

# Music development plan summary: St Martins School, Derby

## Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	04/07/25
Date this summary will be reviewed	04/07/26
Name of the school music lead	David Brooks
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Derbyshire Music Education
Name of other music education organisation(s) (if partnership in place)	Baby people

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

Students at St Martins School receive 45 minutes of direct Music delivery every week throughout KS3. Our KS3 curriculum is designed to not only facilitate SEND access for Music lessons, but to support access to other Curriculum areas too – Our lessons are focussed around the practical application of procedural knowledge: learning *about* Music to help us learn to *play* Music. We predominantly utilise a WCET (Whole Class Ensemble Teaching) model to enable students to support and model practice together and presents opportunities for individual performance where appropriate. This allows us to support the development of Fine and Gross Motor skills as well as building core muscle strength and promoting proper posture. This, in turn, improves the quality of work produced in other curriculum areas – thereby increasing confidence and pride in the work students create.

In KS3 we run a 3-year model: year 7 students cover the 'basics' of Music - core Musical skills and knowledge – which enable them to access the two-year rolling curriculum as they progress through years 8 and 9.

Our Curriculum has been designed by drawing on the National Curriculum for Music (KS1-KS3)(2013), The Model Music Curriculum (2021), 'The Power of Music to change lives' Government white paper (2022) and has been modified to support access and inclusion of Neuro-divergent children and young people and those with disabilities.

The KS3 curriculum is as follows:

- Yr1 – Basic skills and knowledge
- Autumn 1 – Samba drumming and rhythm notation – WCET
- Autumn 2 – Singing – WCET - and Music Theory
- Spring 1 – Wind (pBuzz) – WCET - and Music History
- Spring 2 – Ukulele – WCET – and chords
- Summer 1 – Bells and Boomwhackers – WCET – learning pitch notation
- Summer 2 – Keyboards and composition

Yr2 – Application and development of skills and deepening knowledge

- Autumn 1 – Bhangra Dhol and Bollywood
- Autumn 2 – Singing – WCET - and Music Theory
- Spring 1 – Wind (Recorder) – WCET - and pitch notation
- Spring 2 – Ukulele – WCET - and chords: structures and sequences
- Summer 1 – Keyboard skills and staff notation
- Summer 2 – The Inter-related Dimensions of Music – composition and theory

Yr3 - Application and development of skills and deepening knowledge

- Autumn 1 – Djembe – WCET - and African rhythm patterns
- Autumn 2 – The influence of traditional African music on contemporary Western music – Music theory
- Spring 1 - The influence of traditional African music on contemporary Western music – Music theory
- Spring 2 – Music in modern history – Music theory and Ukulele – WCET
- Summer 1 – Constructing a song – Music theory
- Summer 2 – Using Garageband – Composition using DAW (Digital Audio Workstation)

In KS4 Music is an Optional subject. Those students choosing to access Music receive a tailored, dynamic, curriculum centred around their individual needs and abilities and working toward their own goals for Music. Those wishing to learn to perform can choose from a wide range of Musical instruments whilst those of a technical preference can develop their knowledge and abilities as sound and studio engineers. Students select the instrument that they would like to learn to play and then work towards completing the Trinity Music college Initial Grade programme for that instrument.

St Martins is always open and positive about working with partners to develop and improve our curriculum offer and further enrich the Musical experiences of our students. Past partnerships have included: Sinfonia Viva, Derby Live, St Andrews school, Shaw Education Trust (SET) Music Hub and the University of Derby. We look to return to each of these in the future as well as foster working relationships with a local Music Tuition school or Tutor and Noel Baker Academy.

## Part B: Co-curricular music

St Martins has a rich history of Co-Curricular opportunities and off-site performances – one that has been, sadly, impacted by both Covid and increasing budgetary pressures. We look to rebuild these opportunities when the time is right. At present our Co-Curricular Music offer is as follows:

- Bhangra Dhol Ensemble (culminating in students delivering workshops at a local Junior school as part of Diwali celebrations)
- School choir (Friday lunchtime)
- Wednesday lunchtime Music club (student-led)

All of these opportunities are open to all students without limitations.

## Part C: Musical experiences

St Martins school has a proud history of performance – one that we aim to continue and build upon at every opportunity. While we have regular ‘in-house’ performances every year we are only too keen to embark upon ‘one-off’ performances as and when the opportunity arises. Such opportunities have included: ‘busking’ for charity in Derby City shopping centre; providing lunchtime entertainment in Derby University Atrium during the Derby City SEND Teachers conference; performing in local schools and taking part in Derby Live events across the city.

Our regular performance opportunities are as follows:

- Delivering a Bhangra Dhol performance and workshops at a local Junior school.
- Taking part in the Winter Wondershow: a whole-school ‘anthology’ performance managed, developed and delivered by the students.
- Live performance at the St Martins Summer Fayre.

Our students also have regular opportunities to watch live Musically-orientated Theatre productions, such as Pantomime or Musicals at Derby Theatre.

## In the future

We have a number of ambitious plans for the future at St Martins. These include:

- Sourcing and developing a program of Individual Tuition through a partnership with a local Music Tuition school or Tutor: Vocals, Drums, Keyboard/piano, Guitar, Bass guitar. Initially this will be funded by parents but we hope, in time, to develop routes for subsidising these lessons to ensure students are not excluded from the program by family financial situations.
- Expanding our menu of lunchtime music club provision. This will allow more time for student-led sessions and instrumental coaching as well as allowing us to develop a wider range of ensembles, including Ukulele, Steel Pans and a Rock Band.
- Rebuilding and expanding our range of offsite performance opportunities for students.
- Rebuild and expand the range of visiting musicians to St Martins, including: Rock bands; solo/duos and Classical orchestras/ensembles.
- Rebuild and embed past links with: baby people; The University of Derby; Derby Live; Noel Baker Academy; St Andrews Academy and the Derbyshire Music Hub.
- Transforming the Summer Fayre into a St Martins Arts festival (and, eventually, to a Derby City SEND Arts Festival) involving Musical performances, Drama performances, Dance performances and Art Gallery areas.

## Further information (optional)

St Martins has, for the past 9 years, been an Artsmark school – achieving Bronze on our first application and Silver on the successive two rounds. Our personal aim is to use the Arts as a vehicle by which we can challenge and smash the stereotypes that surround SEND and transform our students into advocates of SEND for the future.

At present we are exploring our involvement and role with the Derbyshire Music Hub as well as the existence of the Shaw Education Trust Music and Drama Hubs. Our goal in this area is to position ourselves to be Lead Practitioners in both areas so we can better facilitate the sharing of Best Practice amongst schools and organisations – particularly in the area of SEND – and champion SEND inclusion across all settings.