

Music development plan summary: Freeston

All schools should have a music development plan from academic year 2024-25. 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	2024/25
Date this summary was published	09/09/24
Date this summary will be reviewed	01/9/25
Name of the school music lead	Emma Butterworth
Name of school leadership team member with responsibility for music (if different)	Adam Appleby
Name of local music hub	Wakefield Music Service
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 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

Music is taught as a discrete subject in Year 7, 8 and 9 for one hour per week. The curriculum is based upon the National guidelines for the Model Music Curriculum but is adapted to meet the specific needs of the school and its demographic. Our curriculum

ensures the underpinning values of the MMC: creative, collaborative, celebratory and challenging form the basis of each Unit of work and progression step.

We also aim for music to become an integral part of our community through shared experiences such as concerts, festivals and arts events.

The fundamental elements of the NC are embedded into each progression step:

Singing • Listening • Composing • Performing/Instrumental Performance. Where appropriate, units of work will allow students to develop skills in all four elements.

Examples

Year 7 begin with STOMP where they learn the foundations of pulse/rhythm, play untuned and tuned percussion, beatboxing, compose their own rhythms and perform to each other. Find your voice moves them on to singing in ensembles and includes soloing.

Year 8 listen to identify elements of Blues music, improvise around the 12 bar blues, compose and perform their own blues song in C and G. They develop these skills further in reggae and perform 3 Little Birds as a whole class

Year 9 compose their own film scores on garageband and compose their own pop song to be performed by a different class.

In all years there are multiple opportunities for whole class playing/singing, ensemble rehearsal and performance in instrumental and singing.

Our curriculum is supported by the Wakefield Music Service. We have nine peripatetic teachers that teach 31 students; brass, drumming, piano, singing and woodwind.

Our Music Curriculum SEND

- *Encourages pupils to enjoy learning and prepares them for life as a long-term goal*
- *Uses pathways and specialist approaches with clear purpose*
- *Is age-appropriate and responsive to pupils' specific needs, with targets from pupils' SEND support plans or education, health and care (EHC) plans*
- *Considers parents' priorities for pupils*
- *Includes targets set by other professionals, such as speech and language therapists or occupational therapists*
- *Promotes literacy, numeracy and good communication at all times*

Leaders make sure that the Music curriculum and individual lessons include activities and tasks that are very closely matched to the needs of all pupils.

Wherever appropriate children with SEND access discrete subject knowledge and have clear subject specific learning objectives that are planned in a progressive and cohesive

KS4 has one large GCSE group and will follow the EDUQAS GSCE syllabus

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'.

WMS provides 9 peripatetic teaching staff who provide 20 mins of individual or group lessons in the following instruments; brass, voice, woodwind, drums and guitar.

Instruments are loaned from WMS so students can practice at home. PP students get a 20 min group lesson at no cost and the loan of an instrument.

Music club is available for students three times a week. Students can form bands, learn an instrument, sing, DJ or produce/mix music. There are several practice rooms for individual or independent practice.

Students can be entered for qualifications through WMS on any instrument of their choosing.

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'.

Students have had the opportunity to perform in front of a live audience and to take part in a talent show.

Looking forward, plans are in place for theatre and concert visits and small local festivals.

We have a strong partnership with WMS and have a varied events schedule.

UPDATE 2024

MUSICAL EVENTS

We are in the process of planning a Christmas Concert with a variety of musical performances from soloists, rock bands, choir and pianists. The intention is to make it a multi-disciplinary Arts concert with drama and dance performances integrated throughout.

There will also be a Musical in the Summer term: Little Shop of Horrors. It has been many years since this has been done so there will be an element of culture changing, which is the reasoning behind a Musical that can have either a small or larger cast.

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.

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.