



**WITHAM**  
A PRIORY ACADEMY



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# Music Development Plan

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# Department Overview & Vision

Detail	Information
Academic year this summary covers	2025/26
Date this plan was published	
Review date	September 2026
Head of Music	Mrs A. Cook
Line Manager	Mrs M. Garner
Music Hub	Lincolnshire Music Service

## Vision

At The Priory Witham Academy, we strive to develop our pupils' musicality. We provide our pupils with a broad and ambitious music curriculum within which they are able to perform, create and listen to music from a culturally, socially, and spiritually diverse selection of areas of music. All pupils have the opportunity to explore a range of instruments both within the classroom, and as part of our extra-curricular offer. We strive to offer a variety of opportunities in which our pupils can engage with performing to an audience and watching live performances both at Primary and Secondary level.

# Part A: Curriculum Music

## Overview

<b>KS1</b>	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 1	Kodaly		Kodaly		Robots	A Pirate's Life For Me
Year 2	Celebrations		Space		Bring The Noise	Mini Beasts
<b>KS2</b>	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 3	Circus		African Drumming		Famous Musicians	
Year 4	Recorder		Recorder Composition		BBC Musical – Heroes of Troy	
Year 5	Kodaly 2		Samba		Kodaly 2 Composition	
Year 6	Keyboard		Ukulele		Keyboard	
<b>KS3</b>	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Year 7	Keyboard and Theory	Programme Music – Instruments	Scales and Harmony	The Planets – Form and Structure	The Blues – Performance	The Blues – Composition
Year 8	Guitar and Theory	Cover Versions	African Drumming	Jazz	Music Through Time	
Year 9	Hooks and Riffs	Film Music – Using a DAW	Remixes – Using a DAW	Pop Music		Responding to a Brief

The music curriculum at the Priory Witham Academy is rich and diverse. It has been designed using the Model Music Curriculum document with some elements of Kodaly style teaching in KS1 and KS2, and elements of the Musical Futures approach to whole-class performing at KS3 where appropriate. Units of learning are sequenced so that they build on pupils' prior knowledge and skills in the three key areas of music, Performance, Composition, Appraising with a view to developing musicality.

## **Key Stage 1**

In Year 1, pupils are introduced to curriculum music through the Kodaly system. They are taught through song, and learn to recognise pitch and duration. They apply this knowledge through singing and playing a variety of tuned and untuned percussion. They then move on to recognising timbre and exploring a wide range of percussion instruments to create effect. Pupils in Year 1 are then able to explore further the ideas of pulse and combining sounds, and becoming expressive with their own ideas, looking at creating compositions of their own.

In Year 2, pupils look at a range of celebrations across different faiths and cultures. They explore the Kodaly notation, hand signals, and rhythms they learned in Year 1, and build on these through song, instrumental performance, and composition. Through the space topic, pupils begin to develop their understanding of using rhythm, timbre, and pitch for effect, and go on to develop these skills in the summer term, creating increasingly complex ideas with multiple layers.

## **Key Stage 2**

Pupils in Year 3 begin to explore a wider variety of instruments, and look at more specific composition and performance techniques. They begin with the Circus topic of study, learning to perform songs and creating their own ideas using the Kodaly system, and then move on to focus on rhythmic devices within the African Drumming topic of study. They learn about the cultural significance of African drumming, and explore Djembe and other traditional African percussion instruments.

In Year 4, pupils explore an extended topic. They learn about the recorder and spend an extended amount of time learning to play it through a Whole Class Ensemble style approach delivered by our specialist music teachers in the Academy. They work together to perform pieces in different styles with backing tracks, and begin to learn to read music more traditionally, linking their Kodaly knowledge to Western standard notation. They then look at creating their own pieces on the recorder, exploring writing using standard notation. Pupils in Year 4, finally look at learning a larger work – using the BBC Musicals. They learn valuable warm up exercises for their voice and are exposed to more high-level musical vocabulary.

Year 5 revisit the Kodaly system which is interleaved throughout the year, but with increasing complexity. They look at using voice in the first instance, and then moving to tuned percussion and keyboards to explore notation and perform pieces they have learned. Pupils in Year 5 build on the skills they developed in previous years and explore

Samba using traditional Samba instruments. They focus on playing as an ensemble with more complex rhythms using syncopation.

