

Co-op Academy Leeds School Music Development Plan 2025 - 26

All schools should have a music development plan

from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account 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

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025 - 26
Date this summary was published	Sept 2025
Date this summary will be reviewed	Sept 2026
Name of the school music lead	Lucy Clifton
Name of school leadership team member with responsibility for music (if different)	Jessica Field
Name of local music hub	West Yorkshire Music Hub

Name of other music education organisation(s) (if partnership in place)	
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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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Co-op Academy Leeds we take great pride in delivering a diverse and inclusive musical education and experience and recognise that music is an important part of the lives and culture of many of our students. Our free of charge one-to-one lessons in a range of instruments/singing as well as extra-curricular music provision help to dissolve barriers created by social and economic disadvantage. Events such as Roma Fest and Culture Fest give students an opportunity to express their cultural and individual identity through music and performance opportunities. Students can learn a range of different musical disciplines and are encouraged to take part in musical activities that the whole school, as well as the wider community, can enjoy and be proud of. Our students take pride in what the music department offers the school and as a result we have consistently and increasingly high numbers of students opting to study music in Key Stage 4.

Our approach

Our curriculum is heavily informed by the Model Music Curriculum and fully covers the KS3 National Curriculum's aims, attainment targets and subject content subject matter and targets. Further details of the KS3 Music Curriculum long term plans and the overall music learning journey are published on the [academy website](#). From years 7 to 9 all students receive 1 minute music lesson each week which is further supported by the peri music lessons in singing, guitar, bass, drums and piano. We offer further musical support via extra-curricular music provision after school three days a week and during lunch times, serving students of all year groups.

By the end of key stage 3 we ensure that students:

- have had access to a wide range of music listening that spans music history throughout the world.
- have had opportunities to try a number of different instruments and find one that suits them.
- have gained access to musical theory and vocabulary that they can use to understand music in the wider world.
- have had opportunities to create and improvise with music as a form of individual artistic expression.

Students progress by developing skills relating to three main areas: playing, listening and creating. We incorporate these three areas of understanding into the curriculum and into each lesson to develop a wider musical understanding alongside developing the fundamentals of music and focus.

Students have time to practise and learn an instrument in almost every music lesson and this is supported by music theory and terminology and genre / artist focus in order to develop their skills as musicians and put the practical elements into perspective. We focus on the elements of music (such as rhythm, melody, harmony, pitch, dynamics etc) and develop their knowledge and skills over time whilst improving their ability to understand the music they are listening to. Practical time in their learning journey begins with keyboard skills but quickly expands to learning to play popular stringed instruments such as guitar, bass and ukulele as well as the drums. Students also regularly have opportunities to learn to sing the pieces of music we are learning in class to allow for full class performance opportunities.

We teach a wide variety of styles from Western classical tradition up to the 1940's, popular styles (pop, blues, jazz, reggae etc) and various musical traditions from around the world with an emphasis on those cultures present in our school where possible. This includes covering Roma music when learning about Django Rheinhardt and his impact on jazz music and the influence of traditional Latin music on popular song and dance in the 21st century amongst others.

At Key Stage 4, Music is delivered as an optional subject for three lessons a week. Students study AQA GCSE Music and a KS4 curriculum that builds on the musical foundations they have learned at KS3. There are three components in their studies during KS4:

Understanding Music:

There are four areas of study in this unit:

1. Western classical tradition 1650–1910 (Compulsory)
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

Students listen attentively to unfamiliar music from all four areas of study to identify and accurately describe musical elements, musical contexts and use musical language (including staff notation).

Students actively listen and analyse unfamiliar music from all four areas of study to identify and describe their musical characteristics.

As part of area of study 1- Western Classical tradition 1650-1910, students will listen to music from the following styles/genres to identify and describe musical elements, musical contexts and musical language:

- The Coronation Anthems and Oratorios of Handel.
- The Orchestra Music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

In addition, students critically appraise the music from the specified study pieces using their knowledge and understanding of:

- the effect of audience, time and place on how the study pieces were created, developed and performed
- how and why the music across the selected areas of study has changed over time
- how the composer's purpose and intention for the study pieces is reflected in their use of musical elements
- relevant musical vocabulary and terminology for the study pieces.

