Music development plan summary

Atlantic Academy

Overview

Academic year covered	2026/27
Date published	September 2026
Review date	July 2027
School music leads	Alison Winsborough and Kerrie-Jo Jamieson
Senior leadership responsibility	Alison Winsborough and Pete Broadhurst
Local music hub	Dorset Music Hub

This plan explains how Atlantic Academy provides music education through curriculum music, co-curricular opportunities and wider musical experiences. It also sets out practical priorities for strengthening the place of music across the Academy during 2026/27.

Our intent

At Atlantic Academy, we want pupils to experience music as an enjoyable, creative and inclusive part of school life. Through singing, listening, performing, composing and instrumental work, pupils develop musical knowledge alongside confidence, collaboration, self-expression and cultural awareness.

Our aims are to:

- provide a coherent musical experience from the primary phase through Key Stage 3;
- enable pupils to perform and create music independently and with others;
- introduce pupils to music from different traditions, periods and cultures;
- develop pupils' ability to listen, respond and talk about music using appropriate vocabulary;
- increase participation in choirs, bands, instrumental tuition and performance;
- ensure that disadvantaged pupils and pupils with SEND can access musical opportunities; and
- help pupils understand how musical skills connect to further study, employment and the creative industries.

Part A: Curriculum music

This section describes music taught during curriculum time, including the time allocated, the resources used and the musical knowledge and skills pupils develop.

Primary phase: EYFS, Key Stage 1 and Key Stage 2

Primary music is taught once each fortnight by class teachers or an attached higher-level teaching assistant. The Academy uses ‘Sing Up’ to support a structured approach to singing, listening, musicianship, composing and performing. Pupils have access to percussion instruments, and singing is used to build confidence, musical understanding and participation.

In Year 2, pupils receive additional specialist input linked to their Africa topic, including African drumming and rhythmic work. In Year 5, pupils take part in a ten-week programme delivered by external specialists through the local music hub. Instruments used in previous programmes have included recorders, violins, ukuleles and samba drums; the instrument offered may vary according to availability.

The Academy will review the consistency, sequence and impact of primary music teaching during 2026/27. This will include checking how Sing Up is used across year groups and identifying the support staff need to deliver it confidently.

Key Stage 3

All pupils in Years 7-9 receive one music lesson each week with an Academy music specialist. The curriculum develops performing, composing, listening and appraisal through practical work. Pupils encounter a range of musical styles and contexts and apply musical vocabulary when discussing their own work and the work of others.

The curriculum includes individual, paired and group work using resources such as keyboards and ukuleles. Whole-class singing contributes to units of work. Where appropriate, music connects with learning elsewhere in the curriculum; for example, work on the blues can support pupils' understanding of its historical and cultural context.

The Academy is working with Dorset Music Hub to explore appropriate use of digital audio workstation technology. Any new resource will be evaluated for its contribution to musical learning, staff confidence and pupil engagement before wider adoption.

Key Stage 4

Music is not offered as a Key Stage 4 examination subject, and the Academy is not planning to introduce it as a curriculum qualification. Key Stage 4 pupils may access appropriate musical enrichment, instrumental tuition, performance and careers-related experiences where these are available. The Academy's development priorities are to strengthen the quality and reach of its existing curriculum and enrichment provision.

Part B: Co-curricular music

This section describes opportunities to sing, play and make music beyond timetabled lessons.

Choir

The All-through choir is part of the Academy's enrichment programme. It is developing into an increasingly visible part of school musical life, giving pupils a regular opportunity to sing together, build confidence and prepare for performances. During 2026/27, the Academy will establish a consistent rehearsal programme, record participation and plan clear performance opportunities.

Rocksteady and instrumental tuition

Rocksteady provides band-based music sessions and attracts strong pupil interest. Pupils learn to rehearse and perform with others, developing timing, listening, teamwork and confidence. The Academy also facilitates peripatetic guitar and drum tuition. These opportunities complement curriculum music and provide routes for pupils who wish to develop their instrumental skills.

The drum teacher is an active member of a local band. This provides an authentic connection with professional music-making and will be used to support pupils' awareness of careers and pathways in music and the wider creative industries.