Year 6 builds on the concepts explored throughout Key stages 1 and 2, and begins with a Keyboard topic in which pupils are encouraged to develop their musicianship, performance techniques, and understanding of Western standard notation. This is then continued through a Ukulele topic and finishes with pupils in Year 6 creating their own music on Keyboard and exploring the elements of music in greater depth in preparation for study at Key Stage 3.

### **Key Stage 3**

Throughout Key Stage 3, learners are given opportunities to develop their performance, composing, and appreciation skills. Singing is also woven through the curriculum with topics that allow for group and solo singing. Pupils are exposed to various manners of learning – as a whole class, as small groups, in pairs, and independently.

In Year 7, pupils begin by learning about basic music theory – they study basic rhythms and time signatures, and look at pitches in bass and treble clef. They then move to put this understanding into practice on the keyboards and learn to play melodies (and accompaniments) from standard notation. Students then go on to develop their understanding of the instruments of the orchestra through a whole-class performance of a piece of Western Classical music, and then look at the elements of music in more minute detail before coming to study the Blues and looking at the historical timeline of music.

In Year 8, pupils begin by building on the theory skills they used in Year 7, and apply them in a different context – on the guitar. They then progress to performing a cover version of a popular song as a class using their understanding of the instruments, music theory, and their musicianship skills. Pupils in Year 8 then go on to learn about how the elements of music can be used in different ways, looking at different cultures and styles of music before working their way through a historical timeline of Western music to support in their appreciation of the historical context of and influence on music.

In Year 9, pupils begin with a topic which underpins much of the creative process in Western music – Hooks and Riffs. They study the use of hooks and riffs through classical and popular music, and look at the place it serves in film music. They then build on this understanding in subsequent topics where they are exposed to music technology to create music for film and remixes of popular songs before moving on to work in small groups to explore different styles of music. Year 9 culminates in a project in which they are given a real-life music industry context, and they must respond to the brief in a manner of their choosing, looking at either performance, composition, production, or marketing.

## **Key Stage 4**

In Key Stage 4, our learners study the Pearson BTEC Level 1/Level 2 Tech Award in Music (Practice). In Year 10, they look at Component 1, which explores workshops on various styles of music, and they create a portfolio highlighting how music is typified in 4 styles of their choosing. Alongside this, in response to a brief they will create 3 pieces of music between 30-60 seconds in duration, and explain how these have been made stylistically accurate and fulfil the brief given by the exam board. In Year 11, pupils complete Components 2 and 3, working on skills development in 2 disciplines (Performing, Creating, or Production), and responding to a brief given by the exam board in which they change the style of music of a song.

## **Assessment**

Assessment is conducted in a variety of ways throughout curriculum time. In the first instance, pupils receive regular verbal feedback. Pupils will also have written feedback in their books, and are encouraged to engage in peer and self-assessment to review their progress. Formative assessment also happens by way of mock assessments (this is not just targeted at Key Stage 4, but is used in Key Stage 3 also, and pupils will receive feedback before their final assessment lesson). Summative assessment usually happens at the end of each half term, during which pupils will receive a grade for their learning alongside comments to support their understanding of how they have achieved this. Pupils will usually also complete reflective tasks on their feedback at the end of unit of learning to prepare them for making progress in subsequent lessons.

## **Inclusion**

The music department at The Priory Witham Academy works hard to be inclusive of all learners, and staff regularly undertake professional development to support them in being effective at meeting need. Teaching staff have access to pupil profiles, and lessons are scaffolded in such a way as to aim to support all learners to achieve outcomes. Some pupils have access to a Personal Support Assistant (PSA) in some curriculum lessons. Wherever possible, instruments and resources are adapted for learners, for example left-handed guitars and ukuleles. The academy makes use of the Lincolnshire Music Service, which provides a 50% discount on tuition fees for Pupil Premium (FSM) students. LAC students are given free music lessons. We offer scholarship lessons, paid for by the Academy, to students studying Music at Key Stages 4 and 5.

## Time allocation, staffing and budget

The Model Music Curriculum, laid out by the government, states that “At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week”, and that “Music should have a minimum of one weekly period the whole way through Key Stage 3”.

