

Music Development Plan Summary:

SIRIUS ACADEMY WEST

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	Sept 2025
Date this summary will be reviewed	Sept 2026
Name of the school music lead	Sarah-Jane Waterhouse
Name of school leadership team member with responsibility for music (if different)	J Willis
Name of local music hub	Hull 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 section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain.

A more detailed overview of the music curriculum for each year group is available on the Sirius Academy website <https://www.sirius-academy.org.uk/students/key-stage-3/music/>. The website also details the time allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

At Sirius Academy West, the music curriculum has its foundations based on the National Curriculum <https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education> and covers all core elements of the Model Music Curriculum (March 2021) https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf and the National Plan for Music Education (June 2022) <https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education>. These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

Within the music curriculum, the skills of singing and instrumental development - encompassing both solo and ensemble playing – are embedded throughout. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

Curriculum Overview

	Year 7	Year 8
Autumn 1	'I'VE GOT RHYTHM!' A strong sense of pulse is essential for all musical activity and must be introduced early and reinforced throughout Key Stage 3. This unit develops students' understanding through: Practical activities: pulse games, rhythmic patterns, ostinati, cyclic and polyrhythms. Listening and composing: students create and perform rhythm pieces in groups or as a class. Notation skills: introduction to rhythm grids and standard rhythmic notation (semibreve to quavers). Musical concepts: accents, time signatures (2/4, 3/4, 4/4), bar lines, and conducting patterns. Genre links: exploration of the march (2/4) and waltz (3/4) to contextualise pulse patterns.	JAZZ & BLUES This unit introduces students to the key features of Jazz and Blues through listening, performing, and composing. Pupils explore: The 12-bar blues structure, walking basslines, and blues chord progressions. Key stylistic elements such as swing rhythms, improvisation, and blue notes. The historical and cultural context of Jazz and Blues music. Performance skills through solo and group work, including instrumental and vocal parts. Improvisation techniques using the blues scale. Listening and analysis of key Jazz and Blues pieces to identify musical features. Composition tasks that apply learned techniques in a creative context.
Autumn 2	'SONORITY CITY' This unit develops students' understanding of orchestral instruments, their families, and the concept of timbre and sonority. Pupils explore: Instrument construction, sound production, and characteristic timbres. The layout and grouping of a modern symphony orchestra. One orchestral family per lesson, with a focus on identifying and describing sonorities. Optional lessons allow deeper exploration of fanfares and the harmonic series, particularly within the brass and percussion sections. Where possible, students perform on real orchestral instruments as a "class orchestra." If resources are limited, keyboard voices or students' own instruments can be used to simulate orchestral sounds.	This unit supports the development of musical expression, ensemble skills, and confidence in improvisation, all of which are valuable for GCSE Music.
Spring 1	'KEYBOARD SKILLS (TREBLE)' This unit introduces and develops students' keyboard technique while reinforcing their understanding of treble clef notation. Pupils learn to: Identify and read notes on the treble clef stave, including middle C and notes up to high C. Perform simple melodies using correct fingering, hand position, and posture. Understand and apply note values (semibreve to quavers) and basic rhythms in performance. Play short pieces using both hands, where appropriate, to build coordination and fluency. Develop aural skills by listening to and copying short melodic patterns. Begin to understand musical structure, such as phrases and repeated sections. The unit supports independent learning, encourages accuracy and expression, and lays the groundwork for future performance and composition tasks at GCSE level.	OFFBEAT: REGGAE This unit introduces students to the key features of Reggae music through listening, performance, and composition. Pupils explore: The origins and cultural context of Reggae, including its roots in Jamaica and its role in social and political expression. Key musical features such as offbeat rhythms, syncopation, bass-driven grooves, and simple chord progressions. Instrumental and vocal performance skills through learning and performing Bob Marley's <i>Three Little Birds</i>. Listening and analysis of Reggae songs to identify stylistic elements and instrumentation. Composition tasks that apply Reggae techniques, including rhythm, harmony, and structure. This unit supports the development of ensemble performance, rhythmic accuracy, and creative composition, while deepening students' understanding of music as a form of cultural identity and expression.
Spring 2	'KEYBOARD SKILLS (BASS)' This unit builds students' confidence and fluency in keyboard playing, with a focus on reading and performing music in the bass clef. Pupils learn to: Identify and read notes on the bass clef stave, including low C to middle C. Perform simple left-hand melodies and bass lines, using correct fingering and hand position.	

