by studying the music of Indonesia - Gamelan. This gives students the opportunity to engage deeply with the rich musical culture and traditions of the area and broaden their cultural understanding. Students will develop their performance, composition and listening skills by learning the contextual knowledge and musical features of the genre and by creating their own Gamelan-inspired compositions. To finish the year students will continue to develop their composition skills by learning the conventions of chords, progressions and accompanying melodies. This comprehensive approach empowers students to compose musically convincing pieces, preparing them for further study in Year 9 and up to GCSE level.

Year 9

In Year 9, the curriculum shifts towards diverse musical genres, ensemble activities and further development of music technology skills. In term 1, students begin by studying Blues music through performance, composition and listening activities. Students will learn the musical features of the genre, perform these on a variety of instruments and then consolidate their knowledge in a Blues-style composition recording directly into the GarageBand software on the iPads. From the roots of Blues came Reggae, so students will follow this with a topic learning about this fantastic genre. Students will engage with the rhythmic complexity, distinctive vocal techniques and melodic features that are inherent in the genre, enhancing their technical proficiency and theoretical understanding of the music.

Term 2 gives students the opportunity to perfect their ensemble skills in a rock band setting and also introduces them to an entirely new genre, Electronic Dance Music (EDM). They will firstly design a set list and create a gig as a band, challenging themselves to learn several songs and create an interesting



and varied set list. They will also develop their skill as performers by performing the gig to an audience, not only considering the quality of each individual song but also the skill required to keep an audience engaged throughout an entire set. The topic on EDM will introduce students to this exciting and modern genre while also developing their music technology skills, composing their own EDM pieces on the GarageBand software.

Term 3 introduces students to two genres that are closely linked to the GCSE syllabus. These challenging topics are designed to keep students engaged in the final term and ensure all students, even those who have not opted for GCSE music, have access to a curriculum that stretches and challenges them to the end. Firstly, students will study Minimalism, a genre of classical music from the 20th century. They will learn the musical features and conventions of the genre and will compose a piece of music to accompany their Drama piece. Working in collaboration with the Drama department gives students the opportunity to see mixed media creativity firsthand and provides a motivating real-life stimulus to work with. Finally, students will study Ground Bass, a commonly used structure in both classical and popular music. They will perform a piece of music using this structure as a whole class ensemble and compose their own piece of music using Ground Bass. This composition and subsequent performance brings together everything students have learned at Key Stage 3, successfully combining chords, melodies and rhythmic elements and allows them to showcase their ability to perform their composition successfully as an ensemble.

Year 10 and Year 11

In Years 10 and 11, students undertake the AQA GCSE Music course, a well-respected and robust qualification with components on Performing, Composing and Understanding Music. During the course students develop their individual and ensemble performance skills, their composition skills and their understanding of music covering a wide range of styles, genres and time periods in musical history.

AQA GCSE Music Component 1: Understanding Music

Area of Study 1: Western Classical Tradition 1650-1910

- The Coronation Anthems and Oratorios of Handel
- The Orchestral music of Haydn, Beethoven and Mozart
- The piano music of Chopin and Schumann
- The Requiem of the late Romantic period
- Set work study piece: Mozart Clarinet Concerto, movement 3

Area of Study 2: Popular Music

- Music of Broadway 1950s-1990s
- Rock music of 1960s and 1970s
- Film and computer gaming music 1990s to the present
- Pop music 1990s to the present
- Set work study piece: Little Shop of Horrors (Prologue/Little Shop of Horrors, Mushnik and Son, Feed Me)

Area of Study 3: Traditional Music

- Blues music from 1920-1950
- Fusion music incorporating African and/or Caribbean music
- Contemporary Latin music
- Contemporary Folk music of the British Isles

Area of Study 4: Western Classical Tradition since 1910

- The Orchestral music of Copland



- British music of Arnold, Britten, Maxwell-Davies and Tavener
- The Orchestral music of Zoltán Kodály and Béla Bartók
- Minimalist music of John Adams, Steve Reich and Terry Riley

AQA GCSE Music Component 2: Performing Music

For this component students must be able to perform live music and will prepare two performances lasting a combined total of a minimum of four minutes. One performance must be a solo and one an ensemble performance.

AQA GCSE Music Component 3: Composing Music

For this component students must learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing. They will compose two pieces of music, including one in response to an externally set brief. The combined duration of the compositions must be a minimum of three minutes.

