

Music Development Plan Summary

Sir William Robertson Academy

This summary explains how Sir William Robertson Academy supports pupils through curriculum music, instrumental and vocal tuition, extra-curricular activities and musical experiences. It sets out the opportunities available to pupils and families, our partnership with Lincolnshire Music Service, and the priorities for developing music provision in future years.

Overview

Detail	Information
Academic year covered	2026-2027
Date this summary was last updated	30 September 2026
Review schedule	Annually, before the start of each academic year
School music lead	Mr Michael Willson Head of Performing Arts
Line manager with responsibility for music	Mr Alan Brogan
Local music service and partner	Lincolnshire Music Service
Other music education partners	None

Part A Curriculum music

The curriculum for each year group is published on the school website. At Key Stage 3, it is informed in part by the Model Music Curriculum (March 2021). Pupils build their knowledge and practical skills through listening, performing and creating music, with opportunities to work independently and with others. The learning journey prepares pupils for further study and continued participation in music.

Year group	Music lesson allocation
Years 7 and 8	Two one-hour lessons a week for an eight-week rotation in each year.
Year 9	One one-hour lesson a week throughout the year.
Year 10	Three one-hour lessons a week throughout the year.
Year 11	Two one-hour lessons a week throughout the year.

Curriculum content and access

Key Stage 3

Year 7 establishes the basic principles of music through programme music, graphic scores and the elements of music. Pupils explore how musical choices can communicate ideas and learn ways to represent sound. Rhythm and pulse work includes body percussion and chair drumming, developing accurate timing and coordination. Keyboard study introduces keyboard geography, the history of the keyboard and treble notation, providing a foundation for reading and playing music.

Year 8 develops understanding of 12-bar blues through chords, chord sequences and walking bass lines. Pupils explore how these musical parts work together. Ukulele and pop music introduce strumming patterns, chord formations and four-chord sequences. Samba develops rhythmic skills, instrumental technique and ensemble performance, alongside an appreciation of its cultural context. These topics extend pupils' experience of melody, harmony and rhythm through practical music-making.

Year 9 extends this foundation through hooks and riffs, further samba, music for media, advanced ukulele work, remixes and DJing. Pupils revisit treble notation and develop songwriting and composition skills. Samba work includes following a conductor, understanding polyrhythms and improving instrumental technique. Music for media explores mood, minimalism and the manipulation of musical elements. Advanced chord progressions, reggae conventions, beatmatching and effects broaden pupils' understanding of how music is performed, adapted and produced.

Singing is included in curriculum lessons, with Year 7 starters exploring the elements of music, lyrics for Year 8 blues songs, and opportunities within Year 9 ukulele, pop-song and remix work. Across Key Stage 3, pupils play keyboards, guitars, ukuleles, drums and samba instruments, and use digital audio workstations to create music. The school choir provides a further opportunity to develop singing beyond lessons.

Key Stage 4

Both Years 10 and 11 study the BTEC Level 1/Level 2 Tech Award in Music Practice. The course builds on earlier learning through instrumental, vocal and music production work. Pupils apply their understanding of musical styles and features to practical projects and reflect on the effectiveness of their musical choices.

Component 1 combines investigation of musical styles with the creation and evaluation of musical products. Component 2 develops performance and production skills through SMART targets, practice and evaluation. Pupils learn to identify areas for improvement and review their progress. Ensemble work includes band skills, learning an instrument and using PA equipment. In Year 11, preparation for Component 3 includes responding to a musical brief, revisiting remixing, developing written preparation and evaluating the final work.

SEND and accessibility

Support for pupils with special educational needs and disabilities includes headphones, quiet practice spaces, adapted resources and scaffolded tasks linked to shared learning aims. Teaching assistant support, including one-to-one support where allocated, responds to individual needs. The department is accessible by wheelchair, and schemes of work are planned to include pupils with disabilities and SEND. Practical and technological approaches provide different ways for pupils to participate and demonstrate their musical understanding.