Study Piece:

Area of study 1: The current study piece is Beethoven's Symphony No.1 (Movement 1: Adagio molto – Allegro con brio).

Area of Study 2: Popular Music - The current study piece is the music of Queen.

The following musical elements are taught throughout Understanding Music:

- Melody
- Harmony
- Tonality
- Structure

- Sonority (timbre)
- Texture
- Tempo, Rhythm, Metre
- Dynamics and Articulation

Performing Music

Students are given time to develop their instrumental / vocal abilities and develop a repertoire of songs. They will be assessed on 2 performances; one solo piece and one as part of an ensemble lasting 4 minutes minimum between the two.

Composing Music:

Students learn how to express themselves creatively through music and to work to a brief. They will learn to form and develop musical ideas and will compose two pieces of original music. Composition 1 is to an externally set brief and composition 2 is a free composition.

Music is taught fully inclusively at both key stages, and in mixed ability groups. There is equal access to music lessons for all students regardless of demographic, SEND status, disadvantage or any other characteristic. Students with additional needs are supported to access the subject and succeed in line with their SEND pupil passports and the music curriculum has been carefully designed and 'poverty-proofed' to ensure that no students are disadvantaged as a result of any potential socio-economic challenges. Again, we are exceptionally proud to offer additional instrumental/vocal tuition by our expert peripatetic teachers free of charge to any student who wishes to learn an instrument/voice.

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.

Alongside the timetabled music provision, we also offer a range of peri music lessons which are provided on a one-to-one basis and taught by our expert peri teacher. We offer tuition in the following;

- Singing

- Guitar (acoustic or electric)
- Bass guitar
- Piano
- Drums

We have a school steel pan band which meets weekly with tuition provided in partnership with Art Forms. The band have been established in the school for a number of years now and are a regular feature in school shows and events.

Students have access to the music department at various times during and after school to continue to develop their musicianship at their own initiative. This often results in students requesting to perform music at shows throughout the year and student bands have been forming and practising material of their choice. They are given guidance and assistance from the music department towards doing this.

We have a recently formed school band mostly consisting of dedicated KS4 musicians who rehearse regularly and have also been a regular feature at school events and shows.

Part C: Musical experiences

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.

We have a number of performances, opportunities and events planned throughout the year, including our annual Culture Fest which is a celebration of different cultures through a series of performances of music, dance, spoken word and acting. These events promote the talents, efforts and musicality of our students and allow them to showcase their talents. These events have a large musical element with the entire school attending; the excitement and support they show is highly motivating for the performers. This results in increasing numbers of students participating in these events and other opportunities to become more involved in music at the school.

Another example of high quality extended musical opportunity is our Trust's Young Musician of the Year competition which included students from every academy across all year groups. This provided students with the chance to perform at a range of professional music venues, culminating in a grand final at Home Theater in Manchester. Finalists from this competition also won tickets to a live musical concert

of their choice. A number of our students made it through to the regional finals with one winning an award for best KS4 singer. This is a fantastic experience involving performing at a professional venue in front of a crowd as well as a panel of judges from the music industry who give invaluable feedback on their performance. More of our students will be entered this year and there is genuine excitement given last year's success.

We have worked in partnership with the Abram Wilson foundation who delivered an assembly and a number of highly engaging workshops that got KS3 and KS4 students collaborating with professional musicians to create music and teach them valuable musicianship skills. These had a very positive response and this is something we will intend to carry out again in the future.

In the future

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

Co-op Academy Leeds is fully committed to further developing and enhancing the already excellent provision that is in place for our students.

The performing arts department will be hosting an event of musical theatre by working together to choreograph a musical experience that incorporates song, dance and acting. The event will feature KS3 and KS4 students and music will be provided by the school band.

We aim to provide students with more opportunities to see live music events outside of school. We want our students to experience a broad range of different music styles and the joy of seeing people perform live. This is something we know a lot of our students will not have had the chance to do before and we believe that it will contribute to a culture that respects and appreciates the arts.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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 to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.