Music Development Plan summary

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

Overview

Detail	Information
Academic year that this summary covers	2026
Date this summary was published	Autumn 2026
Date this summary will be reviewed	Autumn 2027
Name of the school music lead	Diane Yousofian
Name of school leadership team member with responsibility for music (if different)	Kevin Walden
Name of local music hub	Buckinghamshire Music Trust
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

At KS3, students receive 1 hour of music teaching per week in Years 7 and 8 and there is a carousel in Year 9 to ensure breadth and depth across the key stage.

Details can be seen on the website and a summary is available below. The planned scheme encompasses three disciplines: performing, composing, and understanding. It aims to foster personal skills like problem-solving, perseverance, teamwork, and confidence, preparing students for success beyond music and into future employment. These life skills are integral to developing subject-specific skills and creating well-rounded individuals.

The key knowledge and skills that students will gain from music are: understanding and exploring how music is created, produced, and communicated; experimenting with, creating, selecting, and combining sounds using the inter-related dimensions of music; performing music with increasing confidence and control; listening with discrimination and awareness; using technologies appropriately; appreciating and understanding a wide range of musical contexts and styles; and developing a deepening understanding of the music they perform, listen to, and its history. Curriculum Maps - see website for more information

Year 7	**Unit**	**Content summary**	**Assessment**
1	Introduction to music part 1	● rhythm and metre, rhythmic music notation ● body percussion and singing ● Listening skills ● Improvise and compose and evaluate	Continual assessment: Copying sounds, performing from notation, singing, improvising, appraising
2	Introduction to music part 2	● rhythm, metre, structure, notation ● Djembe drumming and singing ● Listening skills	Continual assessment: Copying sounds, performing from notation, singing, improvising, djembe drumming, appraising
3	Exploring staff notation part 1	● Pitch notation, structure and timbre. ● Instruments of the orchestra ● Great Composers ● Perform on a pitched instrument and appraise	Continual assessment: reading and performing from notation, singing, listening, improvising, appraising
4	Exploring staff notation Part 2	● Pitch notation, structure and timbre. ● Identify instruments of the orchestra ● Great Composers ● Perform simple parts on a pitched instrument. ● Compose/improvise and appraise	Continual assessment: reading and performing from notation, singing, listening, improvising/composing, describing music
5	Texture and Chords	● Texture and chords ● singing and accompanying ● Compose/ improvise accompaniment patterns	Continual assessment: notation, singing, listening, performing melodies and accompaniments, improvising/composing, describing music
6	Popular Song	● timbre and structure ● pop music instruments ● notation and chord symbols ● singing and accompanying	Written assessment: Instruments, note values, pitches, elements of music, chords/triads Performance of pop song

Year 8	**Unit**	**Content**	**Assessment**
1	Folk Music	● timbre and texture ● singing, ensemble skills ● Shanty ● improvise/compose, appraise	Continual assessment: Copying sounds, singing, performing and composing accompaniments, listening and appraising
2	Pentatonic Melodies	● Pentatonic music, dynamics, texture, structure ● singing, ensemble skills ● music in different cultures ● improvisation	Continual assessment: Copying sounds, singing, ensemble skills, listening and appraising
3	The Blues	● History of the blues ● melody, harmony, structure, texture and timbre. ● Primary Chords ● perform melodies and accompaniments	Continual assessment: performing melodies and accompaniments, primary chords and blues structure, listening and appraising
4	Reggae	● Reggae context ● harmony, articulation, rhythm, articulation and metre. ● Performing and singing melodies and accompaniments	Continual assessment: performing melodies and accompaniments, singing, staccato offbeat chords, listening and appraising
5	Descriptive Music	● programme music, film scores, and incidental music. ● melody, harmony, rhythm, timbre, tempo, and dynamics. ● leitmotif ● Composing/improvising	Continual assessment: performing melodies and accompaniments, adding expression, listening and appraising
6	Computer and Video Game Music	● chiptune/8-bit music ● Music technology ● create video game sound effects and themes. ● evaluate computer and video game music.	Written assessment: Instruments, note values, pitches, elements of music, chords/triads, folk music, blues, reggae, leitmotif video game composition