### Primary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 hour a week, Classes rotated every 2 weeks	1 hour a week, Classes rotated every 2 weeks	1 hour a week, Classes rotated every 2 weeks	1 hour a week, Classes rotated every 2 weeks	1 hour a week, Classes rotated every 2 weeks	1 hour a week, Classes rotated every 2 weeks

### Secondary

Year 7	Year 8	Year 9	Year 10	Year 11
1 hour a week	1 hour a week	1 hour a week	5 hours a fortnight	3 hours a week

### Staffing

- Curriculum Leader of Music – Mrs A Cook
- Teacher of Music – Mrs M Lagzdins

### Budget

The Music department receives a budget for Primary and Secondary independent of Performing Arts. It is low in comparison to the expenditure required to maintain the department – for example equipment maintenance. Much of the equipment lasts many years – owing to the respectful treatment by our pupils, and the maintenance of the equipment through the department and technicians. The budget funds day to day equipment such as books, whiteboard pens, paper, stationary, folders and small replacement parts for our instruments such as strings, bolts and leads. The budget is also used to fund maintenance of our music technology and sound equipment. Where possible, the budget is also used to purchase additional instrumental equipment and

fund music workshops and events. The music department is incredibly fortunate to receive an additional funded amount from the Academy to be used for scholarship lessons for students studying music at KS4 and KS5, and a smaller funded amount to contribute to workshop and trip subsidies which provide our pupils with wider experiences of the world.

### **Transition from primary to secondary**

The music department at the Priory Witham Academy attends the open evenings and participates in transition days for feeder schools to prepare students for their transition to secondary school and display the learning opportunities and resources available to primary pupils' parents and carers.

Year 5 pupils from our feeder schools are invited to watch our pantomime in March.

The music department are working with the music HUB to take part in workshops and trips in both primary and secondary.

### **Communication**

The music department at The Priory Witham Academy endeavours to maintain good communication with all appropriate stakeholders.

Communication is maintained through a variety of methods - the Academy website, Academy social media platforms, parents evenings, learning evenings, open evenings, progress checks and reports, Satchel Ones, phone calls, emails, '*intouch*' and letters home.

### **Links with the Music Hub**

The Priory Witham Academy are working to develop links with our music HUB – Lincolnshire Music Service. We employ the services of the HUB to deliver peripatetic lessons to our pupils, and are working to achieve a programme of workshops, trip, and learning events with the Lincolnshire Music Service to provide our students in both primary and secondary with excellent learning opportunities and experience of music in the industry.

### **Music Qualifications**

At Key Stage 4, we study the Pearson BTEC Level 1/Level 2 Tech Award in Music (Practice).

The peripatetic staff work to varying syllabi such as ABRSM, Trinity, Rock School. Students are offered the opportunity to take graded exams if they so wish.

# Part B: Co-Curricular Music

Information regarding the opportunities for learning music outside of timetabled curriculum lessons can be found in this section.

## **Enrichments**

### **Choir**

Run throughout the year in both Primary and Secondary settings.

### **Rock Band**

Pupils are invited to attend Rock Band after school. They learn repertoire from across the various Rock sub-genres and are given the opportunity to showcase their efforts in a live performance.

### **Staff Band**

This year, the music department would like to trail a staff band, and provide an extra-curricular club where staff and students are able to work together outside of their curriculum lessons.

### **Free Practice**

Our four designated practise rooms are available for pupils to book out Monday to Thursday at lunchtime (or after school). Monday is reserved exclusively for those students studying past KS3, however Tuesday – Thursday is available for any student to rehearse as part of a band, as a soloist, to go over curriculum music work, or practise their music exam work.

### **Pantomime**

From October through to March, there are various music rehearsals for our school pantomime. Chorus rehearsals happen once a week, with students learning to sing the company songs from the show. Soloists also work once a week with an external singing teacher on their solo songs from the show. The pantomime band also rehearses once a week on the musical numbers from the show.

### **Christmas Showcase**

Throughout the winter term, pupils are given the opportunity to audition and rehearse for the Christmas Showcase. The showcase involves Secondary pupils performing and creating

music, dancing, running the sound, lighting, and backstage, and is delivered to several live audiences including parents and carers, secondary pupils, and primary pupils.

## Peripatetic Offer

At The Priory Witham Academy, instrumental lessons are delivered by the Lincolnshire Music Service and are all 20 minutes in duration.

Paid individual, paired and small group tuition is available to everyone in the academy. Students are offered the opportunity to partake in graded examinations and performances throughout the year.

