



## **Music Development Plan Summary:**

### Overview

<b>Detail</b>	<b>Information</b>
<b>Academic years that this summary covers</b>	2026/27 and 2027/28 (Music Development Plan 2026–2028)
<b>Date this summary was published</b>	25 February 2026
<b>Date this summary will be reviewed</b>	July 2027 (mid-point review) and July 2028 (full review)
<b>Name of the school music lead</b>	Benjamin Slade – Head of Performing Arts (from 02/2026)
<b>Name of school leadership team member with responsibility for music (if different)</b>	Leadership team link – Sarah Stevens
<b>Name of local music hub</b>	Berkshire
<b>Name of other music education organisation(s) (if partnership in place)</b>	N/A but links developing with Berkshire Music Trust

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.

### **Curriculum intent and approach**

Our curriculum aims to ensure that every pupil can explore, create, perform and appreciate music, developing creativity, confidence and critical thinking. Teaching is planned to be inclusive and ambitious, with clear progression through performing, composing and appraising, and with a strong emphasis on practical music-making and music technology where limited resources (at the time of writing) allow.

## **Curriculum content and progression**

Key Stage 3 (Years 7–9): We will maintain and refine a broad, balanced curriculum that includes singing, instrumental work (keyboards, ukulele, guitar and percussion in the main), composition and listening/appraising across diverse genres and cultures.

Digital music-making will be embedded through age-appropriate use of Digital Audio Workstations (DAWs) and notation tools from 03/2026.

Key Stage 4 (Years 10–11): We will review the effectiveness and accessibility of GCSE Music and explore complementary pathways (for example, BTEC Music or RSL-style vocational routes) so that more pupils can succeed through different strengths and interests.

*Key Stage 5 (Years 12–13): There is currently no KS5 Music provision. However, it is our ambition to strengthen post-16 music pathways, including considering Music Technology options (A level or Level 3 vocational), subject to demand, staffing and resourcing.*

## **Music technology**

Across KS3 – KS4 (hopefully extending to KS5 in 2027), pupils will increasingly use DAWs (for example GarageBand, Soundtrap or BandLab) to compose, sequence and produce music. This will include developing skills in sampling, arrangement and basic mixing, alongside conventional instrumental and vocal musicianship.

## **Cross-curricular and cultural breadth**

We will build purposeful links with other subjects (for example Drama, Art, English and History) through projects that strengthen creativity and cultural understanding. The curriculum will represent a wide range of musical traditions to promote curiosity and respect for different cultures.

## **Assessment and tracking**

We use varied formative assessment to give pupils actionable feedback on performing, composing and appraising. Summative assessment points will be aligned to curriculum outcomes and used to track progress, identify pupils who need additional support and challenge pupils who are ready to be extended.

## **SEND and accessibility**

Teaching is planned to be inclusive and accessible, with scaffolded tasks, adaptive technology where appropriate, and clear routines so that pupils with SEND and/or disabilities can participate fully. Our published music curriculum (including how we support SEND and disabled pupils) can be found on the school website at [www.kgaprospect.uk/](http://www.kgaprospect.uk/)

We also plan to work more closely with the SEND department in 2026 onwards to develop a bespoke programme and support for students in the Prospect Centre to be able to access appropriate musical experiences.

## **Qualifications and awards**

Where appropriate, pupils can work towards graded music exams with peripatetic tutors and, at Key Stage 4 and beyond, we provide or explore accredited routes such as GCSE Music and post-16 music pathways (including potential Music Technology and/or vocational options), depending on cohort needs and resources.

## **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.

### **Instrumental and vocal tuition**

There are currently no peripatetic music lessons in place for students despite holding several workshops with students and parents. Historically there has neither been the demand nor the funds to put this in place.

Going forward (2026 onwards, we will work with peripatetic instrumental and vocal tutors to offer one-to-one and small-group lessons across a broad range of instruments and voice. We will actively explore subsidies/bursaries so that disadvantaged pupils can access tuition, and we will review provision to ensure breadth and uptake.

### **Ensembles, choirs, bands and clubs**

We will establish or strengthen a range of inclusive ensembles and clubs, which may include:

- Choir (Junior and Senior)
- Student led rock bands with teacher facilitation and support
- Rock/Pop choir
- Ukulele/Guitar club
- World music ensemble (for example Samba or Gamelan, where feasible) or percussion club
- A school musical production

We also aim to commence Music technology club, songwriting club and music theory club once new resources are in place in mid 2026.

Participation will be open and encouraged across year groups, with pathways for pupils to progress into more advanced groups.

### **Progression and support**

Pupils will be supported to make progress through regular rehearsal schedules, opportunities to perform, access to instrument loans (where available), and signposting to local area provision (for example holiday, weekend or Saturday music centre opportunities via our local music hub/partners). Older pupils will be encouraged to take on leadership roles such as mentoring younger musicians and leading ensemble sections.

## **Rehearsal and practice space**

From 2020/21 we will ensure pupils have access to suitable spaces for rehearsals and individual practice, and we will continue to review rooming, timetabling and supervision so that practice is safe, purposeful and accessible.

## **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.

Across the year, pupils will have regular opportunities to experience music as performers and audience members.

Planned experiences include:

- Singing and musical contributions in assemblies and school events
- Termly performances/showcases, including at least one major concert each year
- A whole-school 'Musical Talent Showcase' event celebrating ensembles and soloists
- Opportunities to perform in the local community (for example community events)
- Opportunities to enjoy live professional performance at least once a year (for example trips to concerts), subject to timetabling and cost

Where a cost is involved, we will explore ways to reduce barriers to participation for disadvantaged pupils, including subsidy, fundraising or targeted support.

## **In the future**

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

Our development priorities for 2026–2028 focus on strengthening curriculum quality, widening participation and building sustainable capacity:

### **2026/27 (Year 1)**

- Conduct an audit of instruments, technology and accommodation; identify immediate priorities.
- Review KS3–KS4 curriculum plans but ultimately to implement revised KS3 Performing Arts curriculum and strengthen the integration of practical music-making and music technology.
- Trial and/or refine music technology platforms and workflows for classroom use.
- Launch/refresh co-curricular clubs (for example songwriting and music tech) and plan at least one major concert.

### **2027/28 (Year 2)**

- Invest further in instruments and instrumental tuition and music technology training for students and staff.
- Review KS4 pathways to maximise accessibility and success, including potential

vocational alternatives.

- Host a whole-school music showcase involving ensembles, bands, choirs and soloists.

**By July 2028 (end of plan)**

- Evaluate impact using participation, pupil voice, attainment/progress, and performance quality.
- Set new targets for the next cycle, including any expansion of post-16 provision where viable.

In line with the national expectations for high-quality music provision, we will work towards ensuring:

- regular, timetabled curriculum music at KS3
- access to a range of instrumental and vocal tuition
- at least one choir/vocal ensemble and one instrumental ensemble/band
- suitable space for rehearsal and practice
- termly performance opportunities
- access to live music experiences at least annually.

**Benjamin Slade**

***Head of Performing Arts***

**February 2026**