



# Walderslade and Greenacre Schools Partnership

## Music Development Plan

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### VISION FOR MUSIC

At Walderslade and Greenacre Schools Partnership, our vision is to become the number one choice for Music education in Medway. We aim to provide a broad, inclusive, and inspiring music education for all students aged 11–18. Through a rich and robust curriculum, high-quality instrumental and vocal tuition, and dynamic extra-curricular opportunities, we want every student to experience the power of music to build confidence, creativity, cultural awareness, and lifelong skills. We are committed to developing music technology provision and enhancing our facilities to better support all learners, including those pursuing music at Key Stage 5.

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	What is needed to achieve our goals?	Resources Required	Risk Management	Success Indicators
<p>1. Curriculum provision</p>	<p>We teach Music at key stage 3 once a week, for one hour a week. At key stage 4 students study GCSE Music with a curriculum allocation of six hours over a fortnight. At key stage 5 students' study BTEC Level 3 National Extended Certificate in Music Performance. This equates to ten hours of curriculum time over a fortnight.</p> <p><b>INSTRUMENTAL RESOURCES</b> The department has 2 x class sets of keyboards and ukuleles. We have 1 dedicated KS4/KS5 teaching room complete with band set-up</p> <p>We have 4 electric drumkits, 5 pianos and a clavino (electric piano).</p> <p>We have electric and acoustic guitars, amps and class sets of percussion instruments.</p>	<p>To embed music technology across the music curriculum - including SEND and post-16 pathways - to engage all students, improve composition and performance skills, and develop relevant digital literacy for creative career opportunities.</p> <p>We plan to introduce a Music Technology qualification at key stage 5 in the next two years. There is not a separate Music Technology qualification at Key Stage 4 at present, however there is scope within the GCSE to develop the necessary skills in order to progress to a Level 3 qualification.</p>	<ul style="list-style-type: none"> <li>- Integrate music technology into KS3-KS5 music schemes of work and adapt approaches for SEND learners.</li> <li>- Provide professional development in key music tech tools for all staff, including strategies for differentiated use in SEND and post-16 contexts.</li> <li>- Upgrade or establish a digital music lab or mobile setup accessible to all.</li> <li>- Develop cross-curricular links using music technology (e.g., Media, Drama).</li> </ul>	<p>DAWs (e.g., Soundtrap, BandLab, GarageBand, Logic Pro)</p> <ul style="list-style-type: none"> <li>- MIDI keyboards and headphones</li> <li>- Laptops/tablets for classroom use</li> <li>- CPD budget for inclusive staff training</li> </ul>	<p>Risk: Limited funding   Mitigation: Apply for grants, explore phased rollout</p> <ul style="list-style-type: none"> <li>- Risk: Low staff confidence   Mitigation: Scaffolded CPD, peer mentoring</li> <li>- Risk: Access issues for SEND   Mitigation: Use of adapted interfaces, 1-to-1 support</li> </ul>	<p>All KS3 students complete a digital composition</p> <ul style="list-style-type: none"> <li>- KS4/5 students apply DAW skills in coursework</li> <li>- SEND students demonstrate progress through adapted tech tasks</li> <li>- Strong cross-departmental and post-16 engagement</li> </ul>

<p>2. Whole class instrumental teaching</p>	<p>Whole class singing, keyboard and ukulele taught in year 7 Whole class instrumental skills taught and revisited in more depth in years 8 and 9, focusing on drums, guitars and bass guitars. We have also Introduced whole-class DAW-based music making.</p>	<p>Develop a more structured progression model for instrumental skills from year 7–9. Introduce more diverse instruments (e.g. brass, woodwind) through visiting workshops or trial lessons. Embed DAW into the curriculum to advance students skill set before GCSE.</p>	<ul style="list-style-type: none"> <li>- Improved planning and sequencing across KS3.</li> <li>- Engagement of external providers for instrument demos/workshops.</li> <li>- CPD on classroom band approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Visiting musician budget.</li> <li>- Wider range of class instruments.</li> <li>- Staff training time.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk: Lack of instrument diversity Mitigation: Use rotating instruments and external support</li> </ul>	<ul style="list-style-type: none"> <li>- Clear progression in instrumental performance across KS3.</li> <li>- Increase in uptake for instrumental lessons and KS4.</li> </ul>
<p>3. Access to lessons across a range of instruments and voice</p>	<p>We have peripatetic teachers for bass guitar, guitar and drums and vocals. Teachers are well established and retain students throughout the year. Students are timetabled for their instrumental lessons within the school day using a rotational system. Students are permitted leave their subject lesson to attend their instrumental lessons and students are given passes to show teachers in the corridor are shared to ensure safeguarding. Lessons are paid for by students, directly to the peripatetic teacher.</p>	<p>Expand offer to include piano, woodwind and strings if demand arises. Subsidise lessons for Pupil Premium students. Launch introductory taster sessions in Year 7/8 to boost uptake.</p>	<ul style="list-style-type: none"> <li>- Engage new peri staff for instruments not currently offered.</li> <li>- Identify Pupil Premium students who could benefit.</li> <li>- Promote instrumental lessons in assemblies/taster workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Budget to subsidise lessons.</li> <li>- More diverse instrumental staff.</li> <li>- Taster materials and recruitment posters.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk: Lack of uptake for new instruments Mitigation: Survey interest before recruitment</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in students accessing tuition.</li> <li>- Higher retention of PP students.</li> <li>- More diversity in ensemble performances.</li> </ul>

