Music Development Plan
Livingstone Academy Bournemouth

Detail	Information
Academic year that this summary covers	2026/27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Chris Fagan
Name of school leadership team member with responsibility for music (if different)	Katie Royle
Name of local music hub	Soundstorm
Name of other music education organisation(s) (if partnership in place)	Peri Music (Peripatetic Music Teaching Agency) Soundstorm

Purpose

This document provides a summary of how the Academy 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 section provides a summary of the activities and learning during lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

At Livingstone Academy Bournemouth, our aim is to support students in developing a lifelong love, appreciation, and deep engagement with all forms of music. We empower students to become skilled, confident, and expressive musicians who use music as a powerful vehicle for personal expression, creativity, and personal wellbeing, whether they choose to pursue a career in the music industry or simply enjoy making and listening to music throughout their lives.

We encourage students to explore, listen to, and appreciate a wide spectrum of musical genres, traditions, and cultures. Through a diverse curriculum and high-quality teaching, students develop a broad range of playing, listening, and performance skills alongside a strong understanding of how music impacts emotion and mental well-being. They explore, discuss, and demonstrate their musicality through creativity, communication, critical thinking, collaboration, and character.

Music and Music Technology are embedded across the curriculum, building progressively on prior knowledge and skills. The curriculum requires students to engage with music in a variety of ways: listening critically, composing, performing, and using music to express their thoughts and feelings. Developing student confidence and self-efficacy is vital to us, and we foster a supportive, inclusive environment where students feel safe to experiment, share their creative ideas, and evaluate their own and others' work thoughtfully.

Beyond the classroom, our vibrant enrichment programme offers diverse opportunities for every student to connect with music on their own terms—whether through ensembles, music production, informal jamming, or personal reflection. Our open rehearsal spaces and individual, or group, instrumental lessons ensure that music remains an accessible, enriching, and joyful part of daily academy life.

Current Provision: Curriculum Music

At Livingstone Academy our aim is to provide a music curriculum which will enable each child to reach their full potential in music, encourage children to enjoy singing, composing and performing and provide children with the opportunity to perform in front of an audience both within and outside of school. All pupils in Primary receive a foundation in music through their weekly curriculum music lessons using the Sparkyard Music Curriculum aligned with the National Curriculum.

Lessons are 1 hour in length and timetabled weekly.

In EYFS, the Sparkyard Reception Music Curriculum places singing and music at the heart of children's development, weaving musical experiences into the early years setting. Teachers follow step-by-step progressions across terms; each term is broken into four steps and includes a bank of activities for continuous provision. The scheme emphasises linking music to all areas of learning (communication, physical development, expressive arts, etc.) and gives children space to explore, improvise, and play musically. Teaching is structured but flexible, enabling practitioners to observe musical play and scaffold learning as they see fit. In addition to their curriculum provision, children also attend a weekly singing session led by a staff member with musical talent, which provides further opportunities for developing musical confidence and enjoyment. Music is taught for approximately 30 minutes per week, alongside musical play embedded throughout the day everyday.

For KS1 (Years 1–2), Sparkyard offers a skills-based curriculum centred on progression and revisit of key musical concepts. In this phase, pupils consolidate their singing, begin to use simple tuned and untuned percussion, engage with basic notation and rhythmic patterns, and respond to listening tasks across different genres. Each lesson includes assessment guidance, demonstration materials, and key vocabulary to support musical talk. The curriculum is designed so that teachers can choose lessons to match their classes' needs while ensuring all statutory elements and the model music curriculum are covered. Alongside the Sparkyard curriculum, pupils also attend a weekly singing assembly led by a music department team member, strengthening their performance skills and fostering a love of singing together. Pupils receive a dedicated 60-minute music lesson per week in addition to their singing assembly.

In KS2 (Years 3–6), the Sparkyard curriculum continues its spiral approach: key concepts (pulse, pitch, dynamics, texture, structure) are revisited and deepened year by year. Pupils increasingly work in ensemble tasks- singing, playing instruments (where available), improvising, composing, and reading more developed notation. Listening and appraisal are broad, including different musical periods and styles, and pupils are encouraged to develop musical vocabulary and critical thinking about music. Assessment is built into lessons through 'what to look for' statements and peer/teacher reflection, allowing teachers to track progress over time rather than as a one-off checklist. The weekly singing assembly is led by a music department team member, complementing these lessons and allowing pupils to experience collective music-making on a larger scale. In KS2, pupils have a one-hour weekly music lesson alongside their weekly singing assembly.

