



Appleton Academy Music Development Plan



Summary

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	November 2024
Date this summary will be reviewed	October 2025
Name of the school music lead	Kara Jowett
Name of school leadership team member with responsibility for music (if different)	Joanne Clayton
Name of local music hub	Bradford 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.

Primary Music

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.

At Appleton Academy, our lessons follow structures that systematically ensure pupils maintain their singing skills, are explicitly taught vocabulary, complete listening activities and get a chance to perform. New learning, be it theoretical or practical, is introduced via live modelling and we use guidance fading to ensure it remains accessible to all pupils.

We follow the Charanga scheme in primary and balance individual, small group and whole-class practice and performance. Units are sequenced and learning according to our all-through setting. For instance, in Year One the first instrument group is percussion; allowing us to build a strong foundation in pulse and tempo. Through KSI we build pupils up to glockenspiels and which provide a greater focus on pitch and playing key melodies.

Early Years

In Early Years daily singing sessions are led by the class teacher and songs include a range of new and familiar nursery rhymes, action songs and songs that develop a sense of pulse and rhythm. Children have access to a range of instruments and music making opportunities both in the classroom and outdoors. There is a weekly music session for 20 minutes which uses resources from the Charanga music scheme. The children in Early Years have a chance to perform songs they have learned for their parents and carers in a Christmas performance and at stay and play sessions.

Key Stage 1 and 2

In Years 1 to 6, our music curriculum is delivered using Charanga's Model Music Scheme which is in line with the National Curriculum. The use of this scheme of music ensures that our music curriculum is sequenced and progressive, building on pupils' prior knowledge and skills across the key stages.

The lessons are 45 minutes long and are delivered by class teachers. In addition to the weekly 45-minute class music lesson, the children also have additional singing lessons within their performing arts lesson. In this they complete vocal activities and learn songs that are linked to the lessons for that half term.

In line with the Charanga scheme, children are taught to sing, appraise a wide range of music and read, play, compose and improvise music on glockenspiels, ukeleles and recorders, as well as some untuned percussion such as djembe drums.

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.

Primary are involved with the Bradford Cathedral Choir who visit school and complete whole class singing with each year group and give 'golden tickets' to attend the Cathedral Sing event. The performing arts after school club also enables children to sing together.

Children in KS2 have opportunity to attend musical clubs including djembe, ukelele and recorders. These happen during lunchtimes and after school to ensure all children who would like to attend can.

We are building our relationship with the local Music Hub and other providers of music tuition including Young Voices and Rocksteady.

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.

Students in primary can get involved in a range of performances across the academic year. All performances are free and are extremely well attended.

In performing arts lessons, each class works towards an end of unit performance that is shared with parents/ carers at the end of the half term. These performances are linked other elements of the curriculum (for example Y2 Great Fire of London) with singing being part of the performance.

At the end of the autumn term each key stage delivers a performance for parents/ carers to attend. These are all big productions that are showcased in the school auditorium due to the high numbers that attend. Using this space also gives the children the opportunity to develop their performance skills.

At the end of the summer term Year 6 lead on end of year performance of a well-known musical with all KS2 children taking part. KS2 perform a well-known musical for parents. Over the years these have included Annie, Lion King, Mary Poppins and Shrek. These are held during the school day and after school due to the popularity of these.

Year 5 also perform poems and songs to the elders from Mary Seacole House as part of the work they complete on Windrush.

All performances are free.

In the future

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

One of our key areas for development is our co-curricular offer; we want to create systematic opportunities for ensembles like choirs and bands and develop cross-phase opportunities with primary and secondary. Our new relationship with our local Music Hub will hopefully offer means to develop this.

We continue to review our offer of instruments and the diversity/inclusivity of our curriculum regarding genre and pieces.

We also want to develop more opportunities for children to work with and watch professional musicians both in school and externally.

Secondary Music

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.

At Appleton Academy students in Key Stage 3 are timetabled 1 hour of curriculum music as part of their weekly timetable. Alongside their curriculum lesson, students have weekly Music Appreciation built into their form time, which is an additional 20 minutes a week, where students are introduced to a range of musicians, composers and singer/songwriters and their works.

The curriculum has been designed based primarily on the needs and preferences of our students, influences from the Music Model Curriculum and teacher expertise. We also take into consideration our students' starting points based on our feeder Primary schools which has helped to inform how our students begin their Music Learning within our secondary provision.

