

# Music Development Plan

Pix Brook Academy 2025-27

Date of adoption: September 2025

Review: September 2027

Lead for this plan: Timothy Weed

## Links:

[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

## Music at Pix Brook Academy

### Curriculum Music

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Long term plans, curriculum overview, and curriculum intent all in place for KS2+3</li> <li>• All KS3+4 planning created and developed by HoD</li> <li>• All year groups follow the National curriculum of performing with voices and instruments, composing, and appraising.</li> <li>• All year groups in KS2+3 have one 50 minute music lesson per week.</li> <li>• KS2 music mainly taught by classroom teacher. Year 7-10 taught by T Weed (HoD).</li> <li>• Music classroom is equipped with computers giving the students the opportunity to create music on programs such as; Musescore, soundtrap, audacity.</li> <li>• The department continues to invest in new instruments. A whole class samba set was purchased in February 2026.</li> <li>• Music classrooms has large number of keyboards and glockenspiel. All other instruments are borrowing from Inspiring Music.</li> <li>• Music is assessed termly and students are given regular feedback – both written and verbal.</li> </ul>	<ul style="list-style-type: none"> <li>• Development and publishing of schemes and plans for KS4</li> <li>• KS2 schemes to be reviewed and edited ahead of 26-27 academic year</li> <li>• Increase in numbers of students choosing music as a GCSE option.</li> </ul>	Ref number of relevant action(s)
<b>Singing</b>	<ul style="list-style-type: none"> <li>• In KS2, students will sing for 1 term in the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent approach by teachers to model – no matter the perceived quality of the voice.</li> </ul>	

area	what happens now	what we would like to see	link to actions
	<ul style="list-style-type: none"> <li>• In KS3, singing takes place in year 7.</li> <li>• In Year 6 and 7 students will hear an adult sing in every singing lesson.</li> <li>• Students are able to match pitch and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Singing to be included in each year group.</li> <li>• Students enjoying singing as a group to participate in extra- curricular ensembles</li> </ul>	
<b>Instrumental music</b>	<ul style="list-style-type: none"> <li>• Students up to year 9 play instruments during at least 2 of the 3 terms in a year.</li> <li>• Students have the opportunity to learn the following: Guitar, ukulele, trumpet/trombone, djembe, samba, keyboard, glockenspiel.</li> <li>• Keyboards and glockenspiel are available all year round in the school for students.</li> <li>• Students are able to show the basic skills needed to perform songs by the end of the instrumental units.</li> </ul>	<ul style="list-style-type: none"> <li>• More stretch and challenge for students already learning instruments outside of the classroom.</li> </ul>	
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Music technology is used in both KS2 and 3 predominantly for composition.</li> <li>• Students are taught the following programs: Learning with Ableton, Musescore, Soundtrap</li> <li>• These resources allow students to compose for instruments that they may not play or have access to.</li> <li>• Students are assessed on their finished compositions at the end of a unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion into the full version of Ableton to then run music technology units across all year groups</li> <li>• Development of song writing units throughout the school</li> </ul>	
<b>Opportunities to experience live music performance</b>	<ul style="list-style-type: none"> <li>• The department has now held two successful Christmas concerts and participated in all Performing Arts Showcases since its inception.</li> <li>• KS2 students have the opportunity to participate in Young Voices.</li> <li>• KS4 music students attend a performance of Wicked on the West End as the piece is studied in the GCSE course</li> </ul>	<ul style="list-style-type: none"> <li>• More live music events arranged for all year groups</li> <li>• More concerts across the academic year</li> </ul>	

## Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<ul style="list-style-type: none"> <li>• Choir ran by T Weed (HoD)</li> <li>• Young Voices ran by M White (SLT link) and T Weed (HoD)</li> <li>• Extra-curricular ensembles are offered free of charge.</li> <li>• Charging is only applied to transport for trips – eg. Young voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of extra-curricular policy for music</li> <li>• More links created to music curriculum outside of singing. Eg samba band, ukulele group</li> </ul>	
<b>Singing</b>	<ul style="list-style-type: none"> <li>• KS2 students have the opportunity to rehearse and perform with a choir as part of Young Voices. These rehearsals run weekly after school by HoD and SLT link</li> <li>• Singing ensembles are accompanied by both backing track and piano.</li> <li>• All singing ensembles take place at PBA and are held after school.</li> <li>• Students are encouraged to participate through word of mouth, parent bulletins, and information shared in music lessons.</li> <li>• Whole school choir now has 20 regular members. These members represent years 5-10.</li> </ul>	<ul style="list-style-type: none"> <li>• More involvement of older students in choir.</li> <li>• More performance opportunities for choir now the numbers are healthy and consistent.</li> </ul>	
<b>Ensembles</b>	<ul style="list-style-type: none"> <li>• Bands now up and running for KS3</li> <li>• These bands are student run with oversight by HoD</li> <li>• Department has equipment for students to use and learn about proper set-up and storage</li> <li>• Students book their own rooms and stick to their own rehearsal schedules.</li> <li>• Bands that are interested have the opportunity to perform in school concerts.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of bands over the academic year.</li> <li>• Lunchtime performance opportunities.</li> </ul>	

area	what happens now	what we would like to see	link to actions
<b>Tuition</b>	<ul style="list-style-type: none"> <li>The instruments currently offered at PBA: Drums, guitar, piano, violin, voice.</li> <li>All instruments have healthy numbers. Specifically, the voice lessons are now running two days a week.</li> <li>These lessons are offered by self-employed peripatetic teachers from the local area.</li> <li>Current numbers across all instruments: Girls – 39 Boys – 30</li> <li>Tuition is promoted in the parent bulletin</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of peripatetic team to include brass and woodwind.</li> </ul>	