Time Allocated

Woodhey High School has the following timetable allocation for music per week:

Year 7	Year 8	Year 9	Year 10	Year 11
1x 60min lesson per week	1x 60min lesson per week	1x 60min lesson per week	3x 60min lessons per week	3x 60min lessons per week

Special Educational Needs and Disabilities (SEND)

At Woodhey High School, 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 approaches and reasonable adjustments to reach these outcomes. Teaching staff in the music department work closely with staff in the Curriculum Support team and those working in the Resourced Provision to ensure the curriculum is adequately and appropriately adapted to meet the students' individual needs. The inclusive ethos within the music department and the ongoing encouragement and support of SEND students is evidenced by the large number of students with SEND opting to study music at GCSE level, including those with various complex needs and EHCPs. There is also a large contingent of students with SEND who take part in extracurricular activities.

Students from Disadvantaged Backgrounds (Pupil Premium)

At Woodhey High School, the music department is not only a thriving, busy place where evidence of music making can be found almost constantly, it is most importantly a place of belonging. The determination to provide a safe space for students to develop creatively and as musicians is integral to our philosophy. This is particularly evident in the inclusion and encouragement of Pupil Premium (PP) students. Large numbers of PP students attend one or more of the musical extracurricular clubs and many students benefit from funded instrumental lessons. This focus on PP students can also be found within the curriculum which is designed to engage, stretch and challenge all students and close the gap for those from disadvantaged backgrounds.

Music Qualifications

Woodhey High School offers students the opportunity to pursue the AQA GCSE Music qualification, during Key Stage 4. In addition to this, students across both key stages have the option to undertake graded music examinations with peripatetic teachers, should they choose to engage in this opportunity. At present, students are entered for graded examinations with the Associated Board of the Royal Schools of Music (ABRSM), Trinity and the Rock School, all of which are accredited by Ofsted.



Part B: Extracurricular Music

This section addresses the opportunity students at Woodhey High School have to sing, play and create music outside of lesson time. The extracurricular offer at Woodhey High School is one we are incredibly proud of. At Woodhey students have access to a number of opportunities to create, play and perform music both as soloists and as part of musical ensembles. The activities on offer are designed to not only engage and excite our students but give them valuable opportunities to make progress as musicians beyond the core curriculum. Our extracurricular opportunities also form a major part of our philosophy to encourage and support active music making as much as possible, for as many as possible.

Instrumental and Vocal Groups and Clubs

Woodhey Choir

The Woodhey Choir is a school-wide singing group open to students from all year groups. The repertoire is a mixture of student and teacher choice ensuring a blend of engaging music and challenging pieces which provide opportunities for part singing and multiple harmonies. The group offers numerous opportunities for soloists to showcase their individual talents within the ensemble. This inclusive group fosters a collaborative environment where students develop their vocal skills and experience the joy of collective music-making. The Woodhey Choir perform onstage at various events throughout the year, see further details below in the Performance Opportunities section. In addition, the Woodhey Choir offers opportunities for student leadership with the roles of Head of Choir and Deputy Head of Choir being assigned each year.

Woodhey Chamber Choir

The Woodhey Chamber Choir is a smaller vocal ensemble open to students from all year groups based on a successful audition. This more senior ensemble challenges our most gifted singers with more complex repertoire, often in multiple harmonic parts and provides the opportunity to learn a wider range of musical styles including classical vocal music and musical theatre. This is an aspirational group, with many of the members studying GCSE music, but it retains the inclusive and supportive atmosphere expected in all Woodhey musical ensembles.

Year 7 Karaoke Club

This club provides a fun and engaging way to ensure Year 7s are involved in singing at Woodhey. This club is relaxed and enjoyable and is a springboard for our younger singers who may not yet have the confidence to join the whole-school choir. There is no expectation to perform in front of audiences within this group, so it is also a safe haven for our more anxious students who love music but are not yet confident enough to perform on stage.

Woodhey Orchestra

The Woodhey Orchestra is an instrumental ensemble that goes beyond the traditional orchestral line up, incorporating many different musicians. The ensemble features all the traditional orchestral families of strings, woodwind, brass and percussion but in addition features saxophones, keyboards and bass guitars. Students perform using written notation, or in some cases, by ear. The orchestra plays repertoire from numerous different styles including classical music, film scores and popular music arranged for orchestra. Each year the ensemble prepares a variety of pieces to be showcased live and students have several opportunities to perform onstage to an audience throughout the academic year. As with Choir the Woodhey Orchestra also offers opportunities for student leadership with the following roles being assigned each year: Head of Orchestra, Head of Section – Strings, Woodwind, Brass, Percussion, Keyboards.

