

Music development plan summary: ILKLEY GRAMMAR SCHOOL

Overview

Detail	Information
Academic year that this summary covers	2025- 2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Victoria Chapman
Name of school leadership team member with responsibility for music (if different)	Jessica Womack
Name of local music hub	Bradford Music Education Hub

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: Music Curriculum

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.

Curriculum Intent
<p>The aim of the Music curriculum is to develop students' musical understanding and enjoyment by actively engaging with music. Our diverse and progressive curriculum model, combined with our extra-curricular offer, inspires and challenges students to become the best musicians they can be and, ultimately, develop their own musical 'voice', be inquisitive learners and have the courage and curiosity to challenge both themselves and existing schools of thought.</p> <p>Students will take pride in their work and are encouraged to be resilient as they improve to achieve their personal best.</p> <p>All students are encouraged to take part in extra-curricular activities and ensembles and will participate in concerts and festivals both as soloists and as members of ensembles. Our most advanced musicians take on leadership roles, often running sectional rehearsals or even arranging repertoire for younger musicians.</p>

Curriculum Overview

Our spiral curriculum focuses on developing mastery of the powerful knowledge of “MAD TT SHIRT”- the fundamental elements and building blocks of Music: Melody, Articulation, Dynamics, Texture, Tonality, Structure, Harmony, Instrumentation/sonority, Rhythm and Tempo. They will make connections and form webs of knowledge across the threshold concepts of Performing, Composing and Listening/Appraising and apply their practical and academic skills in a variety of contexts. Students develop their theoretical understanding of the key knowledge and concepts through practical application and in more ‘academic’ settings to consolidate and embed understanding.

The KS3-KS5 Music pathway is based on a spiral curriculum model with scheduled revisiting of knowledge and concepts to embed understanding and application of powerful knowledge and threshold concepts:

Year 7

Powerful knowledge: Rhythm (basic divisions of the crotchet beat within common time); Dynamics (loud and soft); Articulation (accents, staccato and legato); Melody (treble stave notes only); Harmony (Primary chords in C); Instrumentation (creative exploration to create a programme piece); Texture (simple melody and accompaniment; simple cross-rhythms); Tonality (major and minor). Practical application to embed understanding and aid retrieval via the threshold concepts: performing, composing and listening activities.

Year 8

Powerful knowledge: Rhythm (syncopation/swing rhythms); Dynamics (gradations of volume); Articulation; Melody (blues scale/improvisation/tablature); Harmony (Primary chords in new keys; 7th and secondary chords); Instrumentation (rock timbres- distortion etc); Texture (melody and accompaniment/ simple polyphony in Baroque unit); Tonality (blues). Practical application to embed understanding and aid retrieval via the threshold concepts: performing, composing and listening activities.

Year 9

Powerful knowledge: Rhythm (augmentation/diminution, for example in variations and minimalism); Dynamics (Italian terms); Melody (bass clef); Harmony (sus chords/extended chords); Instrumentation (selective timbre as part of cover versions); Texture (polyphonic/minimalist concepts)

KS4 and KS5 – Students follow the AQA GCSE course and Eduqas A Level course.

Threshold concepts are embedded and vocabulary used to support justification in our powerful knowledge. For example, compositional choices such as ‘how would a composer use melody, harmony and tonality to create a sense of power?’. Students will be confident in the application of concepts in written examinations and in their own performance and composition work. There will be the emergence of a sense of individual style at this level and students will be able to make links, not only across different genres (comparing use of MAD TT SHIRT) but across the disciplines of composition, performance and unfamiliar listening.

Teachers adapt strategies and approaches, based on pupil data and use assistive technology when appropriate. Dual coding is used to help students learn the abstract concepts as are

alternative ways to help them remember, acknowledging the power of ownership and encouraging independence. Our lessons are well paced and the resources (often on Showbie) support this. All lessons contain a range of activities which helps our students to stay focused and engaged. When the activity demands, students are grouped supportively.

