

## Music development plan summary: Dixons McMillan

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	2025-26
Date this summary was published	18/09/25
Date this summary will be reviewed	18/09/26
Name of the school music lead	Yasmin Rosser/Daniel Gibson
Name of school leadership team member with responsibility for music (if different)	Lydia Gayle
Name of local music hub	Bradford Music Hub
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 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.

- Students in Year 7 have 1 timetabled curriculum performing arts lesson per week.
- Students in Year 8 have 1 timetabled curriculum performing arts lesson per week.
- Students in Year 9 have the option to study BTEC Music in Performance (Pearson) but 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 Y10 and 11 have the option to study BTEC Music in Performance.
- 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: <https://www.dixonsma.com/about/curriculum>
- 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 will sing and play a wide variety of instruments including keyboard, handheld percussion and tuned percussion.

- At Key Stage 4, Students work towards the BTEC music in performance. 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, including those who have entered the academy on a performing arts place.
- 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 (this is also enhanced by the additional free provision for selected students with All Star, Bradford, please see below for more details).
- 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 teach voice, keyboard, saxophone, flute, clarinet, guitar and drums
- We also have a stock of instruments that students can borrow for free dependent upon availability.
- All students studying music at Yrs 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 also 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 Hub 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 practise 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.*
- **BTEC Year 11 Drop-Down Day** – November – an opportunity for students to focus on developing their performance, composition and analysis
- **DMA Musical Theatre Show** – 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.

Curriculum:

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

#### Extra-Curricular

- ☐ We want more students to take part in choirs, instrumental groups and bands.
- ☐ 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.

## Further information (optional)

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](#)

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.