

Music development plan summary: Maplefields Academy

Our school is committed to providing a high-quality, inclusive music education that enriches the lives of all our pupils with social, emotional and mental health (SEMH) needs. Through a structured curriculum, diverse co-curricular opportunities and meaningful musical experiences, we aim to foster creativity, confidence, emotional regulation and a lifelong love of music.

Pupils in Key Stages 1 to 3 receive a 45-minute weekly music lesson across the full school year. This is to support our students with SEMH and SEN needs, to give them the best opportunity to succeed within the music curriculum. Lessons are designed to meet the requirements of the National Curriculum for Music and align with the National Plan for Music Education's ambitions. The curriculum is reviewed each year, to explore further opportunities to ensure the recommendations are being met.

Music lessons develop listening, performing, composing and appraising skills (these are our Music Golden Concepts at Maplefields), supported by accessible resources and adaptive teaching approaches. Lessons are structured to promote engagement, emotional expression, and teamwork – core to supporting students' SEMH development. At Key Stage 4, students can study for the BTEC First Award in Music (Level 1/Level 2). This qualification provides practical and vocational pathways into the music industry, including performance and composition units.

Pupils at Maplefields Academy have access to a range of instrumental and vocal tuition, through both their study and through the opportunity of having 1-1 music tuition. This includes exploring percussion instruments (drumkit, djembe drums), keyboards, ukuleles, guitar, bass guitar, and voice. Lessons are designed to be flexible and therapeutic, responding to individual student needs and preferences.

Students have the opportunity to attend or participate in at least one live performance at school, through the annual Christmas performance. This is in partnership with the school's drama department, offering an insight into the wider performance industry. The students have also had in-house music workshops which exposes them to a wider variety of musical styles and genres.

In partnership with the local Music Hub, the school continues to embed music therapy sessions into the wider wellbeing offer. These sessions support emotional regulation, communication and confidence-building, forming a key part of the school's SEMH provision.

Through a carefully structured, inclusive and therapeutic approach, the school's 2025-2026 Music Development Plan ensures that every pupil, regardless of need, has access to meaningful, high-quality musical experiences. Music is used not only as a

subject of study but also as a tool for community connection, emotional expression and personal growth.

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	18/10/2025
Date this summary will be reviewed	01/09/2026
Name of the school music lead	Howard Weyman
Name of school leadership team member with responsibility for music (if different)	Dean Willis
Name of local music hub	Northamptonshire Music and Performing Arts Trust (NMPAT)
Name of other music education organisation(s) (if partnership in place)	Corby Cube Theatre

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 Music curriculum at Maplefields Academy is informed by the Model Music Curriculum (March 2021) and is designed to develop pupils’ skills in performing, composition, listening and appraising across all key stages. Students are given opportunities to sing, play a variety of instruments, and work collaboratively through ensemble performance. Throughout the curriculum, pupils build confidence, creativity and an appreciation for music through a wide range of styles, genres and historical contexts.

Music is taught as part of the regular curriculum from Key Stage 1 to Key Stage 3. Pupils in Key Stage 1 and 2 are taught a 45-minute music lesson by their Primary class teachers, whilst at Key Stage 3, students are taught a 45-minute music lesson by a specialist Maplefields Academy Music Teacher. At Key Stage 4, pupils have the

option to select music as an examination subject through the BTEC First Award in Music, which includes both classroom learning and practical application with 3 hours of learning time per week. Students in Key Stage 5 (Post 16), also have the opportunity to explore music through an enriched curriculum, harnessing their personal musical interests and to support wellbeing. All music lessons and resources are adapted to meet the needs of the students with SEMH and SEN needs. The 45-minute lesson time is designed to support pupil engagement and wellbeing.

Key Stage 1

- Introduction to composition through soundscapes and storytelling.
- Developing basic percussion skills and rhythmic awareness.
- Listening to a piece of music and explaining how it makes someone feel.
- Introduction to keyboards and five-finger technique.
- Singing and using the voice creatively to explore pitch, dynamics, and timbre.
- Composing simple pieces of music to a theme.

Key Stage 2

- Listening to and appraising music from different countries and cultures.
- Exploring music through historical periods (e.g. Tudor music).
- Building understanding of key musical elements (pitch, duration, dynamics, tempo, timbre, texture, structure).
- Developing performance skills and confidence performing in front of others.
- Introduction to conducting and ensemble leadership.
- Expanding composition skills with increasing structure and creativity.

Key Stage 3:

- Exploring a wide variety of musical styles and genres, including popular, world, and classical traditions.
- Developing percussion skills through African drumming and ensemble work.
- Advancing keyboard technique to include playing with both hands and chord progressions.
- Enhancing composition skills through thematic and structured projects.
- Students begin to use BandLab to create their compositions and to develop their awareness of Music Technology.
- Continuing to refine performance and listening skills.

Key Stage 4:

Pupils have the option to study the BTEC First Award in Music, which covers:

- The music industry and career pathways.
- Music composition and creative development, further developing their music technology skills using BandLab to create their compositions fit to a set brief.
- Managing and producing a music product.
- Solo and ensemble performance.

