

Music development plan summary: Discovery Academy

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	October 2025
Date this summary will be reviewed	October 26
Name of the school music lead	Amy Ball
Name of school leadership team member with responsibility for music (if different)	Daniel Shirazi-Nejad
Name of local music hub	Sheffield
Name of other music education organisation(s) (if partnership in place)	Still to be assigned

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

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.

Our Context

The school opened in September 2022 and has very quickly built up a strong reputation for being a good school with SEND families in the city and beyond, hence now being oversubscribed numbers.

Every child has a diagnosis of Autism. Most children have other diagnosis of SEMH in relation to ADHD or childhood trauma. Some students have a known learning difficulty also. We do have 2 sets of siblings in school.

Many families have at least 1 parent with a diagnosis of Autism or have strong traits of Autism. Generally families are extremely supportive of the school and events are attended well however we do have a small cohort of families who require a risk assessment to keep staff safe from verbal abuse and threats and this is often in relation to parents own diagnosis and medication challenges.

When we designed our Music curriculum we took into consideration the impact Music can have on Cultural capital and Social capital.

Often our pupils as a result of their disability, e.g. autism, feel social isolation and have fewer opportunities outside of school. Their lack of social networks limits access to cultural capital, wider aspects of personal development and wider opportunities. This can result in negative feelings of self-worth, anxiety and its impact on future agency and aspiration.

Our Curriculum

Music at Discovery exposes our pupils to a range of range of music styles and builds towards their knowledge of voice, instruments, improvising, composing as well as developing confidence and performing. Music is extremely important to our pupils as it give them an opportunity to express themselves as well as supporting with recall, expanding communication and imagination and building connections. Charanga is used as the driver for the curriculum content linked to personalised planning.

Using the Model Music Curriculum our school shares the thought that Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world.

All our pupils from KS2 receive one 45 minute lesson, allowing them to be listen with increasing appreciation to a wide range of music from composers and musicians and genres.

Our curriculum uses music to enrich and develop pupil's communication. Giving them increasing confidence to learn, sing and play instruments. The school links

together with Music therapy and the local music hub to further enhance our Substantive concepts that pupils work towards:

Our Substantive Concepts

Performance		Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
Improvise and Compose		Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
Musical Theory		use staff and other relevant notations appropriately and accurately in a range of musical styles, genres. identify and use the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) and appropriate musical notations. Understand and explore how music is created, produced and communicated
Listening Skills		listen with increasing discrimination to a wide range of music from composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history

Our KS4 offer :

Our pupils have the opportunity to choose, from Year 10, to study for their BTEC music practice qualification. Allowing our pupils, the opportunity to continue their love for learning Music.

Part B: Co-curricular music

Our School offers a range of opportunities to experience music beyond that of the taught lessons. This includes

School Choir - Our pupils have the opportunity to be a part of the #DiscoveryCrew Choir that enriches their exposure to music and gives opportunity to perform in front of peers and the wider community beyond the school gate.

Assemblies: Assemblies give pupils the opportunity to sing and perform as part of our collective worship and protected characteristics calendar.

Dedicated Performance Space- Our school has a dedicated and flexible performing arts space that allows pupils to develop their own ensembles if they so wish. This is equipped with a range of musical equipment and instruments for pupils to enrich their experience of music

Music in Corridors: Our pupils are exposed to a range of genres and artists throughout the school day as music is piped into our corridors to allow for pupils to be immersed in their learning spaces beyond the classroom.

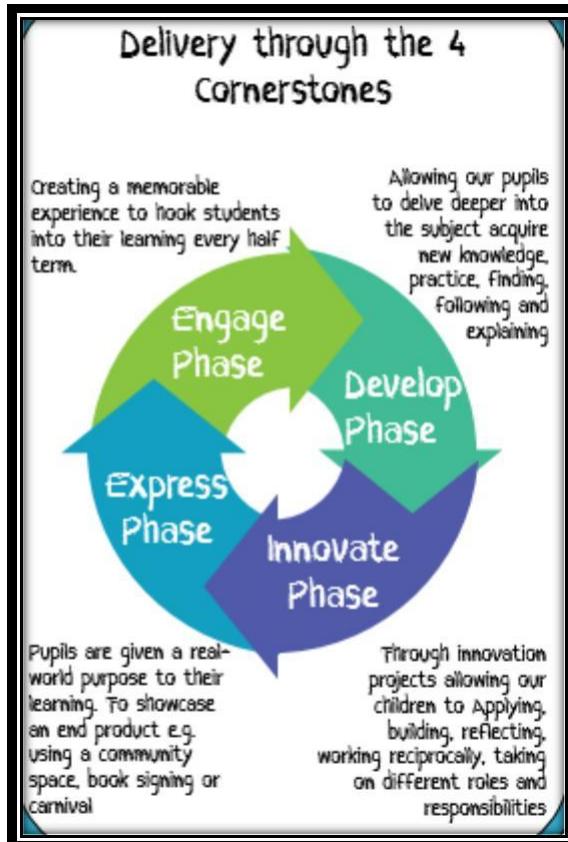
Friday Feeling: Our pupils have further opportunity to be part of a performance through the schools Friday Feeling dance. Classes get to choose the music they dance to that is featured on our schools social media accounts.

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.

Our school recognises the importance of experiential learning and music and performance plays a part in this. Our four cornerstones of the curriculum offer rich opportunities to engage pupils with styles of performance through memorable experiences that include visits to the theatre, visits from performing artists and shows, exposure to live music performances.

The express phase of our curriculum allow for pupils to plan and perform based upon a given theme or topic they may be studying for more information about this see our [curriculum](#) web page



Our Pupils have opportunity to perform in assembly, in the community and as part of our shows and performances linked to seasons and curriculum events. Our Trips that can be seen from our [Theme Overviews](#) for each class outline the opportunities that children have throughout the year.

In the future

- Our school wants to develop further our approach to the 7 principles of successful music education. These include
- Continue to dedicate music and performance time in our learning offer
- Continue to invest in high quality musical instruments and technology that removes barriers for children.
- Expand our school choir
- Create opportunities for music festivals as part of our enrichment offer
- Continue to invest in performance spaces where appropriate