Woodhey Flute Group



The Woodhey Flute Group is a woodwind ensemble open to flautists in all year groups. This inclusive group welcomes students of all standards, even those who are just beginning. The repertoire is often adapted specifically to suit the needs of the students to ensure all members can participate and play a part suitable to their instrumental skill. Like many of the other ensembles at Woodhey this group offers the opportunity for student leadership with the role of Head of Flute Group assigned each year. The ensemble play a variety of music and prepare pieces for performances throughout the year.

Woodhey Brass Group

The Woodhey Brass Group is open to all brass players from any year group in school. The current line-up includes Trumpets, Tenor Horns, Trombones, Euphonium and Drum kit. The Brass Band play a variety of repertoire including traditional classical brass pieces to film scores and popular music. The Brass Band prepare pieces and perform at a variety of different events throughout the academic year including events within the community.

Woodhey Guitar Group

The Woodhey Guitar Group is a guitar ensemble open to any student who plays guitar from around Grade 1 standard and above. This includes students that have guitar lessons in school, out of school or who are self-taught. This large ensemble of guitars features acoustic guitar, electric guitar and bass guitar. They prepare pieces in a vast array of styles from Taylor Swift to The Beatles to Nirvana! The ensemble performs onstage at a variety of events throughout the year.

Woodhey Ukulele Club

The Woodhey Ukulele Club is open to students in Year 8 and above, unless they have prior experience of playing the instrument. All students learn to play the Ukulele at the end of Year 7 so this ensures that students have the appropriate knowledge of the instrument and how to play it and look after it safely while attending the club. The ensemble prepare repertoire which is mostly student chosen to ensure high levels of engagement. This is a low stakes environment currently, with no expectation to perform onstage. However, see the In the Future section below for more information on how we aim to give this group more performance opportunities to develop students' confidence and skill.

Woodhey African Drumming Club

This fun and engaging ensemble is one of the most inclusive opportunities available to students at Woodhey. It is open to all students, across all year groups and requires no prior musical experience or access to an instrument. The ensemble is formed mainly of djembe drums but in recent years bongos and hand drums have been added to the line up due to volume of students involved. Generally, this group is a low pressure environment where anyone can join in making music together. However, the group have performed on stage in concerts in the past and this is something that we aim to reinstate. The repertoire is composed entirely by the students who create West African style drumming compositions featuring both cyclic and call and response elements.

Woodhey Jazz Band

A new addition to the Woodhey Co-curricular offer, this group aims to give students an opportunity to develop their love of music through jazz and swing music and will have a traditional Jazz Band line up.

GCSE Coursework Club

This club is open to students in Year 10 and Year 11 who are studying GCSE Music. This weekly activity gives them additional time to work on their Composition and Performance coursework and to get one-to-one feedback and support from their music teachers.



Individual Practice Opportunities/Practice Rooms

At Woodhey High School, we endeavour to create a safe and happy environment where students feel comfortable to engage in music making activities. One of the most vital aspects of this is the access to individual and small ensemble practice space. At Woodhey we have five practice rooms that are available to students for use at break time and lunchtime. A booking system is in place to ensure fair and free access for all but at times priority will be given to students who have upcoming performances or are studying music at GCSE level. Within these spaces we nurture the talent of all students but particularly those who aspire to be rock band musicians. We provide the space and the equipment including electric guitars, bass guitars, amplifiers, leads, drum kits and microphones. We currently have a number of different rock bands at varying stages of their development, including one award winning rock band who have recently won the prestigious Greater Manchester Battle of the Bands competition.

Peripatetic Offer

Woodhey High School has a very strong relationship with Bury Music Service and we work closely to ensure a wide and varied peripatetic offer that matches the needs and interests of our students. Peripatetic music lessons are delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one or small group basis. These lessons are available to all students and funded lessons are offered to Pupil Premium students, as detailed above.