	Understand the role of the bass clef in harmony and accompaniment, especially in two-handed playing. Reinforce rhythmic understanding through note values and timing accuracy. Explore musical texture by combining bass clef parts with treble clef melodies. Begin to understand chordal structure and how bass notes support harmony. This unit supports notation reading, technical development, and prepares students for more advanced performance and composition tasks at GCSE level.	
Summer 1	'KEYBOARD SKILLS (TREBLE & BASS)' This unit develops students' ability to play with both hands simultaneously, reading from the treble and bass clefs. Pupils build on their previous knowledge to: Read and perform music using grand staff notation, coordinating left and right hands. Understand the relationship between melody (right hand) and accompaniment or bass line (left hand). Play simple two-handed pieces with attention to timing, dynamics, and articulation. Develop hand independence, finger strength, and fluency. Explore chord shapes and broken chord patterns in the left hand to support melodic lines. Begin to interpret musical expression and structure in performance. This unit strengthens notation reading, technical control, and musical expression, laying a solid foundation for GCSE performance and composition work.	"GLOBAL GROOVES & MODERN MOVES" This engaging half-term unit introduces students to a variety of global and contemporary musical styles, combining listening, performance, and composition activities. Pupils explore: Samba: Performing energetic Brazilian rhythms using percussion instruments, focusing on polyrhythms and ensemble coordination. Video Game Music: Analysing and creating music that enhances gameplay, exploring mood, atmosphere, and digital composition techniques. Musicals: Performing and understanding songs from musical theatre, with a focus on character, storytelling, and dramatic expression. Folk & Sea Shanties: Exploring traditional music and its cultural roots through group singing and rhythmic accompaniment. Ukulele Skills: Learning chords, strumming patterns, and song accompaniment to build confidence in solo and group performance. Film Music: Listening to and composing music that supports visual storytelling, using leitmotifs, dynamics, and texture to create mood. This unit develops students' practical skills, musical understanding, and cultural awareness, while laying strong foundations for future performance and composition work at GCSE level.
Summer 2	'SAHARAN SOUNDS' This unit explores the key rhythmic features and traditions of West African drumming. Pupils learn about: Performance techniques and how they affect timbre and sonority. Creating and performing cyclic rhythms and combining them into polyrhythmic textures. The use of syncopation and its offbeat feel. Call and response structures and the role of the Master Drummer. African instruments and their unique sonorities. Pupils compose, improvise, and perform their own African-inspired rhythm pieces, revisiting and extending their knowledge of rhythm notation, including dotted and tied notes.	

Every child, no matter their background, ability, or SEND need, has access to music at Sirius West and many musical opportunities to be inspired, to be challenged and to thrive. Music is a vibrant, diverse and practical subject which is offered throughout Years 7-11; compulsory Years 7-9 and optional at GCSE level.

In line with the National Plan for Music Education and the Model Music Curriculum, we follow the National Curriculum and teach the main music skills; performing, composing, listening, notation (one of the most fun and exciting skills a child can learn) and music technology in KS4. Through our curriculum, extra-curricular and peripatetic offering, students are given access to the skills needed to actively learn and play the music that they enjoy outside lesson time and can make their learning relevant to their day to day lives.

All curriculum music at Sirius is taught through an understanding of the elements of music; students learn to describe, understand, compose and perform with the

elements of music at the forefront of everything they do.

Every pupil across KS3-4 learns to appraise music through listening and analysis of increasing levels of complexity, developing language to identify and explain musical features and their significance, informing their own music making as composers and performers.

