

2026-27

NORTH OXFORDSHIRE ACADEMY School Music Development Plan

Review Timetable

The Policy will be reviewed every year, as set out below	
LGB Date of Ratification	1 September 2026
Review Interval	Annually
Date of Last Review	1 September 2026
Date of Next review	1 September 2027
Owner & Attached Governor	James Stevenson and Victoria Espley

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	8 th July 2026
Date this summary will be reviewed	
Name of the school music lead	Mr James Stevenson
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Oxfordshire County Music Service
Name of other music education organisation(s) (if partnership in place)	

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 curriculum is informed by the United Learning Key Progress Indicators for Music. These are included as *appendix a*. Our lessons and schemes of work are planned with these in mind, and progress towards these is reviewed at termly data entry points.
- Students have weekly opportunities to sing and play instruments (keyboard, guitar, bass, ukulele, drum kit). This is done through whole-class ensemble performance as well as smaller group rehearsals in breakout rooms. Students also experience industry standard music production tuition, through use of Logic Pro X and Ableton Live.
- At Key Stage 4, we deliver Eduqas GCSE Music and Pearson BTEC Music Practise. At Key Stage 5, we deliver Pearson BTEC Level 3 Music (Performance).
- We run an internally administrated instrumental tuition program, which includes graded instrumental exams. These are covered by the music budget.

Part B: Co-curricular music

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 offer individual tuition on guitar, bass, keyboard, drum kit, trumpet, trombone, clarinet, saxophone and violin. Parents/carers can sign their child up to these by responding to a letter that is sent out annually. These lessons are supplied by external freelance suppliers, and are paid for by families.
- We offer many clubs; two choirs (beginner and advanced), brass group, strings group, funk band, samba band and electronic music club. Students can sign up to these at the start of the year by registering their interest in a club with their tutor, or by signing up with their music teacher mid-year. For clubs that require instruments, if students do not own these they will be rented, for free, from the music department.
- In 2025-26, we ran an equipment manufacturing club in conjunction with Solid State Logic, in which students were given the opportunity to make a DJ mixer. We were the pilot school for this project.
- We have four practice rooms and a recording studio, and students are free to use these at breaks, lunchtimes and after school.
- In 2025-26 we received £20,000 funding as part of our acceptance onto United Learning's "Good To Great" project, aimed at elevating already strong departments to an elite level. In return, we host regular excellence visits. The funding was used to create a 40-capacity, in-department live music venue, named Jordans, in memory of a former student.

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.

- Three large-scale termly performances open to the public, including a festival event with four stages running simultaneously.
- Weekly low stakes performances (named Friday Night Live) in our in-department venue, Jordans.
- Annual trip to see Birmingham Symphony Orchestra, open to all students.
- Collaboration with Banbury Town Council and Banbury BID, with annual live performances including
 - Lantern Parade (samba band)
 - Summer Fest Parade (samba band)
 - Christmas Lights Switch On (rock bands and soloists)
 - Banbury Show (rock bands and soloists)



In the future

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

- Development of electronic music curriculum feeding into distinct music pathways at Key Stage 4 (GCSE Music and BTEC Music Technology).
- Collaboration with Thames Valley Electronic Music Open Mic to host a student-only event at NOA.
- Collaboration with BIMM institute, hosting university aspirations days.



Appendix a: UL KPI's

	Emerging (1-5)	Developing (6-10)	Secure (11-15)	Mastered (16-20)
Performing				
7.1.1 - Demonstrate fluency and accuracy on at least two instruments (see age related expectations for common classroom instruments)				
7.1.2 - Demonstrate ensemble listening skills in a group task				
7.1.3 - Use appropriate musical notation when playing and singing				
Composing				
7.2.1 - Select appropriate sounds for solo or group compositions, making appropriate choices about instrumental forces and timbre				
7.2.2 - Create compositions which make controlled use of the inter-related musical dimensions				
7.2.3 - Develop and extend musical ideas and patterns effectively				
Listening				
7.3.1 - Identify a variety of different instrument sounds and families				
7.3.2 - Identify and comment on musical devices in a range of topics				
7.3.3 - Recognise musical symbols and staff notation and demonstrate an ability to use these in performance				

	Emerging (1-5)	Developing (6-10)	Secure (11-15)	Mastered (16-20)
Performing				
8.1.1 - Co-ordinate their musical role with other performer(s), considering timing and balance (see age related expectations for common classroom instruments)				
8.1.2 - Include solos or moments of musical leadership in performance				
8.1.3 <u>Make adjustments</u> to facilitate musical interpretation and sensitive ensemble performance				
Composing				
8.2.1 - Create music in conventional forms, evidencing melody development and rhythmic interest				
8.2.2 - Refine ideas effectively, through improvisation, mutual evaluation and discussion				
8.3.3 - Evaluate the success of their own work and set realistic targets for improvement				
Listening				
8.3.1 - Identify, comment on and make links between musical devices in curriculum topics				
8.3.2 - Have a secure understanding of appropriate notations				
8.3.4 - Explore the contexts and origins of a variety of different musical styles, genres and traditions				



	Emerging (1-5)	Developing (6-10)	Secure (11-15)	Mastered (16-20)
Performing				
9.1.1 - Collaborate effectively with other performers, showing the ability to lead/direct an ensemble (see age related expectations for common classroom instruments)				
9.1.2 - Play and sing from notated music with confidence and care				
9.1.3 - Use extended technique in performance				
Composing				
9.2.1 - Compose music in more than one genre which makes controlled use of musical features and devices.				
9.2.2 - Compose music which demonstrates development of musical ideas				
9.2.3 - Make accurate use of appropriate notations to realise musical ideas				
Listening				
9.3.1 - Discuss and analyse music in detail, using key words and musical terms				
9.3.2 - Write accurate responses to music, using appropriately detailed musical vocabulary				
9.3.3 - Explore and understand the contexts, origins and traditions of different musical styles, genres and traditions				