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	2026-2027
Date this summary was published	October 2026
Date this summary will be reviewed	October 2027
Name of the school music lead	Kara Jowett
Name of school leadership team member with responsibility for music (if different)	Annette Kelly
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.

In the primary phase, music lessons are carefully structured to ensure that pupils develop and retain key musical knowledge and skills over time. Across all phases, lessons routinely incorporate singing, explicit teaching of subject-specific vocabulary, focused listening activities and regular opportunities for performance. New learning, both practical and theoretical, is introduced through clear teacher modelling and scaffolded instruction. Support is then gradually reduced through a "guidance fading" approach, enabling pupils to develop independence and confidence as musicians while ensuring full accessibility for all learners.

From Reception - Year 6 the curriculum is delivered through the Charanga Model Music Scheme and is sequenced progressively across our all-through setting. Lessons balance individual, paired, small-group and whole-class practice to develop both technical fluency and collaborative performance skills. Curriculum content has been deliberately sequenced to build secure foundations in musical understanding. For example, pupils begin in Year 1 by learning untuned percussion, enabling them to establish a strong understanding of pulse, rhythm and tempo before progressing to tuned instruments such as the glockenspiel, where they develop greater accuracy in pitch, melody and notation reading.

Early Years Foundation Stage

In the Early Years Foundation Stage, children participate in daily singing sessions led by the class teacher. These include a carefully selected range of familiar and new nursery rhymes, action songs and rhythm-focused activities that support the development of pulse, coordination and early musical communication. Children are provided with regular opportunities to explore and experiment with instruments, both indoors and outdoors, encouraging creativity and self-expression through music-making.

In addition, children take part in a weekly 20-minute music session using the Charanga music scheme. These sessions support the development of listening, vocalisation and early rhythmic awareness through engaging and age-appropriate activities. Performance opportunities are embedded within the curriculum, including seasonal performances for parents and carers, such as Christmas productions and stay-and-play events, which help to develop children's confidence and enthusiasm for performing.

Key Stage 1 and Key Stage 2

In Key Stage 1 and Key Stage 2, pupils follow the Charanga Model Music Scheme, which is fully aligned to the National Curriculum. The curriculum is coherently sequenced to enable pupils to progressively build upon prior learning and develop increasing musical knowledge, understanding and technical proficiency across the key stages.

Music lessons are delivered weekly by class teachers and last for 45 minutes. In addition to these curriculum lessons, pupils participate in dedicated singing sessions through performing arts provision.

These sessions develop vocal technique, ensemble skills and expressive performance, while also reinforcing learning from class music topics.

Through the curriculum, pupils are taught to sing with increasing accuracy and control, listen and appraise a wide range of musical genres and traditions, and compose, improvise, read and perform music using both tuned and untuned instruments. Instruments studied include glockenspiels, ukuleles, recorders and a range of percussion instruments such as djembe drums. Opportunities for performance are woven throughout the curriculum to strengthen pupils' confidence, musicality and appreciation of music as a collaborative art form.

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 work including purpose and intention.

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, whole class 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 teamwork 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 and are provided regular opportunities to showcase their learning throughout the course.

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 pupils benefit from additional whole-class singing sessions led by members of the performing arts team. These sessions further develop pupils' vocal technique, pitch accuracy, expression and confidence in ensemble performance. Singing is used strategically across the curriculum to strengthen musical memory, listening skills and pupils' enjoyment of music.

Across Key Stage 2, pupils are offered a range of extra-curricular musical opportunities, including djembe, ukulele and recorder clubs. These are delivered both at lunchtime and after school to maximise accessibility and participation for all pupils. The breadth of provision enables pupils to further develop their musical interests, perform collaboratively and extend learning beyond the taught curriculum.

The academy continues to strengthen its partnership with the local Music Hub and support from secondary music specialists. These partnerships enhance the quality and breadth of musical opportunities available to pupils and support the development of enriching performance experiences, specialist tuition and wider musical participation.

Appleton Academy have begun supporting our looked-after children with dedicated woodwind and guitar lessons through the Bradford Music Virtual Schools Programme, delivered in partnership with Bradford Music Service. This initiative ensures that our pupils receive high-quality, personalised musical support that enriches their learning experience, builds confidence, and promotes positive engagement in school.