Some musical elements naturally lend themselves to being more difficult and complex to understand than others, and while the general concepts of all elements are introduced at the start of Year 7, it is vital for some to be understood in greater depth before it is then possible to move on to the others. This sequencing and learning journey allows students the opportunity to progress to higher levels of attainment and understanding on a unit-by-unit basis.

Year 7

The development of singing starts in the first term of Year 7, where students begin by singing as part of an ensemble in their Elements of Music lessons. This foundational experience helps them understand the basics of vocal harmony and group performance. They delve into the orchestral setting, learning about the different sections, instruments and roles within an orchestra.

In Term 2, students begin their journey developing keyboard skills and notation for both treble and bass clefs to complement their learning of note values in Term 1. Students develop their ability to play in a solo capacity as well as small ensemble or duo. Students should be able to develop their learning from Term 1 and build upon the skills and ability to read rhythms and now perform on the keyboards using (ideally) both hands together. This not only helps with their musical development but also cognitive, tactile and coordinating skills. All skills which are essential not just within the music lesson.

Term 3 see's students exploring different traditions associated with Chinese music. This exposure not only broadens their cultural understanding but also enhances their understanding of different types of scales that are characteristic of Chinese music. This unit deepens their growing musical skills and fosters an appreciation for the complex thought processes surrounding Pentatonic soundscape compositions.

By collaborating with their peers in compositional tasks, Year 7 students refine their instrumental and listening skills but also develop essential teamwork and communication skills. Moreover, the experience fosters a broader appreciation for global musical diversity and the rich tapestry of musical expressions found across different cultures.

Year 7 is concluded with a half term unit introducing ukulele skills where students learn through whole class, small ensemble and solo performance of popular music and songs. Students play basic and more complex chord progressions, perform melody lines, and learn to read TAB scoring in addition to chord boxes.

Year 8

At the start of Year 8, students explore Brazilian Samba and polyrhythmic techniques, which introduces them to different rhythmic patterns to those learnt in year 7. By experimenting with various rhythmic patterns, dynamics, and improvisational elements, students not only deepen their understanding of Samba instruments and techniques but also cultivate their creativity and artistic expression.

In half term 2 students learn about the world of Video Game Music. This topic is usually very popular and particularly relevant to the age group. Students learn about various compositional features of

video game music across a variety of genres (action, cartoon, adventure, racing, puzzle etc). Students will work towards being able to perform a theme of their choice on keyboard, selecting suitable instrument settings to complete the experience.

In term 2 and 3, the curriculum shifts towards diverse musical genres and ensemble activities. During the Spring and Summer terms, students explore Blues and Reggae music collectively as part of a band and individually. Through structured band rehearsals and individual practice sessions, students engage with the distinctive vocal techniques and rhythmic complexities inherent in Reggae music, enhancing their technical proficiency and theoretical understanding of the genre.

In ensemble performances, students collaborate on a Blues/Reggae music piece, with each member contributing an independent musical part. Instruments such as the drum kit, keyboard/piano, ukulele, guitar, or vocals are employed, allowing students to showcase their individual talents while collectively contributing to the ensemble's cohesive musical expression. This collaborative experience fosters teamwork, artistic development, and a deeper appreciation for ensemble performance within the context of Blues and Reggae music.

Additionally in both units, students engage in songwriting activities, where they develop original lyrics and apply their vocal skills within varied musical contexts. This process allows students to integrate and showcase the vocal and instrumental skills they have acquired throughout the Year 7 and Year 8.

KS4 - GCSE MUSIC

KS4 – GCSE Music

Students who choose GCSE Music receive two one-hour lessons per week and follow the Eduqas GCSE Music specification. Our set works are *Africa* by Toto and *Badinerie* by J.S. Bach.

The GCSE Music curriculum is carefully sequenced to develop students as performers, composers and critical listeners. Beginning in Year 9 and continuing through to Year 11, students progressively build the musical knowledge, understanding and skills required to access and succeed in all components of the qualification.

