



MUSIC DEVELOPMENT PLAN

Music Curriculum Intent

Intent Statement	Rationale
Provide all students with a breadth of knowledge and skills in the three key principles of • Performance • Composition • Listening and evaluation	• To challenge students’ preconceptions of a variety of genres of Music. Allowing them to develop a love of music in all aspects. • To ensure students’ have a solid foundation in the three key principles so they pursue and succeed in a future pathway in music. • To ignite a genuine love for the subject that makes them inquisitive to discover more.
Ignite our student’s creativity and foster a lifelong passion for the Performing Arts. • Provide opportunities for all students to experience professional workshops and trips to live performances. • Embedded High Aspirations.	• To ignite passion for students to express themselves through creative outlets. • To challenge students to become resilient, persistent individuals with a passion for exploration, self improvement and skilled. • To offer trips that stretch the imagination, push the boundaries of their experiences and allows them to see be inspired. • To understand the place of Music within the world and its intrinsic link to connect, heal, speak and support political and social contexts.
Allow all students to potentially develop a career in music: • Developing an understanding of the musical career opportunities available locally and nationally • Inspire the confidence to explore and develop these. • Offer opportunities for collaboration with professional and educational establishments.	• To ensure that all students have the skills and knowledge to pursue a success and creative future in Music. • For students to understand the context of the music Industry locally and nationally so they can understand where they may fit within this industry picture. • To offer links to Industry professionals to inspire and connect with for future independent ventures.

Technical, Constructive & Expressive

Jazz/Funk
Extended chords
Secondary chords

Pitch Notation

Composing Harmony and melody.. Beethoven to The Beatles

Technical, Constructive & Expressive

Ensemble Skills - Independence skills - performance techniques.

Technical & Expressive

Component 1

Exploring Music Products and Styles

Technical, Constructive & Expressive

10

Colouration

Your in the Band

Technical, Constructive & Expressive

Havanna - instrumental skills - complex rhythms

Instrumental techniques Logic/Bandlab

Chord Structure - 2 hands, melody and accompaniment. String Quartet.

(Primary chord progression, walking bass line, impro, melody line)

Technical, Constructive & Expressive

Rock n Roll

Stylistic features Performance - Instrumental skills

Technical

9

Colouration - Movie Music

Pitch - The Blues and Reggae

(Polyrhythms, Rondo form, call and response, writing Rhythms)

Ensemble skills - Pop/Rock - Tab reading

Rhythm - African Drumming

Technical, Constructive & Expressive

8

Exploring Pitch - Medieval Music

Colouration

Your in the Band

Notation (EGDBF and FACE, Treble Clef, Stave, reading notation)

Technical & Expressive

Technical & Expressive

Exploring Rhythms

Finding Your Voice

Technical, Constructive & Expressive

7

Notation (Note Values, crotchet, quavers, Semibreve, Minims, Layering, Time Signatures)

Technical, Constructive & Expressive

Notation (Note Values, crotchet, quavers, Semibreve, Minims, Layering, Time Signatures)

Technical, Constructive & Expressive

Confidence, Collaboration, projection, diction, unison, harmony)

My Musical Learning Journey

University - Study Music Performance or Music Technology

Level 3 Extended Certificate Sound Engineering

Unit 18: Working and Developing as a Production Team
Unit 13: Mixing and Mastering Techniques
Unit 1: Live Sound

Level 3 Extended Certificate Music Performance

Unit 6: DAW Project
Unit 3: Ensemble Performance
Unit 2: The Music Industry
Music Theory and Harmony
Unit 2: Recording Studio techniques
Unit 5: Session Styles
Responding to a Music Brief
Music Skills Development

Technical & Expressive

Component 3
Component 2
Component 1

12
11
10

Technical, Constructive & Expressive

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Pitch Notation
Composing Harmony and melody.. Beethoven to The Beatles
Colouration
Your in the Band
Ensemble Skills - Independence skills -performance techniques.
Exploring Music Products and Styles

Technical, Constructive & Expressive

Technical



Department Information

- Academic Year: 2025 – 26
- Published: 9th September
- Head of Department: Nicky Clapson
- SLT link for Music: Mark Raymont
- Local Music Hub: Plymouth Music Hub and Devon and Torbay Music Hub

SECONDARY Music Development Plan Self-Evaluation Tool

In the classroom: This section focuses on the statutory requirements of music education, including the taught curriculum and curriculum progression routes across the key stages. It also includes consideration of the space and resources necessary to teach music effectively.

