



ORCHARD MEAD
ACADEMY

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Music Development Plan 2026-2027

General Information

This summary outlines how *Orchard Mead* delivers high-quality music education for all pupils through three key areas: curriculum music, co-curricular opportunities, and enriching musical experiences. It also highlights the developments and improvements we plan to introduce in the coming years. The information is intended to help pupils, parents, and carers understand the music opportunities available at our school, as well as the partnerships and organisations that support our pupils' musical education and development.

Part A: Curriculum Music

1. Weekly Time Allocation

- Key Stage 3: 1 Hour per fortnight
- Key Stage 4: 3 Hour

2. Music structure

- The Music curriculum at Orchard Mead is based on the *Model Music Curriculum* and has been carefully adapted to meet the needs of our students and the time allocated across Key Stage 3. Our curriculum is designed to enable students to develop specialist skills in *percussion, guitar, and keyboard*, allowing them to move beyond basic instrumental exploration and build genuine musical competence through regular classroom practice.
- Students develop foundational knowledge and performance skills across a range of instruments, while musical theory is carefully scaffolded using the *DR T SMITH* framework, which provides a strong foundation for further study and is revisited extensively at GCSE Music. This approach ensures that students progressively build their musical understanding, vocabulary, and analytical skills throughout their time at Key Stage 3.
- Students are given opportunities to perform as soloists, in small ensembles, and as part of whole-class performances, helping them to develop confidence, collaboration, and musical expression. They also engage in creative composition tasks, producing original pieces inspired by a range of musical genres and contexts. These experiences help students to develop both practical musicianship and a deeper appreciation of how music is created, performed, and understood.
- Students have opportunities to perform as soloists, in small ensembles, and as part of a whole-class performance, helping them to develop confidence, teamwork, and musical expression. As part of their learning, students also compose their own original pieces of music, drawing on themes and concepts linked to GCSE Areas of Study. For example, they may create a film soundtrack

or compose music to accompany a computer game, developing both their creativity and understanding of how music is used in different contexts.

- *SEND Inclusion:* Music provision is carefully planned, scaffolded, and adapted to ensure that all students with SEND and disabilities can access and fully participate in musical learning and enrichment opportunities. We are committed to removing barriers to participation and providing appropriate support to meet individual needs.
- Students with SEND are given every opportunity to engage with instruments through a range of activities, including Breakfast Club, lunchtime keyboard and drum groups, and after-school music clubs. In addition, music forms part of the school's intervention provision, offering dedicated spaces for individual practice, skill development, and creative expression. These opportunities help to build confidence, support wellbeing, and enable all students to experience success through music.

3.Music Qualifications

- *Key Stage 4 Provision:* Students in Key Stage 4 study *OCR GCSE Music* and are supported through weekly one-to-one instrumental lessons delivered by expert peripatetic teachers. These lessons are fully funded by the school and help students develop performance skills to at least *Grade 3 standard*, enabling them to access the highest possible marks in both their solo and ensemble performance assessments.
- In addition, Key Stage 3 students who receive one-to-one instrumental tuition, particularly those who are disadvantaged or Looked After Children (LAC), are encouraged and supported to take graded music examinations in their chosen instrument. Gifted and talented students who demonstrate a strong aptitude for music, or who intend to progress to GCSE Music, may also access peripatetic lessons to further develop their skills and support their future musical achievement. Through this targeted provision, Orchard Mead seeks to ensure that all students have the opportunity to fulfil their musical potential, regardless of their background or starting point.

4.Music Partnerships

- Orchard Mead is part of the *TMET Trust* and works closely with music practitioners across the trust through the *TMET Subject Improvement Forum*, moderation meetings, and the sharing of best practice. These collaborative partnerships help to strengthen the quality of music teaching and learning, ensuring that students benefit from a broad and ambitious music curriculum.
- We also work in partnership with the *Leicestershire Music Hub*, providing students with access to a wider range of musical opportunities, including

performances, workshops, instrumental tuition, and enrichment activities. Through these partnerships, we aim to enhance students' musical experiences and support their continued development as young musicians.

Part B: Co-curricular music

At Orchard Mead we are committed to providing opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, to enable students to make progress in music beyond the core curriculum.

1.Music Tuition

- Music tuition at Orchard Mead is fully funded by the school and delivered by our team of specialist peripatetic teachers.
- Lessons are available both on a one-to-one basis and in small groups, with tuition offered in guitar, ukulele, piano, drums, and voice.
- This provision enables students to develop their musical skills, build confidence, and make sustained progress on their chosen instrument.

2.Lunchtime Opportunities

- In addition to individual instrumental lessons, we have recently introduced lunchtime piano and drum groups, providing students with regular opportunities to develop their performance skills and make music collaboratively. These sessions encourage ensemble playing, teamwork, and musical confidence in a supportive and inclusive environment.