Year 9 serves as a transition year between Key Stage 3 and Key Stage 4. During this developmental year, students establish the core foundations that underpin GCSE Music. The focus is on developing a secure understanding of the Elements of Music, alongside the musical literacy needed to read, interpret and analyse musical notation. Students also build their theoretical knowledge through content comparable to Grades 1–3 Music Theory, including rhythm and notation, keys and scales, intervals, chords, time signatures and musical terminology.

Alongside this, students begin to develop the listening and appraising skills that are essential to GCSE study. Through exposure to a wide range of musical styles, genres and traditions, they learn to identify, describe and evaluate musical features using increasingly sophisticated musical vocabulary. Regular

score-reading, analytical listening and retrieval activities help students make links between what they hear, what they see in notation and how composers use the Elements of Music to create musical effect.

Having established these core foundations, students move into the full GCSE specification in Years 10 and 11. Here, they develop a more detailed understanding of the inter-related dimensions of music through the study of the four Areas of Study and the set works. Students learn to analyse music in greater depth, developing the ability to critically and musically appraise unfamiliar and prescribed works while making connections across different genres, styles and historical periods.

Performance skills are developed throughout the course, with students refining both their technical and expressive abilities as soloists and ensemble musicians. Composition skills are introduced through structured tasks before progressing towards increasingly independent creative work. Students study and imitate a range of compositional techniques drawn from the Areas of Study and set works before using these techniques to create their own original compositions. Increasing engagement with cloud-based notation and sequencing software, including Noteflight, allows students to develop the skills required to complete their GCSE composition coursework with confidence and independence.

All KS4 students further extend their musical development through weekly peripatetic lessons delivered in partnership with the Hull Music Hub. These lessons play a vital role in preparing students for their GCSE performance assessments, providing specialist instrumental or vocal tuition alongside opportunities to rehearse and record both solo and ensemble performances. Students also have the opportunity to enter accredited examinations, including Rockschoool, Trinity and ABRSM qualifications, which are fully funded for GCSE Music scholars.

Throughout Years 9–11, students are encouraged to engage with a wide range of extra-curricular opportunities, including ensembles, performances, workshops and instrumental tuition. This enrichment programme complements classroom learning and enables students to develop confidence, musical independence and a lifelong appreciation of music, whilst preparing them for successful progression within GCSE Music and beyond.

Intervention

In addition to timetabled GCSE lessons, KS4 students are offered 1 hours after-school intervention per week – to supplement their GCSE learning experience. They are also provided with Eduqas specification GCSE revision guides as well as a range of other high-quality resources which are free to students and can be kept throughout the course.

Special Educational Needs & Disabilities

At Sirius Academy West, 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 support to reach these outcomes. Support is provided for all children with SEND, such as different colour/font/size print-outs, 1:1 direct support, scaffolding and adapted tasks. Pupil Premium funding is utilised to remove barriers to access and provide music students with many resources and opportunities (textbooks, revision guides, instrument hire, concert tickets etc.).

Schemes of work are adapted to meet the needs of these students and allow their learning to align with that of others. We have shared documentation that outlines potential barriers that students with special educational needs and disabilities may encounter in lessons, along with specific strategies to overcome these barriers.

Links to Local Music Hub

Sirius Academy West collaborates closely with the Hull Music Hub based at the Albermarle Centre, directed by James Dickenson. The Hull Music Hub provides cost-effective instrument rental for use and facilitates the engagement of instrumental teachers to deliver tuition to individuals and small groups.

We utilise the hub resources in many ways, including attending and hosting workshops and masterclasses with professional musicians and composers; delivery of peripatetic offer and support with choirs, bands and concerts. For further information a link to Hull Music Hub website can be found here: [Hull Music Service – Lead Partner of Hull Music Hub](#)

Part B: Co-curricular music

This section addresses the opportunity pupils at Sirius Academy have to sing and play music outside of lesson time. Within Sirius 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. These clubs and groups are offered free of charge and are open to all students across all year groups. Rehearsals and clubs take place in specialist music areas such as the music department, the peripatetic instrumental rooms, or the main hall where appropriate.

