

Music development plan summary: [Guiltsborough Academy]

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	June 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	N Billett
Name of school leadership team member with responsibility for music (if different)	E Phipp
Name of local music hub	NMPAT
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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

At Guilsborough Academy, students in KS3 (year 7-9) study music for two one-hour lessons bi-weekly. Students develop skills in three key areas: performing, composing and listening. They learn key skills in each of these areas that progress from year 7 through to year 9 and increase with difficulty.

Music theory is taught every lesson and is re-capped at the beginning of the next lesson. This too increases in difficulty as you progress through the years. For example,

year 7s learn how to read music in treble clef, while in year 8 they recap this skill as well as learning how to read music in the bass clef.

Singing is a focus, especially for year 7 and 8. We have two projects in year 7 that have a large focus on vocal work, and one in year 8. They focus on singing in different genres and singing as ensemble with students playing different parts on different instruments at the same time. This project is called Band Skills.

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

At Guilsborough Academy we offer a large range of peripatetic lessons through NMPAT. Currently we have learners of the following instruments: Woodwind (flute,

clarinet, saxophone), Brass (cornet, trumpet, trombone, tenor horn, euphonium), strings (violin), percussion (drum kit), guitar (acoustic, electric, bass and ukulele), voice and piano. There is also scope for a wider range to be taught, including viola, cello, orchestral percussion, French horn, tuba and oboe.

Students have the option of having either 10- or 20-minute lessons. They can be 1-1 or paired lessons and students will have 33 lessons within an academic year. Students eligible for Pupil Premium have their 10-minute lessons fully funded.

We have three practice rooms that can be booked out during break times, lunch times and after school. We also have two music classrooms can are used for bigger ensembles to rehearse.

We have several ensembles: Wind Band, Choir, String Ensemble, KS3 Rock Academy, KS4 Rock Academy as well as numerous student-led bands in various year groups. Some groups are led by the NMPAT Peripatetic staff, others by Guisborough staff.

There are three music concerts each academic year: Winter, Live Lounge and Summer. For all concerts, we have a range of soloists, duets, small and large ensembles that perform. The Winter and Summer concerts have a more classical focus, whereas The Live Lounge is reserved for rock band instruments.

Our next school musical is Matilda and will be performed in December 2024. All students are welcomed across the school, and students are not only encouraged to take part on stage, but also to help with lighting, sound, costume, stage building etc.

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

Trips

School show

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

Folk Band

Brass Quartet

Tour to local primary schools

New topics focused on widening culture

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.