



# Music Development Plan

## 2025-2026

*Lead Music teacher: Mr H Gore*

*Senior Leader responsible for Music: Mrs Y O'Connor*

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*In partnership with: City Music, Stoke-on-Trent and The Character and Arts Foundation, Stoke-on-Trent*



# Department Improvement Plan 2025/2026

Author: E Wagg

| <b>Priority:</b> Whole Academy Music                            |                                                                                                                                                                                                                                                                                                                             |
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| What will we do?                                                | What will success look like?                                                                                                                                                                                                                                                                                                |
| Raise the profile of musical performance throughout the academy |                                                                                                                                                                                                                                                                                                                             |
| Whole school assemblies will include music participation        | <ul style="list-style-type: none"><li>• New Year 7 cohort will sing in assembly using songs learnt in music lessons</li><li>• Other assemblies will include live music performances from staff and/or students</li><li>• Assemblies will also include music on arrival from a variety of genres</li></ul>                   |
| Staff engagement                                                | <ul style="list-style-type: none"><li>• Identify staff to join musical ensembles</li><li>• Identify staff to lead/support with extra clubs for music</li><li>• Ensure all staff support students to participate in peripatetic lessons</li><li>• Ensure all staff support students to participate in performances</li></ul> |
| Character and Arts Foundation                                   | <ul style="list-style-type: none"><li>• Identify opportunities for students to engage with Halle orchestra. This includes meeting musicians, watching concerts and visiting their Manchester venue</li></ul>                                                                                                                |

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| Extra-curricular provision and performance | <ul style="list-style-type: none"> <li>• Termly performances will continue</li> <li>• Time before school running into tutor time will be used to encourage more students to discover and appreciate music</li> <li>• Time before school and during tutor time will be used to improve music skills in small groups</li> <li>• Peer support will be introduced with older students supporting younger students</li> <li>• After school senior choir and music clubs will continue</li> </ul> |
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| <b>Priority:</b> Curriculum [ <a href="#">Music-2023.pdf (trentham.coop)</a> , <a href="#">Curriculum By Subject - Trentham Academy</a> ] |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>What will we do?</b>                                                                                                                   | <b>What will success look like?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Learning Journeys are embedded in all subject areas so that students understand what they are learning and how they are assessed.         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Learning journeys are developed and embedded at KS3 and KS4 Music?                                                                        | <ul style="list-style-type: none"> <li>• Learning journeys are created for all areas of the music curriculum</li> <li>• Students can articulate their learning using learning journeys</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| Formative and summative assessment is carefully mapped out within each curriculum area and assessments are used to close the gaps.        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Develop assessment in KS3 music and KS4 music                                                                                             | <ul style="list-style-type: none"> <li>• Practical assessment at KS3 checks student progress towards the intentions set out in the MTP</li> <li>• BTEC students will produce practice coursework and know how to improve it when writing the real version</li> <li>• GCSE Students will also produce practice coursework as well as take mock exams in line with the Eduqas GCSE music requirements.</li> <li>• Music students will be able to articulate what they know and what they need to improve</li> </ul> |

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| The curriculum intentions for each subject area are clear so that students know what they are learning and why they are learning it.                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>The KS3 provision will follow on from the KS2 provision because the subject lead will have a clear understanding of KS2 Music in the main feeder primary schools</p> <p>All curricula will have a clear intention for the end of the year</p> | <ul style="list-style-type: none"> <li>• Year 7 students will continue their music education seamlessly from KS2</li> <li>• Year 7 now have timetabled music lessons once a week rather than once a fortnight. There are plans to continue this into year 8.</li> <li>• Students in all year groups will be able to articulate how their learning links with previous learning</li> <li>• Year 7 students will be able to articulate what they are learning and why music is important</li> <li>• Year 8 students will be able to articulate what they are learning and why music is important</li> <li>• BTEC and GCSE students will understand the structure of their course and how to achieve the best outcomes</li> </ul> |
| The curriculum provision will be well-resourced                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Improve the number of instruments available to students</p> <p>Improve the technology available to students</p>                                                                                                                               | <ul style="list-style-type: none"> <li>• Find sources of funding to improve provision</li> <li>• Improve links with City Music to establish other avenues of support</li> <li>• Ensure new iMac suite is used throughout KS3 to improve access to the curriculum for students who do not play an instrument in the traditional sense.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |

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| <b>Priority:</b> Learning                                                                                                                                 |                                     |
| <b>What will we do?</b>                                                                                                                                   | <b>What will success look like?</b> |
| Oracy skills are scaffolded and explicitly taught within and beyond lessons. There will be frequent opportunities to develop verbal communication skills. |                                     |

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| Students will be given the opportunity to speak to groups and to the whole class in music lessons                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Students will speak constructively about music performance</li> <li>Students will speak about the aspects of different music genres</li> <li>Students will critically assess the aspects of a music genre</li> </ul>                                                                   |
| The progress gaps for disadvantaged students is narrowed.                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                               |
| <p>Disadvantaged students will be supported in peripatetic lessons</p> <p>Disadvantaged students will be supported to source instruments</p> <p>Disadvantaged students will be encouraged to join extracurricular clubs</p> <p>Technology will be used to create music</p> | <ul style="list-style-type: none"> <li>The proportion of disadvantaged students taking peripatetic lessons will be the same as the cohort percentage or greater</li> <li>The proportion of disadvantaged students joining extracurricular activities in music will be the same as the cohort percentage or greater</li> </ul> |
| The Trentham Learning Principles are embedded                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                               |
| The TLPs for Music will be developed and used throughout the curriculum delivery                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Learning walks will show consistent expectation and delivery of the music curriculum</li> </ul>                                                                                                                                                                                        |

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| <b>Priority:</b> Talent                                                                             |                                                                                                                                                                          |
| <b>What will we do?</b>                                                                             | <b>What will success look like?</b>                                                                                                                                      |
| Departmental CPD is driven by the Trentham Learning Framework and the impact is regularly evaluated |                                                                                                                                                                          |
| Learning walks will link to professional development                                                | <ul style="list-style-type: none"> <li>CPD time will be used productively to develop staff improving their skills to deliver a love of music for all students</li> </ul> |

## Support for individual staff development meets their needs

Development will continue for music team through CLT staff development programme

Music teacher removed from tutor time to focus on Music

- Take opportunities for cross-academy development work with Haywood
- This additional time will be invested in music development across the academy which will increase engagement and progress across a range of students