



Music Development Plan Summary:
Livingstone Academy Bournemouth

Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	
Date this summary will be reviewed	July 2025
Name of the school music lead	James Butler
Name of the school leadership team member with responsibility for music (if different)	
Name of local music hub	Soundstorm (Music Hub for BCP)
Name of other music education organisation(s) (if partnership in place)	Peri Music (Peripatetic Music Teaching Agency)

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

Overall Academy Vision for Music Provision:

At Livingstone Academy, our goal is to create fully fledged musicians who are readily equipped to dive into the Music Industry when they leave us. We encourage students to think, act, perform and create music at the highest levels of working musicians. This is achieved through a diverse curriculum, high quality teaching, and providing the challenge to our students to understand many different aspects of music. They explore, discuss and demonstrate their understanding through their creativity, communication, critical thinking, collaboration and character.

Music and Music Technology is incorporated throughout the curriculum, focusing heavily on developing prior knowledge and skills. The entire KS3 curriculum requires students to perform, compose and create music whilst working collaboratively with others and being open to opinions and feedback. Developing the confidence of students is vital to us, and students are regularly challenged to demonstrate their knowledge and perform their ideas in class, whilst others evaluate the success of these performances.

As well as what occurs within the classroom, we look to extend our curriculum outside the classroom through our enrichment activities and opportunities. Thanks to the strong musical culture we have founded, there are a variety of enrichment opportunities for students to engage in, including ensembles, music production and peer collaboration. As well as this, our rehearsal space is open and bookable for students every day, and individual instrumental lessons are available to students throughout the academy.

Current Provision: Curriculum Music

In Key stage 3, the music curriculum is planned for all year groups, with skills progressing systematically across the Key Stage in accordance with the National Curriculum. Students receive one lesson per week with a dedicated music specialist throughout this stage. Currently, our department is staffed by one full-time music teacher, who holds a degree in the subject as well as qualifications in graded exams, and a wealth of knowledge and experience within the music industry.

All Key Stage 3 students take full part in the Music curriculum, including students with disabilities and SEND needs. Students have access to the full music curriculum, which teachers adapt to ensure each student can learn and achieve in line with their peers. Lessons are designed to accommodate students starting at different points, allowing teachers to add in scaffolding or extension activities as required to meet all students' needs. As a department we are proud that both Disadvantaged students and SEND students achieve in line with their peers at all levels.

As skills are clearly mapped progressively, it allows students to make clear progress throughout the Key stage on a variety of different instruments, including Keyboard, Guitar, Ukulele, various world percussion instruments and their use of music technology. Naturally this curriculum is constantly growing and evolving, and since the availability of new equipment and spaces has become available, the curriculum has changed to make the best use of all resources available.

Assessment is planned throughout Key Stage 3 and uses a variety of different methods (including video, audio and written tasks) depending on the task being completed to track pupil progress. Students are also assessed in a variety of scenarios, both as part of larger scale groups, smaller groups and as individuals. There are regular opportunities for students to self and peer assess their work to edit and improve their work. Feedback from both students and staff is in various formats, written and verbal. Students are encouraged to develop their oracy skills by using subject specific language frequently and accurately whilst assessing their work and others.

At Key Stage 3, students' work is recorded at the end of every unit of work, roughly working out to one assessment every half-term. This work is stored as a virtual portfolio of their progress as a musician, which enables us to evidence a student's

progress throughout the key stage, whilst also allowing the department to standardise marking and progress across teaching groups.

Key Stage 4 is becoming established within the Academy with the introduction of Music Technology to the curriculum. Numbers in the current class reflect the national average of around 7%, with that number being expected to increase over the next few years as our KS3 curriculum and engagement within the subject grows.

We deliver our curriculum by using our own resources and in collaboration with external partners such as our local Music Hub, Soundstorm, who support us through additional funding, loaning of instruments and access to additional musical opportunities and workshops which allow us to extend our students' learning and make their Music education more authentic. For example, both Year 7 & Year 8 have had access to Bass Guitar workshops, and we are in the process of integrating African Drumming workshops into our Year 7 curriculum.

Part B: Music Tuition, Extra-Curricular Options

Outside of curriculum based music lessons, the department works with the company Peri Music to offer one to one lessons onna range of instruments including: Piano/Keyboard, Acoustic/Electric Guitar, Bass Guitar, Singing, Drums, Double Bass and Violin. Around 11% of the Academy population currently engage in our instrumental program. All of our instrumental tutors are working professional musicians who have experience of teaching young musicians.

