

Music development plan summary:

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Millie Sheppard / Michelle Gleave
Name of school leadership team member with responsibility for music (if different)	Mike Hoad
Name of local music hub	Lincolnshire Music Education Hub

Our Vision for Music

At Walton Academy, Music lessons develop every student's creativity, confidence and appreciation of a range of music. Through performing, composing and listening, pupils build their musicality progressively across Key Stage 3 - moving from developing basic performance and listening skills to becoming fluent, expressive musicians who can interpret, create and evaluate music with increasing sophistication. Lessons are mostly practical, offering both individual and group work that supports every learner in achieving their potential. A broad range of genres, styles and traditions are explored to widen cultural understanding and musical awareness.

Our curriculum provides a clear pathway into examination courses at Key Stage 4, as well as for lifelong engagement with music-making. We aim to cultivate musicians who are confident, creative and reflective, and who contribute positively to the school and wider community through their musical experiences.

Part A: Curriculum music

All Key Stage 3 students receive 50 minutes of timetabled music per week in Years 7, 8 and 9. Lessons take place in a specialist music classroom equipped with keyboards, ukuleles, tuned and untuned percussion, and music technology, allowing students to develop practical skills in a creative and supportive environment. Students also have opportunities to learn to play instruments or sing through in-class projects, ensuring access to a wide range of musical experiences.

At Key Stage 4, students may opt to study AQA GCSE Music, providing flexible pathways to suit a range of musical interests and strengths. Assessment is ongoing through theory and practical, using practice questions early on in the course, formative practical

assessment, and peer/self-assessment, with all feedback aligned to the school's wider assessment policy.

The curriculum is structured around the three pillars of musical progression – technical, constructive, and expressive – as outlined in the Model Music Curriculum (March 2021). At Key Stage 3, students explore themed projects such as *'Musical Theatre'*, *'Blues'* and *'Film Music'*, alongside musical element focused schemes of work which lay strong foundations in performance, composition, and listening. These skills are developed further at Key Stage 4 through stylistic understanding, notation fluency, and analytical listening.

Learning is fully inclusive, with differentiated resources and strategies to support pupils with SEND, and all students have access to musical instruments and technology regardless of prior instrumental experience. The department works in partnership with Lincolnshire Music Service to enrich the curriculum and provide additional instrumental opportunities.

<https://www.walton-ac.org.uk/curriculum/courses/music/>

Part B: Co-curricular music

Music tuition at Walton Academy is currently available in brass, voice, guitar, piano, and percussion, delivered through our partnership with Lincolnshire Music Service and a team of three visiting peripatetic teachers. Tuition is offered one-to-one or in small groups in dedicated practice spaces, and, depending on a student's experience or interests, lessons can be arranged for almost any instrument. Pupil premium funding is available to support access where appropriate, ensuring tuition is accessible to all students.

A plan is in place to increase the range of extra-curricular ensembles that run each week, some run by the music lead and others run by Post-16 students. These are open to students across all Key Stages. These give students opportunities to develop their skills collaboratively. Students can also participate in school performances, including the annual school musical, Key Stage 4 exam performances, and achievement evenings, enriching both school life and the wider community.

Students are supported to make progress in music outside lesson time through instrument loans, rehearsal spaces, and practical support, with opportunities to pursue graded exams where appropriate.

Part C: Musical experiences

Music plays an active and visible role in school life, with students regularly showcasing their work and talents at achievement evenings. Pupils from all year groups are encouraged to perform as soloists, in ensembles, or as part of larger productions, while others contribute as members of the audience, helping to create a vibrant musical culture across the school.

The school's musical calendar includes an annual school musical, and Key Stage 4 performance showcases, alongside opportunities to participate in community events and achievement evenings. These events allow students to develop confidence, collaboration skills, and practical performance experience.

Enrichment extends beyond the classroom through trips to professional theatre venues, such as the Theatre Royal, Nottingham, and last year; the Royal Albert Hall, providing students with memorable live music experiences. Within school, pupils benefit from masterclasses and workshops led by professional musicians, as well as collaborative projects with the Lincolnshire Music Hub, which offer additional opportunities for performance, creativity, and cultural engagement.

All musical events and enrichment opportunities are inclusive and accessible, with subsidies available for families through pupil premium funding where appropriate, ensuring that every student can participate fully in the rich musical life of the school.

Future development

Priority 1: Deepen Curriculum Progression

Continue to develop the Key Stage 3 spiral curriculum so that composition, performance, and listening skills build progressively, directly linking to Key Stage 4 pathways and exam requirements as we move from BTEC to GCSE.

Priority 2: Increase Participation

Increase student engagement in instrumental lessons and ensemble participation, aiming for at least 10% of the school population to access co-curricular music opportunities.

Priority 3: Expand Musical Experiences

Increase the number and variety of musical events, including clubs, concerts, performances and workshops, to provide more opportunities for students to perform and engage with music. Potentially begin collaborations with primary schools.