

# Music Development Plan

Denbigh School | 2025

Date of adoption: 2025/2026

Review: September 2025

Lead for this plan: Michael Stroud (Head of Music)

# Music at Denbigh School

## Curriculum Music

area	what happens now	what we would like to see	link to actions
<p><b>Overview</b></p>	<p>Scheme and curriculum intent are available online and can be accessed here:  <a href="https://www.denbigh.net/education/faculties/creative-arts/">https://www.denbigh.net/education/faculties/creative-arts/</a></p> <p>KS3 lessons occur for Years 7 and 8 for one hour each week with a music teacher. KS4 runs from years 9 to 11 and in each year group students receive 2 hours of tuition per week. At A level, students receive music for 4 hours per week in year 12 and year 13.</p> <p>KS3, 4 and 5 music is delivered by the Head of Music (HoD) who is full time and a music specialist and a part time music specialist teacher (currently 3 days a week).</p> <p>KS4 Music Technology is delivered by a Music Technology specialist, and the current course is by NCFE and Edexcel for A level Music Technology. The NCFE course is taught over two hours per week, and the A level Edexcel Music Technology course is taught over 4 hours per week.</p> <p>The department has access to Focus on Sound and Charanga (provided by the MK Music Hub). There is use of Teams for homework setting and data-collection. There is use of a music technology suite containing 30 computers that run Cubase and MuseScore.</p> <p>Two of the classrooms contain 15 keyboards for student use, and a digital piano. There is a Samba Kit,</p>	<ul style="list-style-type: none"> <li>- Continued development of the current schemes of learning to allow more use of/awareness of technology used within music.</li> <li>- The provision for music is in line with the National Curriculum outlined for music across KS3, KS4 and A Level.</li> <li>- Muse Score to be updated to the most recent version in September/October.</li> </ul>	<p>1</p>

area	what happens now	what we would like to see	link to actions
	<p>selection of African Drums, a percussion trolley (one class set) ,16 acoustic guitars, 3 electric guitars and 3 bass guitars. Also, 16 Ukuleles (provided by MK Music Hub)</p> <p>Music assessment is provided mostly via verbal feedback in years 7 and 8. Teams is used to provide results for assignments, homework and online tests. The department follows the annual schedule of assessment in line with the school’s policy.</p> <p>Assessment in KS4 is provided via verbal feedback, informal assessments in class relating to composition and performance, and assessed essays and other written work relating to music theory and set works from Edexcel GCSE Music.</p>	<ul style="list-style-type: none"> <li>- Update/repair of keyboards in MU1 would be undertaken throughout the year. Guitars in need of repair.</li> <li>- Class set of Djembes would be great to further enrich the music provision at Denbigh School.</li> <li>- Music workbooks being developed to further develop feedback and progress of students in KS3.</li> <li>- Year group trackers are being used and new tracker for last year has been developed to refine the data analysis process.</li> </ul>	
<b>Singing</b>	<p>Opportunities to sing with the current SoW are available. More modelling of singing from teaching staff would be beneficial. Choir started well however, more encouragement is needed. HOD to plan trips along with COR and LC (running choir club on Tuesday’s this year)</p>	<ul style="list-style-type: none"> <li>- Provide more opportunities for KS3 students to engage in singing in all current topics.</li> </ul>	
<b>Instrumental music</b>	<p>The current SoW allows students to use a range of percussion instruments as well as develop fundamental keyboard skills throughout the year. The extra-curricular programme also provides students the opportunities to try various instruments however, further development on using these instruments within lessons will further enrich the music provision at Denbigh school.</p>	<ul style="list-style-type: none"> <li>- The SoW should provide more opportunities for students to explore using a greater range of instruments.</li> <li>- A Level students should be provided with more time to develop their keyboard skills – particularly for use with harmony work.</li> </ul>	
<b>Technology</b>	<p>The current music technology teaching for KS3 is limited to keyboard functions. Students have the ability to record on the keyboards; however, the use of computer technology would develop this further. This</p>	<ul style="list-style-type: none"> <li>- More technology should be available for KS3 students, and it would be beneficial for Year 8 students to study a topic on sequencing using Cubase.</li> </ul>	4

