

## Music development plan summary:

### Dixons Cottingley Academy – Bradford

This document is designed to give a summary of the high-quality music provision at this academy in curriculum music, co-curricular music and musical experiences, considering 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

### Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the academy music lead	Ms S Cimadoro
Name of academy leadership team member with responsibility for music (if different)	Mr D Hutton
Name of local music hub	Bradford Music Hub
Name of other music education organisation(s) (if partnership in place)	Dixons Academies Trust - Director of Music, Tamsin Rafnsson

This is a summary of how our school delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students’ 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 students can achieve.

- Our contribution to the academy curriculum is high with music being taught as a discrete subject during KS3 – and the opportunity to study BTEC at KS4.
- Our music curriculum is:
  - broad and balanced
  - ambitious, with a wide range of topics and skills covered (practical and written)
  - considering employability with links to industry and opportunities to develop SMSC, Character and Culture.
- Students in key stages are provided a challenging curriculum that supports their KS4 specifications. The curriculum overview is regularly updated with new developments to remain relevant and engaging.
- Three members of staff are music specialists within the department.
- Students in Year 7 have one timetabled music lesson per week.



- Students in Year 8 have one timetabled music lesson per week.
- Students in Year 9 also access music tech lessons as part of their stretch provision, depending upon teacher allocation.
- Students in Year 11 who have taken music as an option have three timetabled music lessons per week. KS4 Students work towards a BTEC Tech Award qualification.
- Students complete two units in Year 10 – and a larger unit in Year 11 allowing sufficient time for re-sit opportunities for pupils to re-visit and refine coursework.
- The curriculum is organised to incrementally grow skills from basic to advanced. Built of in order of difficulty / concept and building on prior learning (e.g. there is a focus on rhythm and timing within ensemble skills in Y7 cycle one and implementing these skills into band skills in cycle two when instruments are introduced)
- There is an emphasis on transferable skills to link all topics together and we follow national curriculum guidelines for performing, composing and appraising to create KS3 assessment criteria.
- Classrooms are organised so that there are a lot of visual cues to help with key words, specific topics and subject specific terminology to aid students in their reading and understanding of musical topics.
- There is whole year group singing in Year 7.
- The curriculum explores a wide range of musical styles and genres. The faculty ensures that SMSC education is embedded throughout the curriculum through developing students' curiosity in the wider world and learning about other cultures (e.g. topics explore protest, racism, religion, and varying cultures). Students are taught to understand, appreciate and respect differences in the world e.g. global music traditions.
- Student celebration is of high importance with staff using social media posts, visual displays both in the classroom and on our corridor and whole school strategies such as awards, board of excellence and half termly postcards.

## 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.

### Trips and enrichment opportunities

- The school subsidises the cost of peripatetic instrumental provision to ensure students all have the best opportunity for making use of these lessons.
- We have four peripatetic teachers who cover drums, guitar, keyboard, and singing. These are taught 1:1, 2:1 or in small groups depending upon performance requirements.
- These lessons are on a 20-minute rota and pupils and staff are given access to times of these lessons. Guitars are available for students to take home for regular practice.
- The academy will KS4 support pupils who need access to guitars, keyboards outside of school – especially over the holiday periods.

### Extra - curricular clubs

- Girl band (x2).
- Boy band.
- Dixons Cottingley Academy band.
- Dixons Cottingley Academy choir.
- Attendance is tracked through registers.

## Part C: Musical experiences/opportunities

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. Various performance events take place throughout the school year, including whole school productions performed over two nights. Approximately 75 children take part in performances which are showcased to parents and community:

- Summer jam 2024
- SIX the musical 2023
- Disenchanted the musical 2024
- Peter Pan JNR 2025
- Sports Day band performance 2023 & 2024



- Winter MADDfest (Music, Art, Drama & Dance) 2024
- Leeds Playhouse partnership (The Leeds Playhouse & DCO evening of performance)
- Dixons Cup

Links to Leeds Playhouse (partnership with DCO) students took part in an evening of performance, providing musical accompaniment for Playhouse performances. Working with Drama and Dance at DCO (live accompaniment for dance pieces) performing to the community.

## In the future

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

- Develop the profile of Dixons Cottingley Academy's performing arts faculty (including music) within our trust and our wider school community.
- Develop opportunities for performing arts students to access to external companies, practitioners and wider music community.
- Ensure collaboration of work within our trust impacts on student progress.
- Character development that ensures excellent attitudes, behaviour and engagement.
- Department to implement work-readiness for their subject. Tasks, events and topics to enrich student's cultural capital.
- Further increase the quality of teaching and learning across the faculty.
- Robust monitoring and self-evaluation of outcomes, T&L, marking and behaviour. CPD. Areas of underperformance are swiftly impacted upon leading to a reduction in internal variation.

## Further information

- National plan for music education: NPME
- Model music curriculum: MMC
- National curriculum for music: NC