Instrument Club & Band Club

Instrument Club and Band Club is open to students from all year groups, providing an extra-curricular opportunity to play their instrument in a different context or learnt how to play a new one. Students receive support from a specialist teacher as well as guidance from older music students, ensuring a comprehensive learning experience that promotes skill development, developed musical proficiency and of course ensemble playing.

The Music Club is split into three termly projects from September 2024 and the topics are as follows:

Term 1 Bandlab: Students will develop their skills using music technology and loops to create tracks in various genres of music. Also, they develop their cultural understanding and theoretical understanding through listening to loops for different styles of music each week.

Term 2 Instrument club: Students develop performance skills by enhancing their playing techniques on drums, guitar, ukulele, keyboards and vocals. Students have opportunities to work with peers in other year groups to develop their musicianship skills, listening skills and overall ensemble playing.

Term 3 Songwriting: Students investigate how music fits into the wider culture and society. During this club, students will analyse how music is written in response to historical events, politics, and for pleasure. Students will have the opportunity to work individually, in pairs or in a band to write their own music using skills developed in term 1 and 2.

Choir and Singing

The music team work closely with the performing arts teachers to provide a range of performance opportunities for singers including the choir in Term 1 who perform alongside our instrumentalists in

our annual Christmas Concert. We also offer a large-scale school production in the Summer Term which has most recently been 'Legally Blonde' and 'The Addams Family'. As well as providing our singers a platform to showcase their talents, the whole school productions and concerts also allow our students to develop their technical production skills in areas such as sound engineering and audio-visual production.

Outside of the extra-curricular clubs, we also have two practise rooms where students can practise at breaks, lunches and after school to develop their practical and ensemble skills.

Peripatetic Offer

Our instrumental and vocal provision is supplied by the Hull Music Hub, with a large team of visiting peri music teachers in school each week, offering piano, woodwind, brass, voice, strings and percussion.

Our aim is to offer all students the opportunity to experience and excel in Music; building a strong musical foundation and encouraging students to express themselves creatively and independently, work collaboratively, grow self-discipline and confidence and challenge themselves to meet their potential. In doing this we support students pursuing future musical pathways, studying music at GCSE, A-level and beyond.

The provision of lessons is 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 one-to one basis.

Instrument Choices

- **Piano and Keyboard:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin and viola lessons emphasise technique, musicality, and ensemble playing.
- **Brass:** Trumpet, trombone, and tenor horn instruction focuses on embouchure, breath control, and ensemble playing.
- **Woodwind:** Flute, Saxophone, Clarinet and Oboe instruction focuses on embouchure, breath control, and ensemble playing.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information

Sirius Academy West charges a nominal fee for peripatetic music lessons to cover the costs of hiring specialist instrumental teachers through the Hull Music Hub. We are also committed to ensuring that all students are able to access this offer, and potential remissions are available on a case by-case basis.

The following fee structure and remissions are in place:

- **Standard Lessons:** The charge for individual or small group 20-25 minute lessons is £50 per term – these are paid up front per term at £50.
- **Students on the GCSE course:** The charge is waived for those who are taking the GCSE course.

- **Free Lessons:** In certain circumstances, such as for students that access free-school meals, or Pupil Premium, music tuition is offered free of charge. Parents or carers can apply for this support through the return forms which are sent out each year regarding instrumental lessons.
- **Instrument Hire:** Instruments can be hired through Hull Music Hub. These are usually hired out by Hull Hub and instruments are given to students upon starting their lessons in school.
- *Some students are also part of the 'Furthering Talent' scheme, which awards the recipient with free instrumental tuition, and this is also not counted against the hours the Academy funds each year.*

Application and Support

Parents or carers interested in enrolling their child in peripatetic music lessons should complete an instrumental tuition form. Information, as well as terms and conditions, can be found on the letter with the return slips and parents and carers are encouraged to contact the office or the Co-ordinator of Music if they have any queries.