area	what happens now	what we would like to see	link to actions
	<p>use of technology produces a more professional sounding performance/composition.</p> <p>No other resources in terms of music technology are currently available for KS3.</p> <p>KS4 and A Level students have access to computer-based software including Cubase, and MuseScore. These resources are used as required on a lesson-by-lesson bases.</p>	<ul style="list-style-type: none"> <li>- Updated version of MuseScore</li> </ul>	
<p><b>Opportunities to experience live music performance</b></p>	<p>Students can hear live performances by teachers and peers within a classroom setting on a weekly basis as required.</p> <p>Students can participate in school trips and performances outside of school. These opportunities are provided by the Creative Arts faculty. These opportunities take place throughout the school year. This is sometimes funded by the school and sometimes funded with contributions from parents.</p>		<p>1</p>

## Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	Denbigh School runs clubs for students after school. Some clubs are run during break where timetabling allows. Clubs are free for students to attend.		1
<b>Ensembles</b>	<p>Currently several different opportunities are provided to get involved in music making. These include:</p> <ol style="list-style-type: none"> <li>1. Choir – COR/LC - Tuesday 3-4pm</li> <li>2. Rock Band – MSD/DJW – Thursday 3-4pm</li> <li>3. Orchestra – MSD Friday 3-4pm</li> <li>4. Keyboard Club – Peri Staff - Wednesday - Break</li> <li>5. Ukulele Club – Peri Staff – Thursday - Break</li> </ol> <p>Additional opportunities are available for sixth form where bands can arrange certain days to rehearse under the supervision of MSD and GB.</p> <p>Opportunities to perform have been provided throughout the year and are continually developing.</p>	<ul style="list-style-type: none"> <li>- More emphasis needs to be placed on clubs and attendance at the start of the year and poor attendance needs to be more proactively chased up.</li> <li>- MSD to ensure that emails are sent to ensure continued participation in extra-curricular clubs.</li> </ul> <ul style="list-style-type: none"> <li>- Music Soiree once a term to allow students with an opportunity to perform for their parents.</li> <li>- MSD to set up mini breaktime concerts for bands that are rehearsing throughout the year.</li> </ul>	1
<b>Tuition</b>	<p>All instruments (including voice) are taught in school, and this is delivered by teachers from the MK Music Service. Lessons happen weekly on a rotating timetable which is published in school and is available online via teams for parents and children to check. Students make good progress in their lessons and outcomes are monitored within the department as well as within the Music Service.</p> <p>Instrumental tuition is promoted through notices to tutors, teaching staff and posters.</p>		

## Leadership

area	what happens now	what we would like to see	link to actions
<b>Senior Leadership Team</b>	There is a member of SLT that is linked to the Creative Arts Faculty. This member of staff is responsible for overseeing progress and ensuring that data is informing practice.	- More opportunities to use performing spaces.	1
<b>Subject leadership</b>	Michael Stroud leads the music department and has been in post from September 2024. The curriculum was designed by the previous head of music, and the current SoW has stayed in place from last year. Minor tweaks have been made and the main area of focus this year is based around assessment. Lessons are delivered by subject specialists	- MSD is responsible for leading the subject reporting to LLS (Head of Faculty). Mike Stewart is our SLT link.	

## Accommodation and resources

area	what happens now	what we would like to see	link to actions
<p><b>Spaces for Music</b></p>	<p>The Music Department is located in the new block near the Activity Studio and Meeting Hall. The Drama, Dance, Music and Music Technology departments share an office on the same floor. The Art Department is located upstairs in the new block. These departments form the Creative Arts faculty.</p> <p>English currently occupies three classrooms in the same corridor as the music rooms.</p> <p>Mu1/Mu3 are dedicated music teaching room, and most lessons take place for KS3 in these room. Mu2 is primarily used for KS4 Music Technology, GCSE Music and A Level Music/Music Technology lessons. Quite often it is used as a cover room/IT suite.</p> <p>Instrumental lessons take place in a corridor in the middle of the music department in three designated practice rooms. Entry to this corridor is via a keypad.</p> <p>A store cupboard is also found next to the instrumental lesson corridor used to store students instruments and equipment from the music department.</p>	<ul style="list-style-type: none"> <li>- Less use of the music rooms for cover by over subjects would be helpful for the department to facilitate using Mu2 on a more regular basis for music composition tasks.</li> <li>- Mu3 classroom layout has been changed to facilitate a performance area for A level recitals, break time concerts etc.</li> </ul>	<p>1 &amp; 2</p>
<p><b>Resources available for Music</b></p>	<p>The school regularly hires out performance spaces, practice rooms and access to classrooms.</p> <p>Resources are cleaned, maintained, repaired and renewed by the music technician and HoD as appropriate.</p> <p>Costs are discussed between HoD and the Music Technician and orders are placed by the music technician.</p>	<ul style="list-style-type: none"> <li>- Update of the musical instrument repair/replace spreadsheet to take place in Autumn Term 1.</li> </ul>	<p>2</p>