	Bronze <i>Developing</i>	Silver <i>Emerging</i>	Gold <i>Engaging</i>	Platinum <i>Stretching</i>
In the classroom	- Delivery of the music curriculum is limited and few students progress to academic or vocational courses at Level 2 and/or Level 3. - Musical progression over time is not measured or celebrated. - There is limited space and resources for teaching.	- Music is a timetabled subject, delivered on a weekly basis for a minimum of 1 hour throughout KS3. Appropriate schemes of work and assessment are in place. - Musical progression over time is measured and celebrated. - All students can access the music curriculum throughout KS3, building areas of musical interest and growing skill. - Appropriate progression routes are in place at KS4 and KS5 (where offered) for students who choose to continue their musical learning. - There is adequate space and access to resources for teaching, including class sets of tuned and untuned instruments, and music technology.	- The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum and/or other equally challenging curriculum (where appropriate). - Staff can clearly articulate musical learning to others. - There is clear sequencing from KS3 to KS4 (whether academic or vocational) and KS5 where offered. - Good progress is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding. Students understand progression routes and careers in the sector. - All students can participate and progress well, supported by technology, tools and adapted instruments when required. - Space and resources allow breadth of curriculum for all children, including technology. - Students are actively signposted towards progression opportunities and have an awareness of creative career pathways.	- The music curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences e.g. through access to live music events and workshops. - Students can communicate about music using appropriate vocabulary in a meaningful way. - Established links with the music industry and/or external partners support progression and promote awareness of creative career pathways.

SECONDARY Music Development Plan Self-Evaluation Tool

2025 - 2026

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In the Classroom...

- Music is timetabled for 1 hour per week in year 7, however some of year 8 currently only has 1 hour per fortnight due to the under allocation of hours in the Performing Arts timetable. Year 9 curriculum is divided between the subject areas of Dance and Drama on a half term carousel; there is then an opportunity for students to opt for the 2 subjects they wished to continue to study after Feb half term.
- Music Assessment is in place during units of work through regularly verbal feedback in lessons as well as in the school Data drop points. Students have access to the Performing Arts feedback and assessment booklets to allow them to set focused targets.
- Music space currently consists of 2 teaching rooms, of which the second room needs some adaptations to be effective. We have 6 practice rooms and a recording studio control room.
- Music equipment includes 2 full sets of Djembes, class set of xylophones, glockenspeils, 12 keyboards in each room and a full size piano, Drum kit and several lead guitars, acoustic and bass guitars and amps.
- The curriculum has been designed to with reference to the new model music curriculum and to support the pathways that we offer at Plympton Academy. There is a balance of performance, composition and listening and analysis as well as focus on the technical/expressive and constructive aspects of Music. Students are offered to learn an instrument from the middle of year 7, students then focus on developing these skills across year 8 and 9 to become competent at the end of year 9 ready for level 2 Music Practice.
- We have some excellent links with local business' and we jump at any opportunities that we can get for workshops or local business can offer. One of our best contacts is with a music shop that allows students to use the facilities to support their level 3 music assessment. We have had links with Plymouth University and currently have a mature student in to provide drum lessons for our highest negative points student in years 9/10 and 11.

Moving Forward...

- Music needs to have 1 hour per week as per curriculum based such as Art. It is vital for Music progression that Students in year 9 are given the relevant skills and knowledge for them to pursue a career in Music if they so wish. This loss of time will impact our student's skills, passion and our uptake in Music because it doesn't foster a value of Music to the students/school/public. It create a perception that Music is not as important as other subjects.
- Current KS3 is delivered by 1 Music specialist and 4 non-specialist which needs to be addressed as a matter of urgency to ensure students are given the best foundations to succeed.
- G11 is an acoustic bubble which enhances all sound and requires sound proofing asap for students and staff ear protection. G11 also needs to use practice rooms which are currently in another building which causes some concern over monitoring student's behaviour.
- Although we are well resource there is a need for further investment due to the uptake at Level 2 and 3 we are going to struggle to have enough equipment to provide a high standard of Musical education to our students especially our sixth form cohort who have been timetable against each other. This will put pressure on space and resources which I have voiced my concerns over.
- Technology is an area I am keen to develop but we are limited by equipment and finances as we need to purchase high spec equipment to ensure longevity and programmes that give the students to relevant skills.
- External providers - this is an area of focus that needs developing as currently we have some excellent quality links but not many. There are possible recording studios that we could approach and the Theatre Royal which could give some opportunities.