The music curriculum has been carefully designed and sequenced to ensure that students develop the key skills that create successful musicians; interpretation, creating and performing.

The curriculum centres around keyboard, ukulele, guitar, drum kit and percussion and music technology. We use genres ranging from Western Classical Tradition to 20th Century Popular Music and explore music from other cultures to help develop and progress in technical and expressive skills on these instruments with the goal that students will have developed a skill set that will allow them to carry on with instrumental learning after year 9 and beyond.

Interpreting music weaves throughout the curriculum through the listening and analysing of selected musical works to support our instrumental learning and using music to inspire and challenge our students when creating, sequencing and arranging music using instruments and music technology (DAW & notation software).

Singing is used as a support tool for interpreting music and creating music and used as part of our small ensemble activities and whole class teaching.

The curriculum is sequenced and scaffolded to allow all students to work independently, in pairs (such as paired rehearsals and performance on keyboards), small ensembles and we provide whole class ensemble opportunities through samba, ukulele and chair drumming. The department delivers the curriculum through a range of activities within these settings to build our pupils confidence and communication skills and encourage team work as part of the curriculum, supporting the school in developing well-rounded and successful people.

Assessment takes place at key points in the year alongside the whole academy assessment policies. As part of our 'mastery approach' to music learning, students manage the pace of their learning and are offered regular feedback, dedicated time to reflect and improve their practice and achieve their potential.

Appleton Academy works directly with the Bradford Music Service (local music hub) on classroom and co-curricular music to ensure the highest standard of music education is provided to all students through annual reviews.

Key Stage 4

Students who opt to study Music beyond Key Stage 3 are offered EDUQAS Vocational Performing Arts (Music Pathway). Students are timetabled for 3 1 hour lessons a week in Year 10 and Year 11.

Part B: Co-curricular, Music Tuition, Choir and Ensembles

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.

At Appleton Academy, our Key Stage 4 pupils have additional support timetabled in the form of 20-minute lessons with our music teaching staff, where we deliver high-quality and tailored small-group and 1:1 tuition in singing, guitar, bass and drum kit. These lessons take place during the day and are on a rotating half-term timetable to ensure all students receive additional support.

Pupils can join one of a number of ensembles. These include choir, a pop/rock band and keyboard group. We also offer a composition club for students to attend and compose to a brief set by our music staff. The ensembles work towards termly school performances.

Pupils can borrow instruments from school for practice (where possible and appropriate) and there are well-equipped practice rooms available during lunch and after school for private practice and small group rehearsal.

As part of student well-being, the school offer a “Pop’n’Sing” lunchtime club where students of all abilities are invited to come and sing as part of improving their mental wellbeing. The approach was influenced and supported by the research presented by the music education provision “Sing Up”.

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.

Regular school music performances are organised for students, staff and parents to attend. Our ensembles, key stage classroom performers, small ensembles and key stage 4 pupils come together to showcase their work in a Winter and Summer show and our Year 10 students are invited to perform in the Spring Term as part of their Unit 1: Performing assessment, where family members, staff and a cohort of students are invited to attend.

Alongside our in-school performances, the music department support the school’s Theatrical society with vocal tuition, choral singing ensembles and musical accompaniment and promotes the department with open-rehearsals and smaller performance opportunities on our Year 6 Open Evening.

In March, we will be supporting the Bradford Schools Proms by partaking in the Secondary Choir performance alongside other schools in Bradford and as part of our academy Scholars programme, Year 9 students will be taken to the Royal Opera House in London to watch a live full-scale opera.

We continue to work with post-16 colleges to allow our Year 9, 10 and 11 students to watch live performances from Level 3 performers and to discuss opportunities in music post-GCSE.

In the future

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

The school has recently had a change of Music Lead and the school are working through a five-year plan, having successfully implemented a strong and inclusive curriculum and having developed our extra-curricular provision, we now look to:

- develop our instrumental tuition by continuing to work with the Bradford Music Service and identifying students prior in Year 7-9 for instrumental tuition with either the service or our music staff.
- strengthen our singing strategy within the school by continuing with Singing Assemblies in Year 7.
- take small ensembles and our choir out into the local community.
- create cross-phase opportunities between our primary and secondary provisions.

Further information (optional)

The Performing Arts department have a page on the Blue Sky app where parents and pupils can keep up to date with curricular and extra-curricular updates. We also promote local and regional opportunities for our students to explore and take part.

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