

Music Development Plan

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.

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Andrea Niespolo
Name of school leadership team member with responsibility for music (if different)	Ross Miles
Name of local music hub	Hounslow Music Service - https://www.hounslowmusic.org.uk/
Name of other music education organisation(s) (if partnership in place)	N/A

7 features of high-quality music provision

- 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

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.

information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

The Rise School is an all-through ASC free school. All lessons are 40 minutes long. The school’s curriculum model allocates 1 period to KS2 and KS3 throughout the academic year.

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The music department is well resourced for a small of our size. Our class sizes are capped at 10 and this allows whole-class approaches to accessing practical learning of a range of instruments. The curriculum develops keyboard, voice and guitar/ukulele skills through stylistic or historical contexts.

The Primary curriculum is published on the school website: <https://theriseschool.com/primary-school/curriculum>

The Primary curriculum schemes of work can also be found on the same webpage. Instruments covered in KS2 (no KS1 at present) include piano, ukulele, percussion (African djembe) as well as choral work delivered whole class.

The Secondary curriculum is published on the school website: <https://theriseschool.com/secondary-school/curriculum>

The Secondary curriculum schemes of work can also be found on the same webpage. Instruments covered in KS2 (no KS1 at present) include piano, ukulele, guitar as well as choral work delivered whole class. The stylistic and historic contexts include; reggae, music for film, blues and pop music. At KS4, we offer an option of block of music and art, this runs on a fortnightly carousel with yoga. This amounts to the AQA Unit Award Scheme as a summative assessment.

Part B: Extra-curricular music

The school runs a weekly music club that runs through the academic year. This is led by the school's music teacher with support from staff who enjoy being involved in the musical life of the school. Outcomes from this can be demonstrated in the Showcase events as detailed below.

Learners will:

- Rehearse a range of musical pieces from musical theatre to rock to world music.
- Sing as an ensemble with or without solo elements
- Sing individually, performing pieces of their choice
- Perform using instruments such, piano, guitar or ukulele.

Currently the school does not have any learners who receive peripatetic tuition. The school, therefore, places a strong emphasis on practical elements within the curriculum. The school demonstrates progress in music at the end of KS4 using the AQA unit Award Scheme. This takes the form of showing proficiency and progress in a musical instrument or singing. Learners are required to perform a piece in one of our showcases.

Part C: Musical experiences

The Rise school holds two key events throughout the academic year, the Winter and Summer Showcases. Both events aim to capture successes across all subjects, of which music performances are very much a part of. The intent of each showcase is to demonstrate the learning that has taken place that term or two terms, in this regard the musical performances are linked to outcomes achieved in either music lessons or music club.

The school has an annual trip to a theatre to watch a pantomime performance. This is offered free to families. We have learners studying GCSE Drama at an adjacent Secondary school.

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Part D: In the future

The vision of the school's music provision is to provide a rich, well-rounded and comprehensive offer. This looks like a curriculum that exposes learners to key works in the western classical tradition, modern works and well as world music.

Our learners have a primary diagnosis of autism, so it key that music lessons are safe and explorative. For many of our learners, the school provides the majority of their practical and non-practical music experiences. The curriculum must, therefore, offer a range of instruments and platform opportunities to demonstrate creativity.

The school aims to review the department in 24 – 25 to better meet the features of high-quality music provision. As part of the review, the school will:

- Evaluate the current curriculum to ensure it is broad and balanced. Considerations will be given to whether there are opportunities for cultural capital and promotion of the school's EDI strategy.
- Assess the school's stock of musical instruments and use department budget where appropriate to widen the range of instruments available.
- Whilst the school already has two key performances a year. Could there be scope for smaller performances, during assemblies for example.
- Individual lessons are not currently offered at the school. Some learners have shown an interest in learning an instrument at home or at school. The school will assess the viability of running peripatetic lessons subject to funding.
- Document learners who play instruments outside of school and explore use of PPG and/or NTP funding for external music tuition.