Pupils can join one of a number of ensembles. These include choir, a pop/rock band, keyboard club and small group ensembles – tailored to the interests of our students and planned to 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.

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.

All pupils in the primary phase participate in a wide range of performance opportunities across the academic year. These performances form a central part of the school's music and performing arts provision and ensure that pupils regularly apply and showcase the knowledge and skills developed within lessons. All performances are provided free of charge and are consistently very well attended

by parents, carers and members of the wider community, reflecting the strong value placed on the arts within the academy.

Within performing arts lessons, each class works towards an end-of-unit performance which is shared with parents and carers at the end of each half term. These performances are often linked meaningfully to wider curriculum themes, enabling pupils to make connections across subjects and deepen their understanding through the arts. For example, Year 2 pupils incorporate songs and performance elements linked to their learning on *The Great Fire of London*. This integrated approach strengthens pupils' confidence, communication skills and cultural understanding while providing purposeful opportunities for collaborative performance.

At the end of the autumn term, each key stage presents a large-scale performance for parents and carers. These productions are staged in the academy auditorium to accommodate the significant audiences they attract and to provide pupils with experience of performing in a professional-style venue. Through these experiences, pupils develop stage presence, resilience, teamwork and confidence in public performance.

At the end of the summer term, Year 6 pupils take a leading role in a whole-Key Stage 2 musical production. Each year, pupils perform a well-known musical, with previous productions including *Annie*, *The Lion King*, *Mary Poppins* and *Shrek*. All KS2 pupils are involved in the production, ensuring broad participation and inclusion. Due to the popularity of these performances within the school community, productions are held both during the school day and after school. These large-scale performances provide pupils with valuable opportunities to develop musicality, drama, choreography and collaborative rehearsal skills.

In addition, Year 5 pupils perform poetry and songs for residents of Mary Seacole House as part of their learning relating to the Windrush generation. This enables pupils to engage meaningfully with the local community while developing an appreciation of cultural heritage through music and performance.

All performances and enrichment opportunities are offered free of charge to ensure equality of access and participation for all pupils.

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, Remembrance service and whole school reward opportunities.

This academic year, the school has attended several events hosted by Bradford Music Hub including Swing Low, Big Sing at St. George's Hall and recently supporting the hubs work to achieve two Guiness World Records in Air Drumming and Body Percussion. We recently entered our Key Stage 4 students into the Kirklees College Battle of the School Bands, successfully making it to the final amongst other schools from Calderdale and Kirklees.

As part of our dedication to providing students with a range of experiences, we have already taken our Year 11 students to see the musical "The Lion, the Witch and the Wardrobe" in which students could watch and listen to live singing and instrumental performance taking place on stage and discuss the musical interpretation of the C.S Lewis classic.

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.

A key priority within our ongoing music development planning is the strengthening of our co-curricular provision. We are committed to establishing a more systematic and sustainable programme of musical enrichment opportunities, including the development of ensembles such as choirs, bands and instrumental groups. In particular, we aim to expand opportunities for collaborative music-making across both the primary and secondary phases, further enhancing progression, continuity and pupils' sense of belonging within our all-through setting.

The academy is also continuing to develop its partnership with the local Music Hub, which will support the expansion of high-quality instrumental tuition, ensemble opportunities and wider musical participation. Through this collaboration, we aim to increase pupils' access to specialist expertise, live performance experiences and progression pathways in music.

In line with our commitment to equity, diversity and inclusion, we regularly review our music curriculum and instrumental offer to ensure that pupils experience a broad and representative range of musical genres, traditions and composers. This work supports pupils in developing cultural awareness and appreciation of music from a wide range of backgrounds and contexts.

We also aim to further enhance opportunities for pupils to engage with professional musicians, both within school and through external visits and performances. By increasing pupils' exposure to live music-making and industry professionals, we seek to raise aspirations, enrich cultural capital and deepen pupils' understanding of the wider world of music and the performing arts.

The school continue to work through a five-year plan in secondary, having successfully implemented a strong and inclusive curriculum, built strong links with Bradford Music Hub 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.
- create cross-phase opportunities between our primary and secondary provisions.

strengthen our links with creative arts industries through education visits, discussions with those working in the music industry and opportunities that allow our students to recognise the value and viability of a career in the creative arts

Further information (optional)