Beyond the classroom: The focus of this section is the provision beyond curriculum music, including extra-curricular activities, including individual and small group instrumental/vocal lessons, choirs, instrumental ensembles and performance opportunities.

	Bronze <i>Developing</i>	Silver <i>Emerging</i>	Gold <i>Engaging</i>	Platinum <i>Stretching</i>
Beyond the classroom	- Singing takes place infrequently and repertoire is not varied. - There are opportunities to perform but only for a small number of children. There may be barriers to participation. - Facilitation of individual and/or small group instrumental/vocal lessons is limited and inconsistent. - Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.	- Singing takes place regularly and engages all students. Repertoire is varied, relevant and appropriate. - All students are involved in regular school performances with events taking place at least termly. - Visiting Music Teachers offer individual and/or small group instrumental/vocal lessons during the school day and parent/s carers know how to sign up for lessons. - Children and families facing the largest barriers are given support to engage in music, both as part of and beyond the curriculum e.g. through Pupil Premium or other funding. - Musical skills and interests are extended through extra-curricular music activities, such as music clubs, and all children are given the opportunity to participate. Local opportunities are signposted.	- Singing is embedded into the life of the school and every student's experience, drawing on a wide range of varied, relevant and appropriate repertoire, and developing musicianship. - Music is a prominent component of school life in all key stages; music is performed in assemblies and events, and there is collaboration with other subjects, notably in performing arts. - Provision is diverse, valuing all musical styles, genres and traditions equally. Music-making is high quality and stretching, reflected in extra-curricular music activities that draw on the skills, talents and interests of staff, including Visiting Music Teachers. - The school actively pursues external funding sources to support further music-making opportunities. - Students are nurtured and supported to engage with local and regional ensembles, including those supported by the Hub. - Students are excited, keen and motivated, with sustained engagement in music is within and beyond the classroom.	- A long-term singing strategy ensures progression for all children. Staff across the school can support singing. - Music-making across the whole school is of a high quality with formal monitoring systems in place to support good practice. - The school is actively involved in local, regional and national music events. - It is evident that music plays an important role in the life and ethos of the school. - Most students are excited, keen and motivated, with sustained engagement in music is within and beyond the classroom.

Beyond the classroom (Reflection)

- Singing is a popular aspect of the music curriculum and has been placed as the first unit our students experience in Year 7 and entitled Finding your voice. This is to demonstrate the importance of the voice as an instrument but as an individual within the class, school and community. Singing continues throughout the curriculum during KS3/4 and 5 with Sixth form students being role models.
- Music is assessed and observed as like other subjects within the school QA policy. The Head of Music and the Director of Performing Arts observe lessons regularly. Music is performed around the school in assemblies, open evenings and with lunchtime concerts and karaoke sessions. We have an annual production and link with Performing arts for concerts and showcases at least once a term.
- The curriculum covers many genres of Music to give the students a broad basis of cultures and styles. High quality of Music education is supported by the various clubs that the department run. This is supported by our visiting Instrumental staff and local Primary Music staff also. Our strings teacher supports our newly created Primary Music academy. Our percussion teacher supports a newly formed percussion academy, this provision will provide learning and performance opportunities for our students and percussion students across the city.
- The Head of Music is actively searching for Music funding to allow more music activities and to support community opportunities. Funding has been obtained from EMI sound Foundation 3 times and has managed to purchase electro-acoustic guitars, ukulele's, DJ decks and Ipads that were not only for our students and for the local community in collaborative activities.
- Pupil Premium students having free and reduced cost access to music lessons. They have been students who have been identified by the Head of Music and a request has been made for them to access PP finances, we are currently able to support over 25 students with instrumental lessons.
- Our Music students love Music and enjoy being in the Department they are a credit to the school and promote the subject with passion and professionalism. They are happy to be involved in all aspects of the department and go above and beyond many other students for the department and the academy.

Moving forward...

