

Music development plan summary:

Rushey Mead Academy

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Sarah Jane Hunter (Creative Arts Lead)
Name of school leadership team member with responsibility for music (if different)	Helen Mugglestone
Name of local music hub	Leicestershire Music Hub

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

At Rushey Mead Academy, our vision is to provide a broad, varied, challenging and coherent music education through successful teaching and learning at Key Stage 3 and Key Stage 4. During Key Stage 3, students are provided with 20 hours of music, and they are rotated with other performing arts subjects throughout the year. The 20 hours of curriculum time equates to approximately half an academic year of learning, with Year 7 and 8 experiencing this in one rotation, and Year 9 alternating half-termly in rotation with Drama. Our music curriculum is carefully designed to present a broad and diverse range of topics, equipping students with the sensitivity, open-mindedness and the knowledge required to speak and write about music with confidence, insight and authority. In doing so, we prepare our students to engage meaningfully with musical activities and industries beyond secondary education.

Through music, students are able to develop their performing, composing and listening and appraising skills, as well as having the opportunity to regularly reflect on both their work and the work of other students. The units taught at Key Stage 3 aim to prepare the students well for the future challenge of being taught music at Key Stage 4 should they choose it as an option. For the academic year 2026/2027, the Eduqas specification will be followed using either the GCSE pathway or the vocational Technical Award pathway.

Both specifications cover 60% teacher-assessed coursework in performance and composition. The final component worth 40% is either examinable through a listening test (GCSE), or through an extended project in the Technical Award (externally marked) which focuses on how music relates to the music industry. Eduqas offers students the opportunity to perform on their chosen instrument, compose both freely and to a set composition brief and to study a wide range of styles of genres.

From 2026, the department follows the Department for Education's Model Music Curriculum (March 2021) as a guiding framework, fully embracing its emphasis on singing and the core musical disciplines it outlines. All topics within our curriculum map are carefully aligned with these disciplines, ensuring that students acquire the essential skills and understanding needed to flourish as confident musicians.

In conclusion, our aim is to foster a lifelong love of music while ensuring that all students develop a secure foundation in musical literacy and oracy.

Part B: Co-curricular music

Co-curricular music at Rushey Mead embraces opportunities for pupils to play music outside of lesson time via a range of vibrant and engaging musical ensembles. For the 25/26 academic year these include: Choir, Jazz ensemble, Guitar Club and Drum Club. Future plans for the second half of the year include an 'Acting Through Song Club', a 'resident' school Rock Band and a Keyboard Club. Plans are also in place to ensure that students can use the music practice rooms during lunchtime on their designated day.

As a result, students will reap the benefits of musicianship which include increased academic and social development, creativity, professionalism, confidence, team work, professional performance skills and emotional development. By taking part in these musical opportunities and offering their commitment, students are offered priority with opportunities including performances.

At Rushey, we also offer a broad range of individual one-to-one instrumental lessons via our visiting peripatetic instrumental team. These include lessons for the: piano, guitar, voice, strings, drum kit and brass. Students can be assessed through a variety of external instrumental examination boards, guided by their tutor. These include: ABRSM (Associated Board Royal School of Music), Trinity and Rock School. Students can begin at Grade 1 and work their way up to Grade 8. After Grade 6 is achieved, these results contribute towards valuable UCAS points needed when university applications are underway at Post-16.

In addition, we ensure that our five music rehearsal rooms are used effectively for group and individual rehearsal time during classroom lessons, instrumental lessons and after school.

Part C: Musical experiences

Throughout the year we offer external opportunities that students from all years can take part in. This includes a Christmas Concert (an external Trust Wide Concert that takes place in the local St James the Greater Church in Leicester), plus a Winter and Summer concert. These opportunities are for those who commit to our music ensembles and peripatetic lessons.

In the future

This year will be an exciting period of growth and development for the Music Department. As stated above, plans are currently underway to extend the extra-curricular offer and to provide more opportunities for performance through a Performing Arts showcase (where we work collaborative with Dance and Drama) and more informal performance evenings including musical recital evenings.

As part of the evolving Music Development Plan, Rushey Mead Academy will begin to offer the Eduqas specifications starting in 2026–2027. As part of this journey, we would also like to enhance our technical platforms to include use of Bandlab, the latest version of Musescore and offering homework via the Teaching Gadget application. Through this, students will develop basic sequencing skills.

Embedded within the KS3 curriculum will be continuous Assessment for Learning opportunities including peer and self-assessment, verbal teacher feedback, soft skills and musical skills levels that will enable students to gain an insight into where they are working both individually and within a group.

We would like to introduce more opportunities for singing so that students feel comfortable with this discipline and are keen to perform within a whole-class and small group setting.

We are proud of our track record in encouraging students to recognise both the value and enjoyment of the more academic aspects of music education. Our curriculum is carefully designed to offer a broad, balanced and well-rounded musical experience that nurtures creativity, discipline and critical thinking.