3.After-School Opportunities

- Our after-school music provision includes a recently established Glee Club, where students rehearse and perform as a vocal ensemble.
- Orchard Mead also has a strong tradition of producing whole-school musical productions, giving students valuable opportunities to develop their performance and stagecraft skills.
- In addition, a number of small instrumental bands rehearse regularly through after-school band practice sessions.
- All ensembles work towards live performances, allowing students to showcase their achievements and gain experience of performing to an audience.

4.Practice and Rehearsal Spaces

- Students have access to a range of specialist facilities, including two fully equipped practice rooms, a dedicated music studio, and two music classrooms.
- These spaces are available during Breakfast Club, breaktimes, lunchtimes, and after-school sessions, enabling students to rehearse, practise independently, and collaborate with others.

- Students are actively encouraged to engage with the school's co-curricular music programme and are recognised through the school's rewards system, including the award of Oath and Prom Points for regular participation and commitment.

5.School Instrument Loan Scheme

- Orchard Mead operates a free instrument loan scheme, enabling students to borrow a keyboard or guitar to use at home. This opportunity is available to all students across the key stages and supports regular practice beyond the classroom. By removing financial barriers and increasing access to instruments, the scheme helps students develop their musical skills and sustain their progress throughout their musical journey.

Part C: Musical Experiences

At orchard Mead we are committed to giving students the opportunity to experience other musical experiences outside of the classroom environment.

- School Performances will includes taking part in the TMET Christmas concert, the school band performing in the end of term assemblies, open evening and award evenings. All music ensembles and soloists will be invited to perform in the end of year performing Arts showcase.
- All events are open to all students across both key stages. All events are free to participating students We have a wide range of students across all key stages who perform and partake in music.
- All school-based events are open to all students and the community as part of the audience.

Future Plans

- The Key Stage 3 curriculum is currently being redesigned to place a greater emphasis on the three core strands of musical learning: performing, listening and appraising, and composing.
- The revised curriculum will align more closely with the OCR GCSE Music Areas of Study, providing students with a stronger foundation for future study. For example, Concerto Through Time will be explored through works such as Für Elise and Moonlight Sonata when learning keyboard skills; The Conventions of Pop will be taught through ukulele and guitar performance; Rhythms of the World will be studied through practical percussion work; and Film Music will be explored through composition projects.

- This enhanced Key Stage 3 curriculum will provide students with a clearer and more seamless progression route into GCSE Music, ensuring that they develop the knowledge, skills, and understanding required for success at Key Stage 4.
- All Key Stage 3 assessments will be redesigned to incorporate knowledge retrieval, listening and appraising, and practical performance, enabling students to demonstrate a broad range of musical skills and understanding.
- The Key Stage 4 curriculum will continue to be refined and developed, with a particular focus on the application of Principles of Instruction within music theory teaching. This will ensure that students are supported in securing and retaining key knowledge, helping them to achieve the best possible outcomes in GCSE Music.
- As part of our ongoing commitment to enriching musical opportunities, we plan to re-establish *The ARC* as a dedicated performance venue, providing students with regular opportunities to showcase their talents through lunchtime and after-school concerts. This will create a vibrant performance culture within the school, allowing bands, ensembles, and solo performers to gain valuable experience of performing before a live audience.
- We also intend to further develop our *music studio facilities*, enabling students to record, edit, and produce their own music using industry-standard technology. This enhancement will broaden students' understanding of contemporary music-making, support creative composition projects, and provide valuable insight into music production and recording processes. These improvements will help ensure that students can engage with music both as performers and as creators, reflecting the diverse opportunities available within the modern music industry.

Further Information

Students can access Music outside of Orchard mead by contacting Leicestershire Music Hub which provide music education opportunities throughout Leicestershire. They may provide financial support for some activities.

To find contact information for your local music hub, visit [Arts Council England](#).

For funding and grants use the following links

The [Music and Dance Scheme](#) provides grants for children and young people aged 8 to 19 with exceptional talent and potential. They help with fees at 8 independent schools and 21 centres for advanced training.

The [Youth Music NextGen Fund](#) offers young creatives aged 18 to 25 grants of up to £2,500 to launch creative projects, ideas or businesses.

[Awards for Young Musicians](#) offers grants to talented children and young people aged 5 to 17 to support with music-making.

[Take it Away](#) provides interest-free loans to buy musical instruments.

The [Royal National Institute of Blind People \(RNIB\)](#) offers advice on:

- music education
- employment
- ABRSM braille exam pieces
- buying and loaning music

You can also find resources and information to:

- [support young people](#) to make music beyond school
- help young people find an [internship or apprenticeship](#) in the music sector
- organisations offering [careers advice](#) for the music industry and wider creative sector

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Music Lead: Johanne Brooks

School Leadership Team Member Responsible for Music: Lewis Hill

Local Music Hub: Leicestershire Music Hub