- Vocals – needs to be added to African Music and The Blues units of work... In year 9 we could have a musical unit with voice and dance. Vocal work can develop language acquisition and development so that they can access the entire curriculum successfully. It allows students to memorise information, develops literary skills and develops confidence in other subjects.
- CPD for members of staff to use vocal work in their lessons also. For example, the Poems that English GCSE students need to know of by heart could be learnt better if they were put to music or rapped? Students can learn song lyric's but we want them to learn several poems surely there is an opportunity here. Staff singing in front of students shows the value that music has but also be a role model opportunity for students to take risks and not be afraid of coming out of their comfort zone.
- The department is actively seeking to be recognised for its excellence as a successive Music department and recently won the Devon County Battle of the Bands with an amazing performance from a band consisting of year 9 to 13 students.
- Funding Sources – currently the Head of Department finds funding predominantly from EMI sound foundation. We are also seeking support from the Trust for further opportunities and funding bodies for financial investment.
- Pupil Premium and instrumental funding – to increase our provision for students in Plympton Academy to be able to learn an instrument regardless of financial constraints.

SECONDARY Music Development Plan Self-Evaluation Tool

Leadership and management: The staffing and training of staffing is included in this section, including subject leadership and strategic thinking. The school's Music Development Plan is a key part of this section.

	Bronze <i>Developing</i>	Silver <i>Emerging</i>	Gold <i>Engaging</i>	Platinum <i>Stretching</i>
Leadership and management	- There is an assigned Music Subject Lead/Head of Music with responsibility for music within the school. - Training for staff delivering music has limited impact.	- There is an assigned Music Subject Lead/Head of Music who collaborates with colleagues across the school. - The Music Subject Lead is supported by senior leaders within the school and/or MAT. Senior leaders understand the requirements of the national curriculum for music and are aware of the National Plan for Music Education. - All staff delivering music receive appropriate training to address their CPD needs. - All staff delivering music are active advocates for music, modelling musical behaviours, knowledge, skills and understanding.	- Music is explicitly referred to in the school improvement plan and with clear targets tied to whole school priorities. - The music development plan is closely aligned with the National Plan for Music Education and drives continuous improvement. - A named member of the governing body takes a special interest in music, supporting strategic development and holding leaders to account. - All staff delivering music invest in their development and share this learning with their wider team.	- There is a long-term strategic vision for music that is tied to whole school priorities. - Staff delivering music engage with and/or deliver training beyond their own school e.g. through their local networks, Hub or subject associations.

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Leadership and Management (Reflection)

- Music currently has a SLT link but no governor link to support its development at the academy.
- Music is highly visible and is frequently supporting many academy activities such as open evenings, final assemblies and awards evenings. There is a reliance on the subject to enhance these evening and the department is proud to showcase the amazing talent that we have.
- Staff delivering are NOT musicians and need to be intensively trained for students to be getting the best Teaching and Learning in the Classroom. QA process has identified the need for more CPD support on a regular basis to ensure all staff are fully confident in the delivery of the highly stylised curriculum. There is a concern for on-going assessment in the context on untrained staff giving appropriate feedback to ensure all learners can progress effectively. Time needs to be given for the HOD to support these colleagues to deliver the high-quality and stylised curriculum that has been designed for Plympton Academy.
- Our Instrumental staff are excellent quality and have a long history with the Head of Music who meets and observes them regularly. They are aware of the quality and vision of the department and the quality expected from them and our students.
- Music sits firmly in the Performing Arts Faculty and collaborates regularly with both Drama and Dance.



Moving Forward...

- Music would benefit from a governor's link to support its development and ensure that it is being fully promoted and valued within the curriculum.
- Regular meetings to discuss the School's vision of Music and how this fits into the school and faculty Self Evaluation plans.
- Staff delivering are NOT musicians and need to be intensively trained for students to be getting the best Teaching and Learning in the Classroom. QA process has identified the need for more CPD support on a regular basis to ensure all staff are fully confident in the delivery of the highly stylised curriculum. There is a concern for on-going assessment in the context of untrained staff giving appropriate feedback to ensure all learners can progress effectively. Time needs to be given for the HOD to support these colleagues to deliver the high quality curriculum that has been designed for Plympton.
- CPD opportunities available include a regional Music event every May at Buckfast Abbey. Also had an offer to a local secondary school to moderate Btec level 3 Music performance and Sound Engineering.

SECONDARY Music Development Plan Self-Evaluation Tool

Community and partnerships: This section considers the role that music plays in the wider community, including how the school engages with their local community, Hub and the wider music education sector.