Year 9	**Unit**	**Content**	**Assessment**
1	Minimalism	● Minimalism context ● elements of music, notation ● performing from notation, ● describing music ● improvise and evaluate	Continual assessment: Copying sounds, performing from notation, improvising, evaluating
2	Dance Music	● elements of music, focus on timbre and metre ● describing music ● perform and improvise in different metres ● evaluate ● understand how music has evolved through time	Continual assessment: performing dance music from notation, simple and compound rhythms, improvising, recognising features of jig, waltz and salsa, evaluating
3	Making Arrangements	● elements of music ● Rap and Hip Hop ● performing different layers of texture ● extend and develop musical ideas ● create contrast ● evaluate	Written assessment: Instruments, note values, pitches, elements of music, chords/triads, arrangement techniques, dance music, minimalism

All planned schemes of work are accessible to students with SEND. Where students have a physical disability, adaptations are made on an individual level to allow them to access the full curriculum.

Across the three years of KS3 students will have the opportunity to practise vocal skills and play a variety of instruments, including; keyboard, ukulele, hand-held percussion and African Drums (djembe).

We currently offer AQA GCSE Music and Btec tech award in Music Performance in KS4.

Part B: Co-curricular music

A range of instrumental and singing lessons are available at extra cost to parents. We have two visiting teachers from Buckinghamshire Music Trust who teach guitar, electric guitar, bass guitar and drum kit. We have one private teacher who offers singing and piano lessons. All lessons are currently taught one-to-one. BMT will reduce the cost by 50% for students in receipt of Free School Meals, and as a school we typically use Pupil Premium funding to pay for the other 50% or to pay fully for students that are entitled.

In keeping with the school's Sikh ethos, we also offer Indian musical instrument tuition and have a teacher that offers dilruba, harmonium and tabla lessons in groups and individually.

All instrumental lessons take place on rotating timetables within the school day. We have a small stock of instruments that we loan out free of charge to help students starting out with their instrumental learning.

There is a newly formed extra-curricular choir for KS3 which is currently meeting once per week at lunchtime. The group is small but very keen. They have performed at the rewards evening and there are plans to perform more regularly.

Students are able to use our practice rooms and music facilities for private and small group rehearsals during lunchtime and after school.

Students are directed to local musical opportunities outside the school setting such as Amersham Music Centre. Information about these can be requested from the music department.

Part C: Musical experiences

There is an opportunity to sing and perform with Indian instruments in the daily act of worship in the gurdwara and on the major Sikh festivals that are celebrated in school. Students are able to practise and learn Shabad during lunchtimes and have performed at the Vaisakhi 'in faith and football' event in London's Wembley Stadium.

We have performances at the annual awards evening and have talent shows. There are opportunities to perform music in the wider community such as the annual Vaisakhi event in Trafalgar Square and performing in local care homes.

There are trips to musical theatre productions offered in each year group as a joint enterprise between drama and music departments. In addition, students in KS4 have the opportunity to attend an orchestral concert. Pupil Premium students will attend these events free of charge where applicable.

In the future

We will offer additional extra-curricular clubs taking place at the end of the school day.

Exposing key stage 3 and 4 students to live shows will continue so students are able to develop a deeper understanding and appreciation of different musical genres, performance techniques, and the atmosphere of live music, which in turn enhances their practical and theoretical learning. Additionally, experiencing live shows helps students build critical listening skills, fosters creativity, and provides inspiration for their own musical performances and compositions.

To further promote Music at Key Stage 4, we will offer a variety of enrichment opportunities, such as workshops with musicians, masterclasses, and performance showcases, while also expanding access to music technology resources and providing personalised guidance for students interested in pursuing music beyond school. We will also explore fundraising opportunities to help pay for new equipment.

We will explore fundraising opportunities through organisations such as Bluespark Foundation and Universal Music UK Sound Foundation

There will be more liaisons with our Trust's Primary School to ensure curriculum flow and create joint performance opportunities.

Further information

Buckinghamshire music trust

Charlotte Medlar

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 for support beyond the school.