

Music development plan summary: Trinity Academy Bradford

Overview

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	Sept 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Hannah Dickson
Name of school leadership team member with responsibility for music (if different)	Louis Brown
Name of local music hub	Bradford Music and Arts Service
Name of other music education organisation(s) (if partnership in place)	Trinity Music Academy

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 students and parents or carers understand what our school offers and who we work with to support our students' 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 students can achieve.

At Trinity Academy Bradford students access one lesson of music per week throughout years 7 and 8. Currently music is taught at KS3 by one full time member of staff. The curriculum for music follows the golden threads of appraising, composing and performing as outlined by the model music curriculum with opportunities for singing prevalent throughout. Listening/appraising is taught both as a technical exercise to develop students' theoretical knowledge and as an opportunity to explore musical meaning and purpose, expanding students' cultural capital by exploring music in the context of the wider world and creating connections with other curriculum subjects. Composing is taught through song writing, improvisation and through creating melody and harmony. Students have the opportunity to create compositions in a range of musical styles and genres and the opportunity for composition becomes more prolific as we move through the KS3 curriculum, using both instruments and technology. High quality performance lies at the heart of our curriculum, through the use of excellent

musical modelling in the classroom, to high expectations around performance outcomes for students. At KS3 the curriculum allows students to explore a range of instruments but focusses primarily on developing their use of keyboard. Students will have the opportunity to sing and perform on a range of instruments both solo and in small groups, as well as learn how to participate in larger ensemble performances. They will develop a critical engagement with music, allowing them to contextualise, analyse and listen. At KS4 we deliver Eduqas GCSE Music, in which students receive two lessons per week to understand the four areas of study; musical forms and devices, music for ensemble, film music and popular music, as well as refine their performance and composition skills that they develop throughout their school life.

Part B: Co-curricular music

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

Beyond the curriculum at Trinity Academy Bradford, students have a range of opportunities to develop their musical skills further.

As part of our Involve program we offer students the chance to join a range of music co-curricular clubs and ensembles, including rock & pop band, samba band, vocal group and keyboard club. All clubs are free for students to join and each are held for an hour every week throughout the year. All students are welcome and content can be tailored to the interests of the groups. Students who attend our music clubs learn to use their instrument/voice by developing technical skills and ensemble skills as they play and use their time in clubs to work towards final performances for the school showcases.

Students also have the opportunity to access a range of one-to-one or paired Peripatetic Music lessons in both orchestral and pop & rock instruments, which are delivered by specialist teachers from Trinity Music Academy. In these lessons, students develop their instrumental skills and work towards their graded exams via the Trinity Rock & Pop or ABRSM exam boards, depending upon which instrument they play.

By taking part in these clubs and peripatetic lessons, students not only develop musical skills, but improve their social skills, resilience and confidence at the same time.

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.

We currently have two annual shows per year; one at Christmas and one during the summer term, which showcases the musical talents of our school ensembles and individual students. All shows are free for family and friends to attend and include a wide range of instrumental and vocal solos and groups, to ensure that everybody who has worked so hard to put a performance together can be included.

As well, we have performance opportunities for events such as our Year 8 Graduation ceremonies and Open Evenings, and external performances within the community e.g. an annual visit to the local residential home for carol singing.

Students have been invited on visits to Royal Northern College of Music to watch professional orchestral performances and operas and we have had professional musicians and music college students come to school to perform for us in our own space and run workshops to enable our pupils to try something new, such as conducting.

In the future

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

Our priorities for music at Trinity Academy Bradford are:

- **To improve the effectiveness of music transition at TAB**
Musical ability and experience differ greatly for students depending upon which primary school they attended. By incorporating music education surveys for parents and baseline assessments in our very first lessons in September, we hope that we will gain a much quicker and greater understanding of our students' abilities and needs in music as soon as they join us at TAB, to allow us to plan for progress more effectively.
- **To embed the new KS4 curriculum**
Having recently changed exam boards to Eduqas GCSE Music, our priority is to refine and implement new schemes of learning and resources for the chosen specification in years 10 and 11, in order to deliver the new content as effectively as possible for the full two-year course.
- **To increase our co-curricular provision**
We would love to set up a brass band to add to our current ensembles, as Queensbury is known for its brass and it is something that is dear to many in the local community. This would then provide a stepping-stone towards having our own big band, by adding bass and percussion, in the future.

- **To provide further performance opportunities**

We are looking to include a further showcase for students to perform in during the Easter term, which would be teamed with both dance and drama, to work towards full musical theatre productions in future years.