Scholarship lessons, funded by the school, are offered to our KS4 and KS5 students. The peripatetic staff work with pupils on performance pieces relating to their academic study, looking specifically at development and technical exercises to improve musical skill.

The Priory Witham Academy have 5 visiting music tutors who teach across a number of disciplines.

**Piano** – Students learn classical and contemporary styles, focusing on technique, reading and theory, and overall musicianship.

**Voice** – Students learn classical and contemporary styles, focusing on technique, reading and theory, and overall musicianship.

**Guitar** – Students work on either bass, acoustic, or electric guitar focusing on technique, reading and theory, and overall musicianship.

**Drum kit** – Students work with the peripatetic staff to read notation, develop confidence, and overall musicianship.

**Saxophone** – Our woodwind teacher works with pupils to read music notation, build confidence, and develop overall musicianship.

Weekly costings	
Individual	£13
Shared (2 students sharing)	£6.60
Looked after children	Free of charge
Pupil Premium	50% reduction

# Part C: Musical experiences

Information regarding further musical experiences at The Priory Witham Academy, aside from the curricular and co-curricular offer, can be found in this section.

## **Trips**

A class of pupils in KS2 will have the opportunity to learn and perform music from the Opera 'The Magic Flute' at the Lincoln Arts Centre with the Royal Ballet and Opera through our link with the Music Hub (LMS).

Year 7 students are invited to participate in a trip to see a pantomime during the Autumn 2 term.

Academy students are invited to participate in a theatre trip to London to see a Musical. Priority is given to those students that have opted to take Performing Arts or Music at KS4, but it then opened to the wider school.

## **Workshops**

**Primary:** The Primary choir are invited to take part in a collaborative primary school singing project, organised and led by Mrs B Saville.

This year we have the 'Playground Proms' visiting the school in the summer term which the entire Primary school will benefit from. This involves Dalcroze workshops leading up to the event, the creation and performance of an anthem, and a live performance of classical music through the links forged with Music Hub (LMS).

**Secondary:** The music department are currently devising a workshop offer with the Lincolnshire Music Hub, for the Summer Term. We will have a Musician In Residence provide workshop for our pupils to gain an insight into the reality of the Music Industry, as well as collaborative projects and performance workshops to deepen students' knowledge gained in curriculum lessons and allow them to put their skills into practice in a performance setting.

## **Performance Opportunities, Competitions**

Pupils at the Priory Witham Academy have many opportunities to perform throughout the academic year. Please see a list below of some of the current performance opportunities available to our pupils.

### **Primary**

- Community Events – such as the Christmas Fayre and carolling at local Care Homes.
- Primary Events – such as learning evenings.
- Academy Pantomime
- Christmas Nativity
- Christmas Concert
- LAC Opera event
- Playground Proms
- Summer Showcase

### **Secondary**

- Open Evening Events
- Community Events
- Christmas Showcase
- Academy Pantomime
- Summer Showcase

In addition to these performance opportunities, there are other musical opportunities available to our pupils, for example the House Music Composition Competition.

# Part D: In the future

Development opportunities and next steps can be found in this section.

## Development points

1. Continue to engage with Professional Development opportunities regarding inclusion and stretch and challenge. Primary Unit overviews to include clear reference to inclusion, and stretch and challenge strategies.
2. Maintenance of and investment in classroom resources – further discussions to be held regarding how maintenance of equipment and investment in instruments on a relatively low budget can be executed effectively.
3. Further develop the co-curricular offer – continue to liaise with the Music Hub to develop the Secondary offer for co-curricular music. Establish additional co-curricular clubs outside of the pantomime for the Summer term.
4. Summer showcase performance to provide additional performance opportunities for both Primary and Secondary pupils – the music department need to liaise with other stakeholders to design and organise a summer showcase opportunity with a festival-inspired feel.
5. Continue to work with other music departments across the trust to contribute to and implement a common assessment design which links to learning end goals, and ensure this is implemented consistently.
6. Expand the instrumental uptake in KS2 and KS3 through more visible marketing, exposure to the Lincolnshire Music Service performance and workshop opportunities, events, county groups, and music trips.
7. Develop links with external music providers and learning centres (The University of Lincoln, YMCA, LPAC, the Engine Shed etc.) to establish further musical experiences and exposure to live music events.
8. Establish a comfortable environment for singing at Secondary level and develop the use of singing within curriculum music.