

Music development plan summary: Farnborough Spencer 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	2026-27
Date this summary was published	08.09.2026
Date this summary will be reviewed	01.09.2027
Name of the school music lead	Sam Kane
Name of school leadership team member with responsibility for music (if different)	Zara Shah
Name of local music hub	Nottingham Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this [here](#).

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

FSA currently offers music provision to KS3, with a plan to extend this to KS4.

The KS3 curriculum is based around both the National curriculum and Model Music curriculum, ensuring all aspects are covered and preparing students with the necessary skills to access KS4 courses.

Students attend Music lessons on a carousel rotation, meaning they receive one hour of music, once a week, during 3 half terms of the year, rotating with Drama halfway through the year.

The curriculum includes all the elements and skills outlines in the National Curriculum including; Instrument and vocal Performance, improvisation, staff notation, listening and appraising, cultural context, musical expression and composers. We offer a broad and balanced, skills-based curriculum, studying different instruments and musical styles from around the world. We introduce the idea of careers and music tech into the curriculum in year 9. We use the acronym MADTSHIRT to embed vocabulary around the elements of music within each lesson, consistently starting with a 'Knowledge Retrieval Task' based around retrieval and appraising skills. Students are assessed on a half termly basis, through a range of both performance and appraising assessments.

We focus on cultural understandings and embed cross curricular links where possible, for example through the use of maths sums to teach rhythm, embracing artwork within Graphic scores and learning about the cultural celebrations behind African Drumming.

Instrumental tuition - We teach whole class instrumental lessons, reading staff notation and transferring this to the keyboard, alongside learning Ukuleles in year 8.

Singing is incorporated into a multitude of units throughout KS3, including adding vocals to ensemble skills during the pop composition unit, using tone of voice to convey emotions within the Musical Portraits unit, improvising a piece around an image and a singing workshop during the introductory unit,

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

Instrumental Lessons

The school offers instrumental lessons during the school day, provided by Nottingham music service. These come at an additional cost, however PP students have a large amount of these lessons subsidised by the school. The lessons take place on a weekly basis and instruments are provided to students who do not own their own. The lessons provided are currently Guitar and Piano, with the intention of additional instrumental lessons based on demand.

Extra Curricular

We currently run both a Choir and afterschool music club, tailoring music to the demands/abilities and instruments of performers and covering a range of musical styles and levels of challenge, making these inclusive and accessible to all. These clubs are free of charge and open to all students, regardless of age or ability. We practice weekly and perform in a range of events throughout the school year, both within and outside the school day, including Christmas Dinner days, Christmas Fetes, Transition Days and Sports days.

Individual Rehearsal and equipment

The Department is open to students to practice their own music, with use of the department instruments during different points within the week.

The school is fully equipped with a PA system, Drum Kit, Electric guitars, microphones and Electric Piano for students to use.

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

Throughout the year we have built a link with another school in the trust, which has allowed for wider opportunities. We recently attended a trip to watch the schools final dress rehearsal of Les Miserable, inspiring and informing students of the processes behind a school musical and the roles involved.

Students perform at a range of events throughout the year, including both inside and outside of school time, for example Christmas dinner days, Evening Christmas Fetes and sports days.

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to

one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

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.