

# Music development plan summary: Parkside Community School

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	September 2025 – August 2026
Date this summary was published	December 2025
Date this summary will be reviewed	June 2026
Name of the school music lead	H Allsop – Teacher of Music
Name of school leadership team member with responsibility for music (if different)	E Rose
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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 pupil can achieve.

### Music Learning Journey –

Music is a universal language that should not be reserved just for the privileged but should be accessible to all. This belief underpins all that we do at Parkside. We aim to teach a wide range of skills and be as inclusive as possible. We believe that the discipline required to undertake the performance of a short piece of music is a transferrable skill that will enable students to develop resilience and confidence. Alongside performance we also develop analytical skills, evaluating students' work within a set framework and developing students' critical thinking.

We believe that creativity is an immensely valuable attribute and can be developed through careful practice and rehearsal. By ensuring a clear foundation of skills and critical thinking we allow students' creativity to grow within a structured and scaffolded framework.

Music is a collaborative endeavour and can give students a sense of purpose and belonging. We aim to expand students' taste and experience of music by exposing them to a wide range of genres, styles and cultures by challenging and removing students' preconceived notions of musical styles we allow them to take ownership of the rich landscape of musicality.

Ultimately, we want to instil a lifelong love of music in our students.

From September 2025, Year 8 and 9 classes have Music every week. The Year 7 Pupils have Music once every two weeks. The Music curriculum balances knowledge/skill acquisition and creativity to enable to students to perform, compose and improvise effectively and expressively and with an awareness of style.

Singing is an important part of the curriculum, especially in Year 7. It allows students to participate in and enjoy group music-making almost instantly and it enables them to internalise many of the concepts taught throughout Years 7-9.

Listening to music from a wide variety of cultures, styles and traditions is crucial to building successful musicians. Critical listening skills enhance students' understanding and enjoyment of music they listen to, whether this is in school or not. Each unit has 3 specified listening pieces, but all lessons involve listening – whether this is recorded music or student/teacher performances.

Students have the opportunity to perform every lesson and are encouraged to do this as often as possible to build their confidence and skills. Alongside singing and listening, students regularly improvise and compose their own music, as well as performing the music of others.

The Music curriculum supports the school's work on anti-discrimination by studying music of a variety of cultures, musical styles and traditions and equipping students with the knowledge and skills to deepen their understanding of the music they study.

Unit/Year	1	2	3	4	5	6
7	Find Your Voice	Keyboard Skills	Chair Drumming	Pop Music (bands/chords)	Game composition (Music tech)*	
8	West African Drumming	Reggae	Guitar Skills	Keyboard Skills/ Guitar Further Development	Song Writing (Bands/Compositions)	Song Writing Continued  (Using Music Tech)*
9	Motifs	Band Covers**	Understanding Film Music	Composing Film Music (tech)	Free Performance (GCSE Prep)	Free Composition (GCSE Prep)

**Instrumental Tuition and subsidies – Lessons currently available in voice, guitar, piano and drum kit, through the local music hub where students have access to the local music hub subsidies. Parents are expected to pay for lessons however they may be able to access subsidies if they are PP/FSM/SEN.**

**Peripatetic lessons are available for students across all year groups where parents can access subsidies from a local music hub.**

**Music Hub – Constant links and support made the local music hub, conference days for staff, peripatetic accredited teachers, visiting performers and workshops for students.**

## 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.

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**Choirs and Ensembles – Choir ran every week, open to all year groups. This is supported by of the local church choral directors who offers links to the church and community choirs.**

***Development – the hope is to encourage more students to join the choir, building increased numbers across a broader range of year groups. Continue to give them performance opportunities, in and outside of school.***

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.

The local Music hub offer ensembles locally on a Saturday morning at their Music centre. They also offer various events such as 'Organ days' etc that are advertised throughout the year as new opportunities arise.

Students have been part of community projects included performances with and at the local church with other schools in the local area, including primary feeder schools. Students have also performed in local nursing homes.

***More pupils to be involved in these opportunities. The hope to develop more instrumental skills so that students can access Saturday Music Centres.***

## 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.

Students have the opportunity to perform in the local community, either at nursing homes, church or at the local food banks. There have been opportunities in school Concerts/performances previously and have either been free to parents or at a low cost.

***Watching performances – School looks for opportunities to show students professional performances in and outside of school.***

## In the future

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

The department needs to have more facilities moving forward in the future in order to offer more access to high levels of individual practise, an increase in peripatetic provision, a broader curriculum and larger band rehearsal spaces.

The hope would be to then increase the variety of extra-curricular activities as well as the choice of solo and ensemble work in the main curriculum.

The department also needs more access to IT in order to appropriate approach the music technology side of the curriculum.

Combined this will increase attainment at KS4.

The department also needs to increase Music in Y7 to meet the minimum requirements set.

In turn this would then support leading to extra performance opportunities, internally and externally.

### **Further information (optional)**

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