

## Music development plan summary: *Brayton Academy*

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	17.12.2025
Date this summary will be reviewed	01.09.2026
Name of the school music lead	Suse Graham
Name of school leadership team member with responsibility for music (if different)	Emma Tomaz
Name of local music hub	North Yorkshire Music Services
Name of other music education organisation(s) (if partnership in place)	Danny Gamble – Piano teacher North Yorkshire Music Services (Drums, Guitar, clarinet, Violin peripatetic lessons).

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.

Students access music lessons for a single 50-minute period in Year 7. In Year 8 students take part in a termly carousel between music and drama – again they have a single 50-minute performing arts lesson per week.

In Year 9 students can opt for GCSE Pre-Option in Music. The course runs for 12 weeks and students have two 50-minute lessons as a double lesson.

Year 9 students have the option to take part in applied resilience. This is where students learn about being resilient through music making. Students who opt for music applied resilience study the option for a full year and are allocated two 50-minute lessons in a block per week.

GCSE music is a single year option. This means students study the subject for six 50-minute periods per week and complete all components in a single year – sitting the exam in the June. Students study the AQA GCSE Music course.

Key Stage 3 music includes the following topics which develop students' ability to play and perform confidently as a soloist and as part of an ensemble. Students are also provided with the opportunity to compose using instruments and technology and study a variety of musical genres to develop analytical skills and historical understanding.

### **Year 7:**

Base Line Teaching – key performance skills and terminology understanding

The Piano – Reading score notation, performing using one hand / both hands

Band Break out – development of instrumental skills – voice, guitar, drums, ensemble skills.

Rhythm Wheels – Understanding rhythm and how this is used in Samba.

### **Year 8:**

The Blues – Historical understanding, composing and performance opportunities

Reggae - Historical understanding, composing and performance opportunities

Music for TV & Film - Historical understanding, composing and performance opportunities

Band Breakout – Further development of ensemble skills

**Year 9:**

Composition – Composing to a brief / use of technology (Sibelius)

Performance – Solo and ensemble skills

Analysis – Understanding and using key terminology to understand different genres of music.

## **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.

**Brayton Academy offers peripatetic lessons in the following disciplines:**

Pop Instruments – Electric Guitar, Classical Guitar, Bass Guitar, Drums

Strings - Violin, Viola, Cello

Voice

Woodwind – Flute, Oboe, Clarinet, Saxophone

Brass – Cornet, Trumpet, French Horn, Euphonium, Trombone

Keyboards – Keyboard, Piano

**Currently there is an uptake in the following instruments:**

Drums, Bass Guitar, Guitar, Violin, Piano, Keyboard, Clarinet

Peripatetic lessons take place during the school day and students receive one lesson ( 20-30 mins) per week.

GCSE and students in receipt of FSM have lessons provided. Brayton Academy pays for GCSE students to ensure they are prepared for performance components of the course. North Yorkshire County Council funds PP / FSM students who wish to partake in group or individual lessons.

The extra-curricular offer in music is currently lacking. Currently in place is a one hour ‘band club’ run by a visiting peripatetic teacher. This is due to the sole music teacher at the Academy also being the Vice Principal and DSL.

This is currently the only additional offer to classroom learning. Leadership are aware of the demand within the school and the absence of a meaningful offer, including productions, concerts, choirs and clubs.

## **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.

Currently there is no wider musical experiences planned for the Academic year. Brayton Academy are looking to appoint a HOF for Performing Arts in the Spring Term to develop this.

## In the future

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

The changes, adaptations and improvements that are required urgently are:

- Appointment of a full-time music specialist who is able to lead the department and teach drama.
- Review of current curriculum mapping and teaching resources.
- Development of fulfilling extra-curricular offer which includes choirs, trips, regular ensemble and solo opportunities across a range of instruments / genres / interests.
- Annual / bi-annual production to take place.
- Regular concerts to showcase student performance.
- Outreach work to take place with local primary schools.
- Analysis on vulnerable cohorts' engagement in peripatetic lessons, trips and extra-curricular activities.

## Further information (optional)

[School music service | North Yorkshire Council](#)