

Music Development Plan Summary:

Rushey Mead Academy

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	April 2025
Date this summary will be reviewed	July 2025
Name of the school music lead	Avinash Rajput
Name of the 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

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 Rushey Mead Academy, our vision is to provide broad, varied and challenging curriculum of opportunities through outstanding Key Stage 3 and GCSE teaching and learning. During year 8 and 9 students are provided with 20 hours of music and they are rotated with other performing arts subjects throughout the year. Through this they are able to develop their performance, composition and listening skills, as well as giving students the opportunity to reflect on both their own and other's work. The aim is to prepare students well for the challenge of KS4 Music should they choose it as an option.

Once they have completed year KS3, students are given the opportunity to study music through the AQA GCSE Music Exam Board. There are three areas of study that the students study which includes "Understand Music", "Performing Music" and "Composing Music". This specification offers students the opportunity the opportunity to perform on their chosen instrument, compose freely and to a set brief, and sit a listening exam at the end of year 11.

Part B: Extra-Curricular

This is about opportunities for pupils to play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

At Rushey Mead we offer several experiences and opportunities including a chance to participate in our Rushey Choir and Instrumental Ensembles, including Jazz Club and Drum Club. In turn students will reap the benefits of musicianship which include increased academic and social development, creativity, professionalism, confidence, teamwork and emotional development. By taking part in these musical opportunities and offering their commitment, students are offered priority with opportunities including performances. We offer a range of instruments including piano, strings, brass, drum kit and voice and students can be assessed through the Associated Board Royal School of Music and Trinity Exam boards. We ensure that our five music rehearsal rooms are used effectively for group and individual rehearsal time during classroom lessons, instrumental lessons and social times for students to rehearse independently. They have access to a range of instruments to use during that time including pianos, guitars, and drum kits.

Part C: Musical Performance and Experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows.

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

In The Future

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

In the future Rushey Mead Academy is intending:

- As part of the evolving Music Development Plan, Rushey Mead Academy will begin offering BTEC Music starting in 2026–2027. This vocational qualification is designed to reflect real-world music industry practices and is accessible to a broader range of students than traditional academic routes.
- To continue to enhance the curriculum at KS3 by developing Digital Music Production through platforms like BandLab. Students will develop sequencing, recording, and editing skills, forming the basis of key BTEC component.
- Embed key theoretical concepts earlier to support performance and production work in preparation for BTEC Music.
- Ensure consistent application of the elements of music across KS3 projects to aid compositional thinking and performance analysis.
- Strengthen retention of musical vocabulary and enhance active listening across all year groups through retrieval strategies and focused listening tasks.
- Expand the curriculum to include music industry knowledge and a broader range of genres, helping students understand the commercial and cultural context of music.
- Broaden the number of extra-curricular opportunities for students including visiting performances such as theatre shows and concerts.