

Music Development Plan Summary: Airedale Academy

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	T. Coyne
Name of school leadership team member with responsibility for music (if different)	S. Gregson
Name of local music hub	West Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

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The overall curriculum intent at Airedale Academy is that our core values of care, aspire, succeed are at the heart of everything we do. We set high expectations to ensure that every pupil excels across all aspects of academy life.

Our intention is to ensure pupils make outstanding progress and that the curriculum removes any potential barriers to learning.

We want our pupils to leave with knowledge and skills which will not only create excellent life opportunities but will also prepare them exceptionally well for life beyond the academy.

At Airedale Academy, pupils will:

- experience a broad, deep and knowledge rich curriculum;
- be literate and numerate;
- have high expectations for their behaviour and achievement;
- build their character;
- develop their cultural, social, moral, mental and physical development;

- secure foundations for progression.

The Music Department at Airedale Academy encompasses this and aims to provide pupils with a relevant, inspiring and diverse curriculum which will spark their curiosity and creativity around music. As advised by the National Curriculum, our Music curriculum aims to provide “high quality music education” which “engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” (National Curriculum 2022)

Pupils at Airedale Academy will develop their musicianship through exposure to the powerful and disciplinary knowledge outlined below:

Powerful knowledge (substantive – development of skills) in music is:

- Knowledge and confidence to approach the learning of a new musical instrument using the correct instrumental technique as it is taught.
- Knowledge and understanding of how to compose musical ideas using staff and graphic notation and be able to communicate these effectively with others.
- Knowledge and understanding of the musical elements (MAD T SHIRT). Be able to talk about music with confidence using musical terminology and with reference to these elements.

Key disciplinary knowledge is (practice of knowledge):

- Performance
- Composition
- Informed listening and appraisal of music through appropriate reference to the musical elements.

Key Stage 3 Music

In line with the fundamentals of the DfE’s Model Music Curriculum (2021), by the end of Key Stage 3 (Year 9), pupils will have:

- Gained an aural knowledge of some of the great musical output of human civilisation
- Engaged with creative processes through improvisation and composition
- Built an understanding of how musical elements work and discussed how these interact with subjective and objective models of musical meaning
- Developed knowledge of a wider range of notes and improved their fluency in music notation. Notation can grant access to a lifelong passion for music making if this skill is nurtured.

To support achievement of these aims, pupils at Key Stage 3 are taught music for one hour per week. The curriculum delivers topics which cover and answer the following big questions:

Year 7 *What key knowledge and skills do I need to understand and study music?*

Year 8 *Where has music come from and how has it influenced the music of today?*

Year 9 *What is the music industry and how does it contribute to the music I hear around me every day?*

In answering these big questions, the curriculum covers music from a wide range of cultures and backgrounds, highlighting some of the great composers from each genre/era. Pupil will not only learn the historical and cultural context of music they study, but will have the opportunity to work on mastery of instrumental technique on a range of instruments including keyboard, ukulele, djembe, voice, bass guitar and drums.

A summary of the KS3 curriculum plan for 2024-25 is outlined on the following page.

	Year 7	Year 8	Year 9
Term	Exploring Music	The Journey of Music: Ancient – Romantic	The Music Industry: Performance
1	• “What is music?": Introduction to listening and appraisal, performance and composition. • Instruments of the Orchestra • Introduction to Rhythm	• Study of the development of music through time looking at the Ancient, Medieval, Renaissance, Baroque, Classical and Romantic eras highlighting key features and great composers of each era.	• Study of the performance aspect of the music industry with focus on different types of performers and the work of producers, record labels, technicians and other

	African Drumming Ensemble Performance Project.	- Development of keyboard technique through study of Für Elise by Beethoven. - Study of music of some of the great composers from across the eras to develop listening and appraisal skills.	associated career roles. Development of instrumental skills as part of an ensemble with reference to the work of session musicians and live artists.
Term 2	Treble Clef Notation and Keyboard Performance Skills - How to read and write treble clef notation. - Keyboard performance technique. - How to prepare and present an effective solo performance. - Composition of simple melodies using treble clef notation	The Journey of Music: 20th Century to the Present Day - Study of the development of key popular genres of the 20th century, eg. Blues and Reggae. - Historical context of different popular music genres and a look at some of the great composers of these. - Pop song structures. - Development of instrumental skills as part of an ensemble.	The Music Industry: Business - Study of the careers which contribute to the business side of the music industry, eg. Marketing, A&R, events and venue management, etc. - Case studies and research project.
Term 3	Band Skills - How is a pop song built? - What are the different layers of a pop song? - Chords and riffs. - Keyboard and ukulele performance technique. - Performing as a band: ensemble skills.	Creating Your Own Music - How to create music using Garageband/Cubase software. - Focus on structure, sonority, texture, chords and riffs. - Composition project.	The Music Industry: Film, TV and Gaming Music - What is the purpose of music in film, TV and gaming? - Mood-matching in composition. - Compositional devices used in film music and how to apply them. - Study of the role of film music composers. - Composition project around composing music for a film clip using Garageband/Cubase software.

From Years 10-11, pupils have the opportunity to study Music at KS4 level. The following courses are available for each year group from the beginning of the academic year 2024-26:

Year 10 & 11: EDUQAS GCSE Music

[GCSE Music | Eduqas](#)

Part B: Co-curricular music

The music department is in its infancy at Airedale Academy so the co-curricular offer for music is currently limited. There are plans in place to develop this quickly so that students have opportunities to develop their skills outside of lesson.

Some of the co-curricular activities we currently offer are:

- Musical Theatre Club
- Variety Shows
- Whole school Musical.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise such as, concerts and shows, and trips to professional concerts.

The Music Department has recently been revitalised with a new member of staff at Airedale Academy, so plans for developing co-curricular provision and providing musical experiences outside the curriculum are still in the pipeline. To start with though, pupils will have the opportunity to audition for a part in the school musical taking place in July. These auditions are open to any student who aspires to be on the stage.

It is our intention that a musical experience, focusing particularly on developing aspirations and opportunity for pupil premium pupils, will be planned in the next academic year.

In the future

To move music forward quickly at Airedale Academy, we have some priorities to ensure that students can access exams but co-curricular activities. These include:

- Peripatetic provisions
- Increased specialist software
- Increased instrument and equipment stock
- Co-curricular clubs
- Trips and visits to concerts and industry related events

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.