Music development plan summary:

Dixons McMillan Academy – Braford

This document is designed to give a summary of the high-quality music provision at this academy in curriculum music, co-curricular music and musical experiences, considering 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

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	October 2026
Date this summary will be reviewed	October 2027
Name of the academy music lead	Matthew Colley
Name of the academy leadership team member with responsibility for music (if different)	Lydia Gayle
Name of local music hub	Bradford Music and Arts Service
Name of other music education organisation(s) (if partnership in place)	Dixons Academies Trust - Director of Music, Tamsin Rafnsson

This is a summary of how our school delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students' 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 students can achieve.

- Students in Year 7 and 8 rotate between Performing Arts and Music each half-term block with one lesson a week.
- Students in Year 9 continue to study music as part of a compulsory KS3 rotation (half-term block) alongside the other creative subjects not chosen as a Level 2 qualification.
- Students in Year 10 and 11 have the option to study BTEC Tech Award in Music Practice (Pearson).
- **The curriculum is influenced by the model music curriculum.**
- **Aligning with our trust's focus on the joy of learning we focus on high quality teaching and excellent culture in lessons, opportunities for success and difficulty, underpinned by clear routines, behaviour and relationships. There are opportunities for students to celebrate, be recognised and make meaning of their experiences in music.**
- **More details on the intentions of our curriculum and the skills and curriculum overview can be found** here.

- **Students explore performing, listening & appraising and composing during their music lessons and develop skills individually and as a team in group work.**
- **The curriculum incrementally builds so that each time a student comes back round to a skill they should be developing and improving their skills in that specific area e.g. keyboard performance work.**
- **The curriculum is both accessible and challenging for all, so that every student is capable of achieving their personal best under the expert guidance of a specialist teacher, supported by information from our Individual Needs department which helps us to adapt our teaching to meet the needs of every child.**
- At Key Stage 3 students sing and play a wide variety of instruments including keyboard, ukulele and percussion.
- Lessons are practical, but also cover all the knowledge and skills need to understand the theory of music (reading scores and understanding musical symbols and key terminology) and also identifying features of music through focused listening tasks.
- **All teaching is highly responsive and adapted to the wide range of needs and abilities of students.**
- **All lessons consider equity, diversity and inclusion; this includes choice of repertoire to cover a variety of genres, cultures and music from around the world, and watching to / listening to performances which aim to represent everyone from our diverse community.**
- **All students opting for music are encouraged and supported to take peripatetic lessons on their choice of instrument, including percussion, keyboard, guitar and vocal lessons.**

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.

- In addition to the central curriculum lessons outlined above all students at the school have access to range of peripatetic instrumental lessons which are taught on a paired basis for 20-30 minutes and can be accessed free of charge.
- We offer lessons in piano, guitar, bass guitar, drums, singing, saxophone, clarinet and flute.
- We also have a stock of instruments that students can borrow for free dependent upon availability.
- All students studying music at Years 9-11 will be supported to access lessons on their chosen instrument / voice.
- We also offer a variety of free extra-curricular music clubs including percussion groups, samba band, soul band and choir.
- Extra-curricular clubs are an excellent way for students to develop and progress on their chosen instrument and provide valuable social experiences as students from all year groups mix together and enjoy their love of music making together.
- In addition, we liaise with Bradford Music and Arts Service to ensure students on their Furthering Talent / Connect Programmes (Young Sounds Connect) have access to lessons on the academy premises where possible, and constantly look at eligibility for those who may benefit from this programme.
- Students wishing to practise their instruments outside of the academy day i.e. before or after school can make use of the practice room we have available.

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.

- Dixons Cup**:** the music department encourages students to enter solo performance work to be considered for commendation and bronze, silver and gold awards as part of the trust wide Dixons Cup competition. These opportunities are offered at various points in the year – this year we hope to offer this during cycle 2. Students participating in external extra-curricular events can also be eligible to collect participation points for their academy towards the final total at the end of the year.
- Cycle 1 talent show: this will involve most of the ensembles plus a mixture of solo and duet performances and will involve students from Year 7-11.
- Dixons McMillan Academy musical theatre show, taking place during the summer term: students will be able to join the cast of a musical theatre performance.
- Dixons Collaboration concert: opportunity for students to join with other schools in the trust to perform in the Dixons Collaboration concert.

In the future

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

- We are hoping to build our Performing Arts department over the coming years:
- Revise the KS3 curriculum to align more closely with the model music curriculum by working with the Trust Director of music.
- Support staff who are teaching out of specialism to deliver high quality music lessons.
- Work with the principal to review the KS4 curriculum model, scope and ambition for music

Curriculum:

- We will continue to develop our music curriculum in alignment to the principles of the model music curriculum including the core skills of singing, listening, composing and performing.
- By the end of KS3, students 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.
- Had regular opportunities to sing.
- Have been able to listen to and analyse music with reference to key musical elements including tonality, texture, instrumentation, metre, rhythm, tempo, pitch, harmony, dynamics.
- Be able to explore musical meaning and understand different contextual influences and responses to music.
- Have had exposure to a wide repertoire of music including:
- An understanding of the Western Classical tradition up to the 1940s (e.g. Byrd, Bach, Mozart, Handel, Beethoven, Vaughan Williams)
- An understanding of the Western Classical tradition beyond the 1940s and Film Music (e.g. Angela Morley, Quincy Jones, John Williams, Tan Dun)
- An understanding of Popular Music including Blues, Rock n Roll, Jazz, Rock, Funk, Disco, Rock, Hip Hop, Power Ballads, 90s Indie
- An understanding of musical traditions including Samba, Bollywood, Taiko, Indian Classical, Middle Eastern Folk, Gamelan, Reggae, Irish Folk, African Choral traditions.
- Had the opportunity to play in ensembles either in-class or in extra-curricular ensembles.
- Have familiarity with staff notation including: semibreves, minims, crotchets, quavers, semiquavers, dotted crotchets, treble clef middle C to F, 3/4 and 4/4, C major/A minor, f and P, cresc. and decresc, staccato, legato, 6/8, slurs.

Extra-Curricular

- We plan to expand the number of performance opportunities for students both in school and in the wider community, including working with other students across the trust.
- We want to give students the opportunity to enjoy at least one live performance per term.
- Map out performance schedule for talent shows and DMA musical.
- Work closely with Peri staff to track and monitor engagement. Ensure waiting lists are implemented to maximise available slots.
- Plan and deliver at least 1 event in collaboration with external partners. 27-Jul

Further information

Please find below some useful links which you may find helpful when considering your child's musical experiences inside and outside the academy:

- Bradford Music Hub
- Bradford Music Hub's Connect Programme Partner: Young Sounds Connect.
- 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.
- BTEC Tech Award in Music Practice