## Inclusion

area	what happens now	what we would like to see	link to actions
<p><b>Overview</b></p>	<p>The curriculum is differentiated to accommodate all learners, including those with Special Educational Needs and Disabilities (SEND). This includes the use of multi-sensory teaching methods, assistive technologies where applicable, and individualised learning plans (EHCP, PP, ADHD etc.).</p> <p>Lessons are designed to be inclusive, with activities adapted to various ability levels, ensuring that every student can participate and benefit from the music education program.</p> <p>The school offers class music tuition in a variety of non-Western instruments and musical genres. This includes instruments such as the djembe, surdo, ganza etc, as well as genres like African drumming, and Latin American rhythms. These offerings are designed to reflect the heritage and traditions of the students, promoting a broader understanding of world music.</p> <p>The curriculum includes study units on music from different cultures, encouraging students to explore and appreciate the musical traditions of societies outside their own experiences.</p>		
<p><b>Special Educational Needs and Disabilities</b></p>	<p>The needs of children with SEND are assessed through a combination of formal evaluations, teacher observations, and consultations with SEND coordinators and specialists. Adjustments for children with SEND include providing assistive devices such as visual aids, and digital technology. Classroom environments are modified to ensure accessibility, and teaching strategies are tailored to meet individual</p>		

area	what happens now	what we would like to see	link to actions
	<p>learning styles. Additionally, teaching assistants and SEND specialists support students during music lessons.</p> <p>The school has dedicated music facilities that are accessible to all students, including those with SEND.</p>		
<b>Religion</b>	<p>The music program respects and accommodates the religious beliefs and wishes of families. This includes being sensitive to the selection of musical pieces and activities that may conflict with religious practices. For instance, alternative assignments or activities are provided for students who may be unable to participate in certain performances or events due to religious reasons.</p>		
<b>Financial hardship</b>	<p>Denbigh offers financial assistance for participation in instrumental/vocal tuition. This policy helps remove financial barriers for students who wish to pursue musical education and extracurricular activities. To support families facing the cost-of-living crisis, the school has implemented several measures. This includes offering flexible payment options for music-related expenses, providing information about external grants and subsidies, and organizing community fundraisers.</p>		

## Progression

area	what happens now	what we would like to see	link to actions
<b>Overview</b>	<p>Pupils are encouraged to learn music beyond the classroom through various initiatives such as after-school clubs, participation in school choirs, bands, and orchestras. The school also promotes external music competitions, workshops, and masterclasses with visiting musicians.</p> <p>The Music Department gathers information about students' musical interests through surveys, feedback sessions, and direct conversations with students and their families. This feedback is used to shape the music curriculum and extracurricular offerings, ensuring that they align with students' interests.</p> <p>For pupils identified as more able in music, the school provides advanced opportunities such as specialised tuition, entry into higher-level competitions, and participation in elite ensembles. The music department also supports applications to prestigious music schools, universities and scholarship programs.</p> <p>The Music department conducts regular professional development needs assessments through feedback, and performance reviews. Based on the findings, targeted training sessions, workshops, and continuous professional development (CPD) programs are organised. Teachers are also encouraged to attend external courses and conferences to stay updated on best practices and new methodologies in music education.</p>	<ul style="list-style-type: none"> <li>- MSD and COR attend Music and Drama Expo to undertake CPD around best practices and new methodologies in music education.</li> </ul>	<p>1 &amp; 2</p> <p>3</p>
<b>Progression opportunities</b>	The Music department offers a wide range of musical learning opportunities, including classroom music		