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Community and partnerships	- Engagement with support available from the Hub and/or partner organisations is limited. - External providers occasionally lead projects in the school. - Performances sometimes take place in the wider community, building on existing school links. - Some parents and carers support music-making in the school by attending occasional events.	- The school is aware of the support available from the Hub and/or partner organisations and engages with this whenever appropriate. - External providers regularly lead projects in the school that enhance music provision. - Community links with music are established, and regular events take place throughout the school year. - Parents/carers actively support music-making in the school by attending regular events and through home learning.	- The school makes the most of a wide range of opportunities from the Hub and/or partner organisations. Local opportunities, such as Hub supported ensembles, music centres and events, are signposted. - Projects led by external providers are linked to the school improvement plan and music development plan. - Meaningful partnerships are established with the local community, involving a large proportion of children. - The views of children and parents/carers are considered when developing music provision. - The school has links to the wider music eco-system. Students benefit from interactions with those working in the profession through events, workshops and trips, supporting their progression and providing insight on careers.	- The school leads musically in the local community and through their work with the Hub and/or partner organisations. - There is a coordinated programme of events, planned in partnership with the local community. These events give students the opportunity to engage in volunteering. - The school has established connections with further and higher education so that progression routes can be signposted meaningfully.

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Community and Partnerships (Reflections)

- We have an excellent relationship with Plymouth Music Hub and have access many of their services including workshops, instrumental lessons and CPD. We currently have a member of instrumental staff offering String lessons in groups, and this is to be expanded this year to Cello's and Violins also. We are one of the leading schools for the Rock project across Plymouth and we offer the academy resources and venue all the time for performances. We are also involved in the primary sing up which we have just hosted a performance in July 2023. We are in the process or organising a community Youth Orchestra and Choir for Plympton alongside Yealmsptone Farm Primary school. This will be open to all Primary students in Plympton and to secondary students at Plympton Academy, Hele's and Lipson Academy.
- Trips and concerts are frequent local and further afield such as the Royal Albert Hall, film festival, which we visit every year.
- We have current links in the community through our Carols on tour programme which we do every Christmas to local primary schools and carehomes. We also have had session with a local care home offering Music Therapy sessions as well as offering recording sessions and creating stories and readings for a carehome for the visual impaired.
- Workshops we have offered previously include The Rock Project (run by Trinity Music), Vocal workshop from visiting professional artists and DJ sessions at DBS. Awaiting this year's offer from the Music Hub to what we can be involved.
- We have made links with our local Music shop who provides many of the department resources and has contacts for Professional Musicians. The music shop has also provided work eperience for many of our students are also offers the premises (instrument workshop) to repair school equipment and their own for career development. We also have students involved with Livewire at Saltash where they have been involved in workshop delivery.
- We have links with DBS, PLymouth University and just initiated links with Falmouth University where we had a guided tour in the last term.

Moving Forward...

- Create a programme of events Make links with Devon and Torbay Music Hub to access their events and workshops so we can offer a wider range.
- Seek funding for Professional companies/groups to visit to offer more workshops for our students.
- Invite Falmouth University down for a workshop...
- Invite Professional Performers such Rockafella to the academy. sound Radio Stations/Performance venues... Visit to Abbey Studios london.
- Local community involvement – Podcast? Link with Ukulele group... Expand the community Youth Choir and Orchestra to adults also? HOW and WHAT could we offer? Performance day? Music Hall... Summer Gala Primary Workshops offer and performance evening.





Department Focus...

- Outline of key developments for the department.

Actions for 25/26



Music department needs to be fully staffed so that all students are receiving high quality teaching and learning. This is to preserve the quality of the department as well as the uptake of future examinations classes and student career choices.



Music needs to increase KS3 provision for 1 hour per week at year 7/8 and 9 to ensure Music education for all guidance is followed.



Technology is our biggest barrier – we don't have enough for our Level 2 examination courses. It is difficult to include it into our curriculum which is a serious flaw in modern music.



Although we have excellent resources we need to continue to grow what we have to cater for larger classes.



External visits and trip to enhance the curriculum and gives inspiration for career pathways at KS4 and 5.....



Musical Instrument Education

- Training Band for Year 7 – 9 following the model from last year.
- Increase of Pupil Premium subsidised lessons and taster sessions for new students. We currently have over a 100 students studying instruments in the school, over 25 % are PP students I would like to increase this.
- Application to Plymouth Rotary group for more funding for group string tuition and increase the offer to more students.
- Application to Devon Music hub for funding for community Orchestra funding.