Click here to access Curriculum overviews by year group:

<https://www.ilkleygrammarschool.com/students/curriculum/creative-arts/>

Part B: Extra-Curricular and Music Lessons

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.

We have a rich and diverse extra-curricular offer and are proud to run at least two clubs a day during lunchtime and/or after school. Uptake of extra-curricular activities is high, with large numbers of students participating in our concerts and events. For example, over 300 students were part of our most recent, two-day Creative Arts festival.

We also have 10 visiting instrumental teachers working with over 150 pupils. Some work towards graded examinations and some students choose to play/sing for pleasure. Peripatetic lessons are subsidised for those students taking GCSE or A Level music and our leadership team are committed to supporting the provision of music for all.

Click here to read about our peripatetic team and more information about how to apply for music lessons: <https://www.ilkleygrammarschool.com/students/extra-curricular-activities/noteability-music-lessons1/>

In addition to the more 'traditional' orchestras and choirs, we are proud to support and nurture many young rock bands who work towards several public performances each year- often competing against other schools in Battle of the Bands events.

The Music Department work closely with colleagues across the Creative Arts Team, most notably towards our annual school production, Christmas Concert, Spring Concert and three-day Creative Arts Festival.

Click here for our full list of clubs and information about our annual concerts and events:

<https://www.ilkleygrammarschool.com/students/extra-curricular-activities/creative-arts/>

Music is also a key part of our 'Sports, Interests and Culture' personal development strand and features in the whole school personal development curriculum which is delivered during tutor time and as part of assemblies, to further bolster our whole school offer.

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.

In addition to running trips to concerts, where possible, we are proud to run at least six large performance opportunities every year. These include full, more formal events such as the Christmas Concert at a local church, Musical showcase at The Kings Hall, the School Production (which includes a live student band or orchestra), Spring Concert and Creative Arts Festival and smaller performance events such as 'IGS Rocks', three annual performance opportunities for our bands, and GCSE and A Level showcases which provide extra opportunities to record exam work and celebrate students' hard work.

In addition to our concerts, our students have access to a variety of in school performance opportunities, as well as benefiting from out of school performance experiences through our growing number of partnerships.

In school opportunities include performing in assemblies, at open evenings, transition events and prize presentation evenings.

Our current partnership opportunities include performing in the local community at large events such as Ilkley Half Marathon, Ilkley Pride, Ilkley Carnival, Ilkley Live, the Wharfedale Festival, smaller local venues in Ilkley and Otley such as the Woolpack, who we also partner with to support students record their own music, and professional venues in Leeds such as The Wardrobe, who we have partnered with for our Red Kite Alliance Battle of the Bands, which we organise.

As well as performance opportunities for our musicians, we are committed to developing other areas of music education, including music technology, recording and production and making students aware of other jobs and industry roles that music can lead to. For example, students have opportunities to run the sound desk for our shows and concerts and are trained through shadowing industry professionals. Students have regular opportunities to engage with the industry through trips and external speakers.

We regularly engage with and signpost students to other Musical opportunities in the area, such as Ilkley Upstagers, Ilkley Operatic Society, Opera North and Bradford Youth Orchestra, of which many of our students are involved in outside of school.

In the future

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

We are an Artsmark Gold award school and through this have committed to continue to drive improvements in our music provision; we will be working towards our next Artsmark award over the next couple of years and hope to achieve Platinum. Commitments include:

- Continued development of extra-curricular clubs on offer, ensuring we continue to have a variety of opportunities available, that respond to students' interests through the newly developed Creative Arts Council.
- Further development of existing and new musical partnerships to offer more external performance opportunities, and exposure to the Music Industry.
- A diverse range of offer in addition to GCSE and A Level Music, including new courses such as the Gold Arts Award (starting in September 2025).

Further information (optional)

Our local music hub also have a local plan for music education which can be found here: <https://www.bradfordmusiconline.co.uk/site/>