

Music development plan summary: [Springwell Academy Leeds]

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	2024/25
Date this summary was published	12/9/24
Date this summary will be reviewed	18/7/25
Name of the school music lead	Adam Bell
Name of school leadership team member with responsibility for music (if different)	John Gillard
Name of local music hub	West Yorkshire Music Hub
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.

< Link to Arts curriculum booklet on school website >

Primary curriculum offer

The emphasis of our Primary curriculum offer is to give students initial, positive experiences of practical music making in their identified safe space. Students' prior experience of Music lessons is often limited or negative and therefore we aim to develop their confidence and begin to foster a love of Music.

Whole class sessions are timetabled for at least 20 minutes each week, however there are further opportunities for students to explore Music in more depth by attending one to one instrumental sessions with a visiting peripatetic tutor, team time clubs or attending/ taking part in one of several live performances that run throughout the year.

Students will take part in several short projects throughout the year that support their understanding of rhythm and melody through both instrumental and vocal learning. All Music staff have access to resources on 'Musical Futures online' as well as 'Sing up!' which are used to support teaching in the majority of sessions.

Secondary curriculum offer

In Key Stage 3 students have 2 timetabled sessions per week of at least 30 minutes. Classes attend lessons in the specialist Music rooms, benefitting from access to a wider range of instrumental and technological resources than in KS2.

Across year 7 to 9 students follow a series of topics relating to recurring themes, these are: Keyboard skills, Ensemble skills, Music technology, Music from many cultures, Rhythm and Pitch and Music in our lives. Assessment statements and curriculum organisation takes into account different levels of prior engagement with Music lessons and ensure that, when a new student joins a class, they are able to access and be successful in curriculum learning from the start of their time with us. Every student has the opportunity to learn to play keyboard, ukulele, bass guitar, electric/ acoustic guitar, drums or vocals and, as far as possible, they are encouraged to develop their skills in one particular discipline. Ensemble opportunities are planned into lessons throughout the year with a particular focus on this during half term 2 each year.

In Key Stage 4 students have the opportunity to choose Music as an option. At the beginning of each academic year Music staff plan a qualification pathway for each student and courses are delivered based on the cohort that choose the subject. Since 2021, we have had success delivering GCSE, BTEC (L1 and 2) and Arts Award (Bronze and Silver) as well as both Rock School and Trinity instrumental/ vocal qualifications up to grades up to and including grade 5.

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.

Students benefit from a number of 'extra-curricular' musical activities which are summarised below:

Peripatetic instrumental/ vocal tuition – One to one sessions are offered to students in all key stages with Tom Askin, a visiting practitioner who, as of September 2024, will attend each site for half a day per week. Sessions are fully funded by the school with support from bursaries obtained from the local Music Hub. Sessions may be scheduled to support a particular child's SEMH needs but are more commonly used to develop skills in a specific discipline with the intention of entering a young person for an appropriate digital exam. Each Music room houses two practice rooms where students can rehearse by prior arrangement with their Music teacher.

Outside of formal curriculum lessons there is an ambition to extend the number of vocal and instrumental ensemble opportunities so this is consistent across the three sites. This is already embedded practice at the North site with a weekly vocal group and school band meeting towards the end of a school day. Local Music Centres are signposted and promoted however, uptake is currently poor.

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.

In recent years we have sought to develop the quantity and breadth of performance experiences available to students with each site expected to stage at least one concert per year which is open to the whole school community to attend. Within school, students may be offered the chance to perform to the youngest students during Primary pod assemblies or take part in performances led by external practitioners e.g. Graft (Rapper), Backchat Brass (Brass ensemble) or Jambalaya (Folk group). Each academic year we engage at least one visiting artist to deliver one-off workshops before performing to students. Many of these opportunities have been subsidised by the 'Live Musicians in Schools' project supported by Leeds Music Education Partnership.

For three consecutive years students from our North site have performed in the 'Youth Celebration Concert' hosted by Leeds Music Education Partnership, initially at Leeds Conservatoire but, more recently, held at the Wardrobe in Central Leeds. Students

take part in professional sound checks and appear alongside ensembles from other mainstream schools based around the city.

Students from our South site visited the Leeds Grand Theatre to watch a performance of 'The Nutcracker' in December 2023 funded by the school and it is hoped a similar experience can be offered again during this academic year.

In previous years we have also benefitted from a partnership with DJ School UK and the University of York who are supporting the development of one aspect of our music technology curriculum.

In the future

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

Developmental ambitions for Music at Springwell Academy Leeds

- Ensure high quality delivery of the curriculum through the sharing of resources and expertise across staff (Masterclasses and both internal and external staff training).
- Begin use of new assessment statements.
- Develop a consistent peripatetic offer across all three sites which allows for opportunities to learn a wide range of instruments including a dedicated space for lessons or individual practice to take place.
- Improve the signposting of opportunities for individual and ensemble instrumental learning at local music centres, particularly for instruments it is not possible or practicable to cater for in school.
- Work towards every site providing a performance opportunity in an external venue on an annual basis.
- Longer term ambition to prepare students for cross site ensemble performances/ concerts through the peripatetic provision.
- Create consistent opportunities for students to attend a vocal and/ or instrumental ensemble on a weekly basis.
- Agree a strategy for ensuring termly performances take place.
- Further develop links with local musicians to support students with aspirations of working within the industry or with an interest in further education Music courses.