

Music development plan summary: Ridgeway Farm CE Academy



Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Laura Gibbard
Name of school leadership team member with responsibility for music (if different)	Emma Griffin
Name of local music hub	Music Education Hub in Wiltshire
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.

At Ridgeway Farm CE Academy, the music curriculum is designed to help pupils develop a range of musical skills, including singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. The curriculum also aims to build pupils' understanding of the history and cultural context of the music they learn, as well as how music can be written down.

Through the music curriculum, the school supports the development of transferable skills such as teamwork, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to pupils' development as learners and have wider applications in their lives outside and beyond school.

Each five-lesson unit combines these strands within a cross-curricular topic, designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Over the course of the scheme, pupils will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will also learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The curriculum follows a spiral model, where previous skills and knowledge are returned to and built upon. Pupils progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing their understanding and knowledge of the history of music, staff and other musical notations, the interrelated dimensions of music, and more.

Lessons incorporate a range of teaching strategies, from independent tasks and paired/group work to improvisation and teacher-led performances. They are 'hands-on' and incorporate movement and dance elements, as well as making cross-curricular links with other areas of learning. Pupils have weekly music lessons, with KS1 lessons lasting approximately 45 minutes and KS2 lessons lasting 1 hour. Additionally, whole-class Ukulele lessons are offered to KS2 pupils.

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.

Ridgeway Farm CE Academy offers a range of co-curricular music opportunities for its pupils. Students can access private tuition in drums, piano and guitar at the school, providing them with the chance to develop their instrumental skills further.

The school also takes part in the Young Voices choir, allowing pupils to experience the joy of singing as part of a larger ensemble. Additionally, across the Trust and local Hub, children have the opportunity to sing with other local schools, fostering a sense of community and collaboration through music.

The local church is actively involved with the school, and the youth worker runs a band that children across KS2 are welcome to join, as well as a choir. This partnership with the local community provides further avenues for pupils to engage with music-making.

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.

The school provides a variety of musical experiences for its pupils, including daily singing in assembly, end-of-year Key Stage 2 productions with a supporting choir, and an EYFS and Key Stage 1 Nativity performance. These opportunities allow pupils to showcase their singing and performance skills. The school also organises musical roadshows featuring professional musicians, as well as theatre trips to experience live musical performances. These experiences expose pupils to a diverse range of musical genres and styles, helping to broaden their understanding and appreciation of music.

In the future

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

The school aims to develop greater relationships with the Music Education Hub in Wiltshire to further enhance the musical opportunities available to its pupils. This partnership could provide access to a wider range of musical resources, expertise, and performance platforms. Additionally, the school plans to widen the variety of instruments that children can learn, allowing them to explore and develop their musical interests and talents in a more diverse range of musical disciplines.