

Music development plan summary: Valley

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Yvonne Tyrell
Name of school leadership team member with responsibility for music (if different)	Amy Blakeley
Name of local music hub	Inspire Music
Name of other music education organisation(s) (if partnership in place)	Mr W Langdale

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

KS3 students explore a wide variety of music genres from classical, cultural music, drumming and dance, to pop and film music. Students are encouraged to make connections through music-making in order to place the music in context. They develop their knowledge of music theory, relevant notations, traditions and skill based learning

on ukulele, keyboard, and singing. Students explore learning journey questions within each topic such as:

- *Can you apply key terms within practical activities?*
- *How do we successfully perform as an ensemble?*
- *How do I begin to write my own four chord song?*

Topics studied during the KS3 learning journey are:

Year7

- *Elementals - an introduction to key terms (DR P SMITH)*
- *Keyboard Skills - an introduction to sharps, flats and naturals*
- *The Orchestra - choral and instrumental*
- *Musical Theatre - orchestral and band*
- *Pop Songs (riffs) four chord song performances*
- *Pop Songs (riffs) - four chord song composition*

Year 8

- *The Blues - culture and history*
- *1950s Rock 'n' Roll - key artists and developing ensemble skills*
- *Computer Game Music - an introduction to music for media*
- *Film Music - compare and contrast different forms of film music*
- *Eurovision - exploring song writing of different cultures*
- *Reggae - culture, history and style*

Year 9

- *Indie - instrumentation and vocals within an ensemble*
- *Synth Pop - instrumentation and how it has influenced music of today*
- *EDM - compositing using music technology*
- *Time Travellers: Bach - exploring the Baroque period*
- *The British Invasion - The Beatles*
- *Song Writing - exploring the structure, lyrics and chords of a song*

KS4 students study for the BTEC Tech Award in Music Practice. Students develop their understanding of performing, composing and music technology production skills. They explore a wide range of styles from different cultures and periods in musical history, completing two coursework components and a final controlled assessment and the end of the course.

Component 1

Task 1. Exploring different styles of music and developing performance, listening and composition skills in response to a brief through the topics:

- *The British Invasion - the use of timbre, instrumentation and production with the music of The Beatles.*

- *Jazz and Blues - structure and harmony, and the development of the styles including Delta and Chicago Blues, scat and extended chords.*
- *Reggae - rhythmic devices and the influence on EDM.*
- *Brit Pop - melodies, tonality and lyrics*

Task 2. Exploring an extended performance, composition and remix in response to a brief. Students will explain and justify their musical choices, referring to the brief.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

Students have the opportunity to learn guitar, drums, piano and vocals from visiting instrumental teachers within 20 minute shared or individual lessons which are on a rotating timetable. Payment is made termly on iPay (free places available for students

on free school meals and pupil premium). All KS4 Btec Music students receive free instrumental tuition.

Facilities:

- *Main hall with professional lighting and sound.*
- *Practice rooms for instrumental lessons and individual and ensemble practice sessions.*
- *Grand Piano bought for the music department and to use in wider school events and performances.*

There are opportunities to join music enrichments. We have built a choir from a few students to approximately 30 students. All students are welcome to join and can do so by attending an enrichment afterschool. This is also the same for the school band that has grown and now includes a range of different instruments, they have performed at many events and this again is open to all students across the academy in all year groups.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

There are many extra curricular performance opportunities including a choir, band, rock band, and smaller ensembles. Musicians also take part in the annual musical, and perform throughout the year during after school shows and lunchtime concerts.

Main events that we do annually include:

- *Remembrance Day*
- *Christmas Concert*
- *Academy School Musical*
- *Outwood Performer of the year*

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

We will be developing our music provision by creating more opportunities for trips to concerts and developing stronger links with local primary schools.

We are currently working towards the Artsmark Award. The criteria for achieving the award is:

- *Striving for excellence and innovation*
- *Being authentic*
- *Being exciting, inspiring and engaging*
- *Ensuring a positive and including experience*
- *Actively involving children and young people*
- *Enabling personal progression*
- *Developing belonging and ownership*

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.