Instrumental Choices

- **Piano and keyboard:** Students learn classical and contemporary repertoire, focusing on technique, reading notation and performance skills.
- **Voice:** Vocal lessons are tailored to individual student needs and songs are learnt in a variety of styles including classical, pop and musical theatre.
- **Woodwind:** Students are learning to play the Flute, Clarinet, Saxophone (Oboe and Bassoon are also available but no students are learning these at present).
- **Brass:** Students are learning to play the Trumpet, Cornet, Tenor Horn, French Horn, Trombone and Euphonium (Tuba is also available).
- **Strings:** Students are learning to play the Violin, Cello (Viola and Double Bass are also available).
- **Guitar:** Students are learning to play classical guitar and bass guitar, covering a wide range of musical styles and techniques.

Alongside the peripatetic staff from Bury Music Service we also engage the services of an independent Electric Guitar teacher who provides lessons for students with a specific interest in rock guitar.

Charging and remissions are dealt with directly by Bury Music Service or independent teachers. Woodhey High School has no involvement in these financial aspects of instrumental lessons, with the exception of providing funding for Pupil Premium students.



Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise such as concerts, shows, trips and events.

Performance Opportunities

The music department at Woodhey High School has a strong commitment to ensuring regular and fulfilling performance opportunities for our students. It is universally acknowledged that these opportunities not only develop students practically as musicians but also as individuals in terms of confidence, collaboration, dedication and resilience. At Woodhey High School the following formal events are regularly scheduled but these are supplemented by many informal performance opportunities including but not limited to the Woodhey Summer Fayre, Awards Evenings, performances in the community such as performing at local care homes at Christmas and events organised by Bury Music Service such as The Battle of the Bands.

Term 1 – The Woodhey High School Production

The Woodhey School Production is always a highlight of the academic calendar. As a Performing Arts team we encourage students from all year groups to get involved and any student who wishes to be part of the chorus can be. The main roles are cast by way of a singing and acting audition. Recent productions include Mary Poppins Jr, We Will Rock You and Fame Jr! In 2025/26 the school production will be Matilda Jr!

Term 2 – The Woodhey Performing Arts Showcase

This event is an opportunity to celebrate the fantastic links between Woodhey and the instrumental teachers providing peripatetic lessons. Each instrumental teacher nominates a student or small ensemble to showcase their talents at an evening concert. There are also performances from all the Woodhey music ensembles and these are often supplemented by dance and drama pieces.

Term 3 – Woodhey's Got Talent!

This end of year extravaganza allows students to nominate themselves and audition for a slot in the evening performance. These soloists are joined by all the Woodhey music ensembles who also have the opportunity to showcase the repertoire they have built up throughout the academic year.

Trips and Musical Experiences

Woodhey High School offers students the chance to attend performances such as live musicals, both professional and amateur. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings inspire and enthuse them, enhancing their appreciation for the performing arts. In addition, these valuable experiences motivate students in their own musical pursuits. These visits do incur a fee but Pupil Premium students have access to funding to ensure they do not miss out on these important experiences.



Part D: In the Future

The Woodhey High School music department is very proud of our current music provision, particularly in light of receiving Music Mark status in the academic year 2023-24. In the future we endeavour to sustain this high level of musical experience for our students and also improve on the areas that need further development. In terms of the features of high-quality music provision as specified by the Department for Education (DfE) Woodhey High School offers six out of seven features, regularly and robustly, often in excess of what is specified. The first six features are as follows:

- Timetabled curriculum music for at least one hour each week of the school year for Key Stage 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

One area that we will aim to develop further is ensuring performance opportunities for all relevant ensembles, such as the Ukulele Club who do not currently perform for a live audience. However, the main area that we endeavour to develop is the seventh and final feature defined by the DofE; *opportunity to enjoy live performance at least once a year*. In the academic year 2023-2024 GCSE music students had the opportunity to experience a professional performance of the musical Little Shop of Horrors but there was not the same opportunity for students in Key Stage 3. As a result, this became a focus for 2024-2025 and one way in which we developed this was by arranging to take a large number of students in both Key Stages on a residential trip to London, which will take place in July 2025. This experience will give them the opportunity to watch a live West End performance and take part in creative development activities. However, despite these improvements this final feature remains a high priority for the music department and the aim is to give as many students as possible the opportunity to enjoy live performance. As a result, in the academic year 2025-2026 we have arranged for the BBC Philharmonic Orchestra to visit Woodhey to perform for our students. This world class orchestra will perform for all year groups, and we also intend to use this to engage further with our feeder primary schools by inviting their Key Stage 2 classes to enjoy the performance too.