Where arrangements permit, pupils can use Academy instruments and practice facilities. The Academy will review participation, affordability and barriers to access, particularly for disadvantaged pupils and pupils with SEND.

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Other enrichment and performance

- Music enrichment provides supervised opportunities for pupils to explore instruments and develop their skills.
- Pupil bands may rehearse using the Academy's music facilities and perform at suitable school or community events.
- Music can contribute to wider performing arts enrichment and Academy celebration events.
- Instrument loans may be made available for weekends or holidays, subject to the Academy's lending arrangements and availability.

Part C: Musical experiences

The Academy seeks to make music visible and valued through shared singing, performance, live experiences and links with musicians and cultural organisations.

Current experiences

- The whole primary phase takes part in an annual Christmas carol service, including year-group and house songs.
- The developing primary choir contributes to Academy and, where appropriate, community events.
- Pupils may perform at events such as celebration evenings and open days.
- Musical theatre visits and other live performance opportunities are considered where they are appropriate, affordable and linked to pupils' learning.
- Assemblies use carefully selected music to broaden pupils' listening and introduce composers, performers, musical traditions and contexts.
- External musicians and tutors contribute to pupils' understanding of music-making and creative-industry careers.

The Academy will develop an annual calendar of musical experiences so that opportunities are planned, communicated and evaluated. Activities listed as future priorities will be reported as completed only when evidence is available.

Inclusion and access

Atlantic Academy is committed to making music accessible. Curriculum teaching should be adapted so that pupils with SEND can participate and make progress. The Academy will monitor who takes part in choir, Rocksteady and instrumental tuition, including participation by year group, disadvantaged status and SEND. This information will be used to identify barriers, consider targeted support and evaluate whether opportunities are reaching a broad range of pupils.

In the future: priorities for 2026/27

The following actions are intended to make music a stronger and more visible part of Academy life. The Music Leads will report progress termly to the senior leader with responsibility for music. Evidence will be reviewed in July 2027 and will inform the next published plan.

Area	Priority and actions	Lead / deadline	Evaluation evidence
Leadership and monitoring	Establish a baseline for participation in choir, Rocksteady and instrumental tuition. Review it by year group, disadvantage and SEND.	Music Leads Baseline: Autumn 2026 Review: termly	Completed participation register; termly analysis; barriers and responsive actions recorded.
Curriculum	Audit how consistently Sing Up is used across primary year groups. Review curriculum sequence, lesson frequency, staff confidence and access to resources.	Music Leads and Primary Leadership Spring 2027	Timetables and planning reviewed; staff voice and pupil voice recorded; agreed actions followed up.

Area	Priority and actions	Lead / deadline	Evaluation evidence
Choir and enrichment	Publish a regular choir rehearsal schedule and prepare the choir for at least two performance opportunities during the academic year.	Music Leads Throughout 2026/27	Registers show sustained participation; rehearsal schedule maintained; at least two performances documented.
Participation and inclusion	Promote musical opportunities to pupils and families each term. Identify and address practical or financial barriers, with particular attention to disadvantaged pupils and pupils with SEND.	Music Leads with Pastoral and SEND Leads Termly	Termly communication issued; participation compared with baseline; support and resulting impact recorded.
Performance and school culture	Create an annual calendar for choir, year-group, house, band and instrumental performances, including the primary Christmas carol service and suitable celebration events.	Music Leads Calendar by Autumn 2026	Published calendar; records of events; pupil and audience feedback used to shape future provision.
Progression	Make the pathway from classroom music to choir, Rocksteady and instrumental tuition clear to pupils and families. Signpost suitable next steps and local opportunities.	Music Leads Spring 2027	Progression information published; pupil voice indicates improved awareness of available routes.
Careers	Plan at least one careers-focused musical activity using the professional experience of tutors, local musicians or partner organisations.	Music Leads and Careers Lead By July 2027	Activity completed; participating pupils identified; pupil feedback demonstrates increased awareness of roles and pathways.
Quality assurance	Provide a concise termly report to the responsible senior leader covering curriculum delivery, participation, inclusion, performances, progress against actions and next steps.	Music Leads Termly	Three documented reviews completed; actions, challenge and follow-up decisions recorded.