area	what happens now	what we would like to see	link to actions
	<p>lessons, individual and group instrumental tuition, choir and ensemble participation, technology-based music production courses. Additionally, the school organises performances, recitals, and music-related field trips to broaden students' experiences.</p> <p>The Music department signposts local opportunities such as ensembles run by the local Music Hub, community choirs, orchestras, and music festivals. Information about these opportunities is shared through noticeboards, encouraging students to participate and expand their musical horizons. Partnerships which help pupils' musical progression</p>		
<b>Pupil tracking</b>	<p>Musical progression is tracked through regular assessments, student portfolios, performance evaluations, and feedback from music teachers. The music department also considers students' engagement in extracurricular activities, participation in external events, and personal musical projects. This holistic approach ensures that all aspects of a student's musical journey are recognised and supported.</p>	<ul style="list-style-type: none"> <li>- Music workbooks for KS3 to further track progress students have made throughout the year.</li> </ul>	2
<b>Strategy development</b>	<p>The music development strategy is monitored by the Head of the Music Department in collaboration with the Head of Faculty (HoF) and Senior Leadership Team (SLT). Regular progress reports are created, and key performance indicators are tracked to ensure that the strategy's objectives are being met. The monitoring process involves observations of music lessons and extracurricular activities, as well as the analysis of assessment data.</p> <p>The strategy is reviewed annually by a review committee consisting of the Head of the Music Department, the Head of Faculty and a member of the</p>	<ul style="list-style-type: none"> <li>- To continue aligning the school's strategy with the Hub's and/or Multi-Academy Trust's (MAT's)</li> </ul>	

area	what happens now	what we would like to see	link to actions
	<p>SLT. The review process includes evaluating the effectiveness of the current strategy, identifying areas for improvement, and setting new goals. Additionally, interim reviews may occur to ensure ongoing alignment with the school's objectives and to make any necessary adjustments.</p>		

## Objectives 2025/26

1. Continue develop the extra-curricular opportunities, improve attendance at clubs and provide a wider range of performance opportunities.
2. Develop the way music is assessed across KS3, so each data entry point focuses on a certain aspect of the GCSE Music course (Appraising, Composing and Performing)
3. Continue develop teaching strategies and subject knowledge for Edexcel A-Level Music.
4. Integrate modern music technology into the curriculum to enhance learning and creativity.

## Action Plan

action	link to objective	who	resources or cost	source	music hub support sought	complete by	
1	Continue developing a pattern of performance opportunities that are added to the school calendar in September along with introducing performance opportunities with break time concerts and assemblies.	1	Head of Music Creative Arts Concert Lead	Meeting with SLT link and HoF	N/A	N/A	September 2024 – Throughout the year
2	Develop the extra-curricular provision to include improved up-take of Choir and a Rock band afterschool club.	1	Head of Music Creative Arts Concert Lead	Meeting with Music Department Team.	N/A	N/A	Middle of September 2024 – on- going throughout the year
3	Development of assessment cycle to be more in line with GCSE Music assessment criteria.	2	Head of Music along with Music Department teaching staff	Planning time	N/A	N/A	September 2024
4	Develop timetabling to allow for KS3 to access Music Technology room for developing awareness of Cubase/MuseScore	4	Head of Music Head of Faculty SLT link	Meeting and planning time	N/A	N/A	December 2024
5	Purchase new music for ensembles as required throughout the year	1	Head of Music	As required	Music Shops online, arrangements photocopying	Access to hub library?	Ongoing

## CPD Plan

requirement	who	link to objective or action plan	how provided	Provider (if relevant)	cost	when
Attend online CPD courses for Edexcel A Level Music	Head of Music	Objective 3	Online Course	Pearson Edexcel – <a href="#">Professional Development Academy</a>	Free	As possible.
Attend online CPD courses for Edexcel A Level Music and GCSE Music	Music Specialists	Objective 3	Online Course	Pearson Edexcel – <a href="#">Professional Development Academy</a>	Free	As possible
Attend External CPS Course	Head of Music or Second in Department	Objective 3	External Course	Music and Drama Expo	Cost TBC	12-13 Feb 2026

## Evaluation and progress tracking

We will know that this plan is working if \_\_\_\_\_.

### Progress updates

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Action 1						
Action 2						
Action 3						
Action 4						

### Year-end report to Governors

*Capture any unanticipated outcomes here and celebrate your pupils' and colleagues' musical achievements, particularly anything that is not reflected in the regular updates above. If there are objectives that have not been fully achieved, note the reasons and whether they will be pulled forward into next year's plan.*