Part B Extra curricular music

Instrumental and vocal tuition

Our partnership with Lincolnshire Music Service provides access to specialist, one-to-one peripatetic lessons for pupils in all year groups. The offer covers mainstream instruments and voice, including piano, acoustic and electric guitar, ukulele, drums, flute, saxophone, violin and singing. This gives pupils an opportunity to develop a chosen instrument or their voice beyond the time available in curriculum lessons.

Individual tuition can support pupils who are beginning an instrument as well as those with previous experience. Focused teaching allows pupils to work on their own musical goals and technical needs. Depending on the instrument, this may include posture, coordination, tone, rhythmic accuracy, notation and fluency. Vocal work can support pitch, breathing, diction and expression. The aim is to build secure technique alongside confidence and enjoyment in music-making.

Pupils can work towards graded examinations across a range of exam boards. Tuition also supports wider musical development, including learning repertoire, improving interpretation and preparing for performances. Pupils can apply these skills in classroom work, choir, rock band, showcases and the school musical. For those studying music at Key Stage 4, individual tuition can complement the development of performance skills within BTEC Music Practice.

Choir and ensemble opportunities

Pupils can join activities including choir, preparing for the whole-school musical and two annual showcases. Singing and playing with others provide opportunities to develop ensemble skills, including listening, timing, balance and responding to musical direction. Rehearsals allow pupils to work towards a shared performance and gain experience of contributing to a group.

Rehearsal and independent practice

The music room and practice rooms are available to book at break and lunchtime for individual or group rehearsal. These spaces support pupils preparing repertoire, developing practical skills and working towards school performances. Pupils can also use them for Duke of Edinburgh activities and graded-exam preparation. Access can be arranged through the music department.

Part C Musical experiences

The school provides a whole-school musical or production and two showcases each year, creating a performance opportunity in each term. These events allow pupils to share their work with an audience and experience the preparation and rehearsal needed for a live performance.

When	Event	Participation
December	Christmas showcase	Pupils across the school
March	Whole-school musical or production	Pupils from Key Stages 3, 4 and 5
Summer term	Summer showcase	Pupils across the school

Showcases provide opportunities for soloists and groups to perform. The whole-school musical offers lead and chorus roles for pupils from Key Stages 3, 4 and 5. Participation is free. Tickets for the musical cost £6; showcase ticket prices and booking details are shared for each event.

Pupils from Key Stages 3 and 4 also have opportunities to perform in celebration assemblies and other school events. As audience members, pupils can hear live music in assemblies, showcases and the musical, supporting their appreciation of other pupils' work and different forms of performance.

Music trips have expanded to include a choir trip to sing at Wembley with VIAM and participation in VOICE IT, organised by Lincolnshire Music Service. These provide opportunities to perform beyond school and work towards an event in a different musical setting.

Future development

Weekly music throughout Key Stage 3. We are looking to move Years 7 and 8 out of the carousel so that all Key Stage 3 pupils receive a minimum of one hour of music each week throughout the school year. This would provide greater continuity for learning, practice and progression. The proposal will require consideration of timetabling, staffing and resources with school leaders.

Musical collaboration with local secondary schools. We are looking to develop links with other secondary schools in the area. Possible opportunities include joint concerts, choir or ensemble projects and shared workshops. These would allow pupils to make music with young people beyond their own school and experience a wider range of repertoire and performance opportunities.

A student band for productions. We would like to develop a student band to accompany future school productions. This would involve building ensemble skills, selecting suitable repertoire and considering the rehearsal time, equipment and support needed. It would extend opportunities for instrumentalists to contribute to the school musical.

Music at Key Stage 5. We will explore the possibility of offering music at Key Stage 5 to support progression beyond BTEC Music Practice. This would require consideration of pupil demand, an appropriate qualification, staffing and resources before an offer could be confirmed.

Introduce a school Orchestra. If we have the interest from the relevant musicians (musicians of orchestral instruments). An orchestra would be something that the department would be keen to introduce.