As an academy, we subsidise a percentage of lessons for students who are either Pupil Premium or qualify for Free School Meals. This means a significant number of disadvantaged students receive instrumental lessons at the Academy.

In addition to this, the Academy works in tandem with Peri Music to organise students into bands with one another, allowing students to learn how to work professionally within an ensemble setting. These bands are mentored by both the Music Department and the instrumental tutors, and work towards performances every year.

Alongside the instrumental tuition that the department offers, we also offer enrichment clubs and ensembles for students to join and develop their skills further. These groups are run by either the Music Department or other members of staff who also have vast experience within the music industry.

Current Extracurricular offers include:

- African Drumming Club
- Music Technology Club

These groups are free for students to join.

Part C: Musical Experiences

As part of our ongoing Music provision for our students, there are a number of musical events and opportunities that are organised for students. These include:

- Performances as part of school events such as Open Evenings and Celebration Assemblies
- Specific Curriculum based workshops for year groups of students such as African music to extend classroom learning
- Yearly showcases based around student bands performing to friends and families

As an Academy, we acknowledge that studying Music comes with an element of cost to Parents and Carers. This could be due to the cost of going to watch live performances, buying instruments and equipment or for the cost of instrumental lessons. We support Parents and Carers in fostering their child's musical development and skills by ensuring the following measures to maintain inclusivity in the subject:

- Having a range of instruments and equipment available for students to use in lesson time and for enrichment groups
- Supporting students developing further by allowing access to instruments and a rehearsal space during and after the school day. Staff make themselves available to support students where required
- The Music Department also maintains students' own instruments where required to allow them to keep playing outside of the academy
- As mentioned previously, Disadvantaged students benefit from a subsidised price for instrumental music lessons. All enrichment opportunities are free to students and open to all year groups
- Ticket prices for school performances are kept at a minimum to ensure affordability for students, parents, and the community alike
- The department will also lend instruments to students to practise outside of the academy
- Students and Parents are also signposted to additional funding to support their musical progress, this includes grants from Soundstorm ([details here](#)) or from Changing Keys Dorset ([details here](#))

In the future:

This is what the school is planning for subsequent years.

Area of NPME related to	Category of NPME related to	Overall idea and actions taken	Deadline	Evaluation Criteria
Extracurricular	Extracurricular Opportunities	To provide more extracurricular opportunities for students <ul style="list-style-type: none">• Guitar Club (potential to be run by peripatetic tutor)• Live Lounge (idea taken from Magna Academy, could potentially use school studio/work with Academy Insider?)	July 2025	Measure the number of students attending musical extracurricular clubs.
Curriculum	Curriculum Design	To embed the use of Music Technology more across KS3 <ul style="list-style-type: none">• Develop the KS3 curriculum with more Music Technology units based around composing, production and recording	July 2025 onwards	Evaluate how extensively and deeply Music Technology is integrated into the KS3 curriculum. Assess student engagement and participation in Music Technology activities, and measure the development of specific skills within the subject through formative and summative assessments.
Extracurricular	Extracurricular Opportunities	To provide more opportunities for students to perform in different settings <ul style="list-style-type: none">• Develop performance opportunities for students both in and out of the academy• Take advantage of local venues and partnerships	July 2025 onwards	Evaluate student attendance to performances (both performers and guests). Measure the number of student performances taking place each year in comparison to previous.
Curriculum	KS4 Curriculum Development	To provide Year 10 with musical opportunities for work experience	September 2024 onwards	Measure student attendance to musical work

		<ul style="list-style-type: none"> • Contact local studios and venues to open a potential dialogue 		experience opportunities
Curriculum	Curriculum Design	<p>To provide more trips to students to go and see performances</p> <ul style="list-style-type: none"> • Contact the Lighthouse (Poole) to check performances and dates which would be suitable for students • Contact parents to check interest 	July 2025 onwards	Measure suitability of trips in line with the curriculum. Measure student interest and attendance to trips. Measure student behaviour on trips.
Tuition	Instrumental Provision	<p>To provide instrumental tuition to new Year 7 student upon arrival at Livingstone</p> <ul style="list-style-type: none"> • Contact local feeder schools to learn about students who are already undertaking instrumental tuition • Potentially contact parents/carers of students before they arrive at Livingstone to arrange tuition 	September 2025	Measure number of Year 7 students undergoing instrumental tuition from September.