

Music development plan summary: Valley

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	5 February 2026
Date this summary will be reviewed	September 2026
Name of the school music lead	Yvonne Tyrell Samantha Tindle
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

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.

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:

Year 7

- 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
- EDM - composing using music technology
- Synth Pop - instrumentation and how it has influenced music of today
- 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:

- Motown & Soul
- Synth Pop
- Music for media: Film Music
- World music and Fusion: Afrobeat

Or ...

- 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.

Component 2

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. Students will choose from the following disciplines:

1. Music performance
2. Creating original music
3. Music production.

Component 3

Learners will be given the opportunity to develop and present music in response to a given music brief. This external component (completed under supervised conditions) builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored and developed.

Part B: Co-curricular music

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 continued to build the choir; creating more opportunities to perform at a variety of different venues. 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

There are many extracurricular 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.

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 where we have a focus of developing cultural collaborations and community, continuing professional development and curriculum design and delivery. 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

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.