### Leadership

area	what happens now	what we would like to see	link to actions
<b>Governing body</b>	Lead Governor for Music How they fulfil their leadership role		
<b>Senior Leadership Team</b>	How SLT project the place/role of Music in school Understanding of Music as a curriculum area Understanding of extra- and co-curricular music Assessment frameworks		
<b>Subject leadership</b>	<ul style="list-style-type: none"> <li>Music is ran by T Weed (HoD)</li> <li>Curriculum is based around the three main concepts of performance, composition, and appraisal and made to follow a logical sequence where possible.</li> <li>Curriculum documents are posted on the school website.</li> <li>Delivery is monitored by lesson observations and performance management.</li> </ul>		

### Budget

area	what happens now	what we would like to see	link to actions
<b>Budget for Music</b>	£2000		

area	what happens now	what we would like to see	link to actions
<b>Music income</b>	<p>Refer to charging and remissions policies (linked above)</p> <p>Income the school collects for music (lesson fees, instrument hire charges, parental donations, concert ticket income, sale of refreshments at concerts)</p> <p>Whether income from concerts etc comes into the Music budget</p> <p>Charitable and other funding received (local charities, UK Music Sound Foundation, Parents' Association)</p> <p>Governors/SLT involvement in fundraising bids and identifying income sources</p>	<ul style="list-style-type: none"> <li>• Creation of policies and budgets for extra-curricular budgets to include ticket sales.</li> <li>• Research into charitable funding for equipment in the department.</li> </ul>	

### Partnerships

area	what happens now	what we would like to see	link to actions
<b>Partnerships with schools</b>	No partnerships currently in place		
<b>Partnership or relationship with local music service or Music Education Hub</b>	<ul style="list-style-type: none"> <li>• The Music service supplies a number of instruments for whole class tuition.</li> <li>• Music service communication is solely by email.</li> </ul>		
<b>Cultural partners for music</b>	No cultural partnerships currently in place.		

### Accommodation and resources

area	what happens now	what we would like to see	link to actions
<b>Spaces for Music</b>	<ul style="list-style-type: none"> <li>• Curriculum music lessons take place in 2 dedicated music classrooms.</li> <li>• Young Voices choir takes place in the hall due to size of the group.</li> <li>• Whole school choir takes place in a classroom.</li> </ul>		

area	what happens now	what we would like to see	link to actions
	<ul style="list-style-type: none"> <li>• Peripatetic lessons are held in the music practice rooms.</li> </ul>		
<b>Resources available for Music</b>	<ul style="list-style-type: none"> <li>• Instruments owned: Class set of djembe, a class set of samba drums, 4 electric lead and 2 bass guitars, 3 drum kits, 2 class sets of keyboards. 1 class set of glockenspiel, microphones, cables, amplifiers, PA system, 2 Yamaha Clavinova, 2 Roland stage pianos.</li> <li>• Instruments borrowed from music service: Guitars, ukuleles, trumpets, trombones.</li> <li>• All resources currently bought out of the music budget.</li> </ul>	<ul style="list-style-type: none"> <li>• Expansion of instruments owned by the school so less reliance on the music service.</li> </ul>	

## Inclusion

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<ul style="list-style-type: none"> <li>Reasonable adjustments are made throughout the curriculum to aide students with SEND.</li> <li>Curriculum music includes a diverse range of music in the hopes that students will see themselves in the curriculum.</li> <li>Students are able to learn djembe and samba drumming in KS3</li> </ul>	<ul style="list-style-type: none"> <li>Development of singing units to include songs in various languages.</li> <li>Development of instrumental tuition to include a wider range of instruments.</li> </ul>	
<b>Special Educational Needs and Disabilities</b>	<ul style="list-style-type: none"> <li>Currently do not work with any partners or special provisions.</li> <li>Music therapy or nurture groups not offered.</li> <li>SEND students attend music lessons in the music classrooms with their peers</li> </ul>	<ul style="list-style-type: none"> <li>Research special partners to potentially offer workshops.</li> </ul>	
<b>Religion</b>			
<b>Financial hardship</b>	<ul style="list-style-type: none"> <li>50% of the cost of pupil premium instrumental/vocal tuition is covered by the school.</li> </ul>		

## Objectives 2023/24

- **Curriculum Development and GCSE Growth:** The school intends to review and edit Key Stage 2 (KS2) schemes of work while developing and publishing new plans for Key Stage 4 (KS4). A primary goal of these updates is to increase the number of students who choose music as a GCSE option.
- **Expansion of Music Technology:** The department aims to upgrade to the full version of Ableton software, which will facilitate the introduction of music technology and song writing units across all year groups.
- **Broadening Instrumental Provision and Performance:** There is a target to expand the peripatetic teaching team to include brass and woodwind instruments,. Additionally, the plan seeks to increase the number of live music events and concerts held throughout the academic year to provide more performance opportunities for students,.

## Action Plan

action	link to objective	who	resources or cost	source	music hub support sought	complete by
1	Review and edit KS2 schemes of work.	1	Head of Music	none		July
2	Publish Long terms planning for KS4 curriculum.	2	Head of music	none		Easter
3	Upgrade and expand use of music Technology.	3	Head of Music	None		October half term
4	Expand Private lessons offer to include brass and woodwind lessons.	1	Head of Music	none		
5	Increase opportunities for performance.	2	Head of Music	none		July

## CPD Plan

See questions and prompts on page 2 of the instructions to help you think about these. Again, the first item, shaded grey, is an example.

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Next level composition	Head of Music	2	In person	Keynote education	£289	30 <sup>th</sup> June