Peripatetic lessons at Sirius 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 has the opportunity to develop their musical abilities to the fullest.

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.

Trips to concerts and live performances

Sirius Academy regularly offers students the chance to attend live musical performance including those delivered by Hull Philharmonic Orchestra, Northern Ballet Theatre, Opera North as well as opportunities to watch plays and musicals - performances spanning a range of genres and styles. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips range from free to a small fee and students that come from low-income families are offered subsidised or free tickets on a case-by-case basis. Free concert tickets are also offered as rewards for effort and progression in music, particularly for KS3 students. We have also provided our student leaders with free Hull Philharmonic tickets for themselves and a parent/carers to nurture their access to live classical music.

Partnership with the Hull Philharmonic Orchestra

• **HPO rehearsals (open to watch)**

Regularly for the past 10 years, students from Sirius have been permitted to attend the rehearsals of the Hull Philharmonic Orchestra as they prepare for upcoming concerts.

This provides students with a less formal setting to witness orchestral music but also valuable learning opportunities surrounding learning about instruments, ensembles and performance practise.

- **HPO concerts**

Students regularly are given the opportunity to attend any of the three annual concerts performed by the Hull Philharmonic. Tickets are usually free to students, providing an invaluable opportunity which may not have usually been afforded to these students. Students are encouraged to discuss and reflect on the experience and some have even written reviews of the concert which have appeared in the HPO website and newsletter

- **'Chalk Talks'**

Simon Chalk, Conductor and Musical Director of the Hull Philharmonic has visited twice recently to speak to KS4 students about the music industry, general orchestral information and of course conducting. We will look to continue these masterclasses and expand into a mini project tied into the repertoire of the Hull Phil 25-26 season.

- **School concerts and productions**

As part of the wider CAPA (Creative and Performing Arts) department, music students are encouraged to participate in school concerts and productions in both performance and technical roles. In our annual Christmas Concert, all students who receive peripatetic lessons are invited to make musical contributions, performing pieces they have been diligently practicing throughout the year. These events feature a variety of ensemble and solo acts, allowing students to demonstrate their musical progress and creativity alongside the community. The festival atmosphere encourages participation and celebrates the diverse musical talents within the school, whatever the time of year.

- **Hull Music Hub: 'Activity Weeks' and performances outside of school**

Students who have instrumental lessons are encouraged to attend performances at the Albemarle Music Center and also regularly participate in Brass/Wind/String days where students from all the Hub's schools attend - this could be local to Hull or further afield and the most recent wind day was held in Sheffield. During 'Activity Week', the Albemarle teachers deliver workshops and masterclasses throughout their schools, peripatetic lessons are not on timetabled sessions and instead the teachers deliver whole class ensemble or workshop style sessions for the benefit of entire year groups.

In the future

At Sirius West we are continually striving to develop and improve our music provision to ensure that students benefit from the highest quality music education within the classroom and throughout extensive extra-curricular activities. Our music provision was a key factor in the school being awarded Artsmark Gold in 2023-24 and we are ambitious in planning for our future provision.

Some areas that we plan to develop further include:

- Further public performance opportunities such as concerts and in assemblies, particularly for GCSE students, to boost their confidence during formal performance assessments.
- Deepen partnership with Hull Philharmonic Orchestra including further Simon Chalk (Musical Director) Masterclasses; widen attendance at open rehearsals and also explore some Dracula themed workshops which has a cross-curricular link with Year 7 English who study a play version of Bram Stoker's Dracula.

- Develop links with Opera North Education who provide educational workshops either in house or at Leeds Opera House.
- Trip to see a Northern Ballet performance in conjunction with BTEC Dance and explore potential of an international trip for Year 10 to Vienna or Salzburg as this links to the Year 11 focus on Bach in Leipzig.

Further information

For further information about how your child can get involved in music in and out of school, the Department for Education publishes a [guide for parents and young people](#) signposting where you can go to for support beyond the school.