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. Key Stage 3 students are also

welcome in the Key Stage 3 Choir that meets weekly, led b y both internal music team members, and specialised outside support.

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, 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.

Formative and summative assessment is planned throughout Key Stage 3 and uses a variety of different methods (including self and peer reflection, and progress may be captured through video, audio and written tasks) depending on the task being completed to track pupil progress. Students may be 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 established within the Academy with the current provision of a Level 2 Music Technology pathway.

We deliver our curriculum by using our own outstanding facilities and 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. These workshops allow us to extend our students' learning and make their Music education more authentic, rich and diverse. Workshops planned for this year include Taiko Drumming, Film Music Production and African Beats.

Part B: Co-curricular music

This section summarises the opportunities for pupils to sing and play music, in addition to lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Peripatetic Lessons:
In addition to curriculum based music lessons, the Academy works contracts the company Peri Music to offer one to one lessons on a range of instrumental and vocal, all of which complement our core curriculum.

Instruments offered:

- Piano/Keyboard
- Acoustic/Electric Guitar
- Bass Guitar
- Singing
- Drums
- Double Bass.

Tuition format:

- Lesson format: one-to-one
- Who can join: Available to students in years 2-11
- Funding: A combination of parent funded and part-funded for Pupil Premium families
- Pupil Premium Eligibility: Yes

Additional co-curricular opportunities *(these groups are free for all students)***:**

- Singing assemblies: Weekly for years Reception - 4.
- Singing Club: Weekly for years Reception - 4.
- Student Bands: Weekly for all Secondary aged students
- KS2 Choir: Available for all students in Years 3 to 5
- KS3 Choir: Available for all students in Years 7 to 9
- Guitar Club: Available for all Secondary aged students
- Keyboard Club: Available for all Secondary aged students
- Creative Society: Available for all Sixth Form (LAB6) students

Just over 5% of the Academy population currently engage in our peripatetic lessons.
Significantly more students take part in the Academy provision of enrichment, after school, activities.

Engaging Pupil Premium and SEND Students in Music:
We ensure that all students, particularly PP and SEND, have equal access to co-curricular music. Support for these students include:

- Subsidised lessons.
- Extra support.
- Monitoring: We track PP and SEND student participation in lessons and extra-curricular.

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.

Part C: Musical experiences

This section details additional musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

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:

Performance events:

- Performances as part of school events such as Open Evenings and Sense of Accomplishment Assemblies.
- Christmas performances - students in the Primary sector take part in festive performances during the Christmas season.
- Community Performances - students in the Primary sector visit Richmondwood Care Home to sing Christmas carols for residents.
- Singing assemblies provide all children in all Primary years opportunities to perform.
- Yearly showcases based around student bands performing to friends and families.
- Specific Curriculum based workshops for year groups of students such as African music to extend classroom learning.

Concerts and collaborations:

- Trips to professional concerts - Bournemouth Symphony Orchestra and Pantomimes.
- Summer Showcase: students have an opportunity to participate in our LAB Summer Showcase, where students from all years are able to showcase their musical achievements.

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 wide 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 after the school day.
- The Music Department also supports the maintenance of students' own instruments where required to allow them to keep playing outside of the academy.
- Disadvantaged students benefit from a subsidised price for instrumental music lessons. All enrichment opportunities are free to students.
- Ticket prices for school performances are kept at a minimum to ensure affordability for students, parents, and the community alike.
- The department will also loan 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).

Development Plan Summary

Area of NPME related to	Category of NPME related to	Overall idea and actions taken	Deadline	Evaluation Criteria
Extracurricular	Extracurricular Opportunities	Increase extra curricular opportunities ● Secondary Choir ● Keyboard Club ● KS2 Choir	July 2027	Increased student engagement in a wider variety of extra curricular opportunities.
Curriculum	Curriculum Design	To review and develop the Curriculum Provision across the Primary and Secondary Provisions to ensure students experience a full and varied curriculum.	July 2027	Coherent and cohesive KS3 and KS4 curriculum.
Curriculum	KS4 Curriculum Development	To work alongside the Careers Team to ensure KS4 students have access to varied musical work related experiences.	September 2027	Increased student attendance to musical work experience opportunities.
Curriculum	Curriculum Design	To develop and embed a sustained and coherent programme of events, experiences and trips and visits that support and enhance the Music Curriculum	July 2027	A clear and sustained annual programme of events, experiences and trips offered by the music department with student engagement monitored, and tracked by student group.