<p>4. Develop a school/vocal ensemble</p>	<p>We have a school choir who perform at various school events and have represented the school on trips to local care homes and primary schools. Choir rehearse at lunch time every week and perform in the school shows.</p>	<p>Develop a tiered vocal programme (e.g. junior and senior choir). Collaborate with local schools or Medway Music Hub for joint choir events</p>	<ul style="list-style-type: none"> <li>- Engagement with external partners.</li> <li>- Broader repertoire and performance schedule.</li> </ul>	<ul style="list-style-type: none"> <li>- Transport for events.</li> <li>- Sheet music and backing tracks.</li> <li>- PA equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk: Limited rehearsal time</li> <li>Mitigation: Build into timetable where possible</li> </ul>	<ul style="list-style-type: none"> <li>- Increased student participation.</li> <li>- Wider range of vocal repertoire.</li> <li>- External performance opportunities.</li> </ul>
<p>5. Develop a school ensemble/band/group</p>	<p>In addition to the curriculum lessons, we also offer a variety of clubs and interventions, to extend and support the classroom learning, as well as provide opportunities for students to learn an instrument and play as part of an ensemble. Students have the opportunity to join the ukulele club, keyboard club, Band Night, BandLab club, and various interventions for key stage 4 and 5 to support with their studies.</p>	<p>Formalise ensemble structure with dedicated student-led bands. Create a staff band to model performance. Enter local/regional competitions.</p>	<ul style="list-style-type: none"> <li>- Structured rehearsal times.</li> <li>- Mentoring for student band leaders.</li> <li>- Support for live performance and competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- Live sound gear.</li> <li>- Travel budget.</li> <li>- Staff rehearsal time.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk: Student commitment wanes</li> <li>Mitigation: Reward system for participation</li> </ul>	<ul style="list-style-type: none"> <li>- Regular student-led performances.</li> <li>- Success in competitions.</li> <li>- Strong peer-led ensemble culture.</li> </ul>
<p>6. Provide space for rehearsals and individual practice</p>	<p>We have five practice rooms within the department for independent work and group work.</p>	<p>Improve booking system for rooms. Equip each space with basic recording tools (e.g., audio interface, DAW).</p>	<ul style="list-style-type: none"> <li>- Simple online or physical booking system.</li> <li>- Low-cost home recording kits for rooms.</li> </ul>	<ul style="list-style-type: none"> <li>- Audio interfaces.</li> <li>- Small monitors or headphones.</li> <li>- Booking platform (Google Forms or similar).</li> </ul>	<ul style="list-style-type: none"> <li>- Risk: Misuse of space</li> <li>Mitigation: Staff monitoring and behaviour contracts</li> </ul>	<ul style="list-style-type: none"> <li>- High and efficient use of practice rooms.</li> <li>- Students record progress over time.</li> </ul>

<p>7. Develop a termly performance</p>	<p>We have six performances opportunities per year:          Term 1 – Talent Show          Term 2 – Christmas Concert          Term 3 – Band Night          Term 4 – Musical (cross-curricular with Performing Arts)          Term 5 – Course work performances for key stages 4 and 5          Term 6 - Walderfest</p>					
<p>8. Provide opportunities to enjoy live performances at least once a year</p>	<p>We aim to take students on a trip to listen to live music every year, whether it is a band, theatrical performance accompanied by live music or a classical concert.</p>	<ul style="list-style-type: none"> <li>- Build links with venues and local ensembles.</li> <li>- Plan a calendar of events across year groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Coach hire budget.</li> <li>- Performer fees (if in-house).</li> <li>- Permissions system.</li> </ul>	<p>Transport/performance space if in house.</p>	<ul style="list-style-type: none"> <li>- Risk: Cost of trips</li> </ul> <p>Mitigation: Subsidies for PP students, use of in-school events</p>	<ul style="list-style-type: none"> <li>- Each year group attends a live event annually.</li> <li>- Pupil voice reflects high enjoyment and engagement.</li> </ul>
<p>9. Use of Pupil Premium and SEND provision</p>	<p>We provide an inclusive curriculum, with a scaffolded approach to learning so that all students can access the curriculum and make progress.</p>	<p>Develop tailored schemes of work using adapted resources. Fund more tuition places and access to tech. Use music for wider therapeutic and communication aims.</p>	<ul style="list-style-type: none"> <li>- Close liaison with SENCO and PP leads.</li> <li>- Track progress and engagement.</li> <li>- Invest in adaptive music tech tools.</li> </ul>	<ul style="list-style-type: none"> <li>- Funding for instruments/tech.</li> <li>- SEND-specific resources and CPD.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk: Inconsistent engagement</li> </ul> <p>Mitigation: Regular check-ins and parental contact</p>	<ul style="list-style-type: none"> <li>- Improved confidence and engagement of SEND/PP pupils.</li> <li>- Evidence of musical progress and enjoyment.</li> </ul>