Pupils develop both practical and theoretical understanding of music, gaining valuable skills for future study or employment in the creative industries.

Key Stage 5

At Post 16, students have the opportunity to explore music as part of a broad enrichment curriculum. They are encouraged to pursue personal interests in music through activities such as performance, composition, music technology and ensemble participation. Music provides an important creative outlet, supporting students' wellbeing, self-expression and confidence. Opportunities are offered for students to engage in workshops, performances, and collaborative projects, enabling them to continue developing their musical skills while enhancing focus, relaxation and emotional resilience.

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.

Co-curricular music plays a vital role in enriching the musical and emotional development of pupils beyond the core curriculum. It provides opportunities for pupils to sing, play, perform and express themselves in a supportive, creative environment that nurtures confidence, teamwork and a sense of achievement.

Enrichment

Outside of timetabled music lessons, students have access to a range of structured and informal opportunities to engage with music. Regular enrichment sessions give pupils the chance to develop their vocal skills and experience the joy of both group performance, and supporting soloists performing. Pupils are encouraged to choose songs that reflect their interests and cultural backgrounds, promoting ownership, motivation and inclusivity.

1:1 Tuition

Pupils across Primary, Secondary and Post 16 are offered individual or small-group instrumental or vocal tuition to explore and develop their musical abilities. Through 1:1 lessons, students can learn singing, composing, keyboard, ukulele, guitar, bass guitar, drumming and, in one case, saxophone (with the student bringing in their own instrument). These lessons are tailored to each pupil's interests, ability level and emotional needs, helping them to make measurable progress in performance, listening and musical understanding. For some pupils, these sessions also contribute to therapeutic and emotional regulation goals, as music provides a powerful outlet for expression and self-regulation.

MAPLES Music Sessions

The MAPLES Music programme supports our talented and gifted musicians who have demonstrated exceptional skill, commitment, or enthusiasm for Music. These sessions provide stretch and challenge beyond the core curriculum, including opportunities to lead ensemble work, compose original material and collaborate on performance projects. Pupils in the MAPLES group are encouraged to share their work and passion to the school community through performances and showcases. These experiences not only refine musical skill but also build confidence, leadership and resilience.

Music Therapy (NMPAT Partnership)

Through our partnership with the Northamptonshire Music and Performing Arts Trust (NMPAT), pupils have access to specialist Music Therapy sessions. These are delivered by a qualified Music Therapist, and focus on supporting pupils' emotional wellbeing, communication and self-expression through music-making. The therapy sessions are particularly beneficial for pupils with complex SEMH needs, providing a safe and creative space to explore and develop social and coping skills through sound and rhythm.

Progress in co-curricular music is celebrated through informal performances, school events and personal achievement milestones. Pupils are encouraged to reflect on their learning, set musical goals, and recognise their own growth in confidence, skill and teamwork. Engagement in co-curricular music often enhances pupils' readiness to learn in other areas of the curriculum, supporting wider personal development and wellbeing.

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.

At our school, we believe that music should be a joyful and inclusive part of every child's education. Alongside our structured music curriculum, we offer a wide range of exciting musical experiences that allow pupils to express themselves, build confidence and share their talents with others.

Throughout the year, children have opportunities to sing and play instruments during special events such as the Christmas Performance (in collaboration with the drama department) and the Christmas Fayre (solo singing), where they showcase their hard work and creativity to families and the wider community.

We also invite guest artists and organisations, such as the Corby Cube, to deliver interactive workshops in school, giving pupils the chance to explore new musical styles, learn from professionals, and gain a deeper understanding of performing arts.

Our students regularly enjoy trips to the theatre to explore live performances, including musicals and pantomimes, which help to inspire their own musical journeys and enhance their appreciation of the arts. In addition, we encourage and support students who wish to take their talents further by auditioning for events such as Britain's Got Talent, or participating in other performance opportunities beyond school.

Through these experiences, our pupils develop not only their musical abilities but also essential life skills such as teamwork, perseverance and self-expression.

In the future

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

In the coming years, we plan to make several improvements across the curriculum, co-curricular music, and broader musical experiences. These include:

Curriculum Music: Continue to expand and enhance MAPLES sessions to provide richer, more engaging learning opportunities.

Staff Development: Provide CPD training for Primary staff to strengthen and enrich the Primary music curriculum.

Leadership Development: The Music Lead will undertake an NPQ to further support the leadership and development of the subject across the school.

Extra-Curricular Provision: Explore ideas for Lesson 6 (after-school club) program to broaden students' musical experiences.

Vocal Opportunities: Develop and expand vocal ensembles to encourage more collaborative performance opportunities for students.

These initiatives will be introduced progressively over the next academic year, with some CPD and MAPLES sessions beginning immediately and additional after-school and ensemble opportunities phased in as planning and staffing allow.

Further information (optional)

Northamptonshire Music and Performing Arts Trust (NMPAT)

[Centres - NMPAT](#)

Corby Cube Theatre

[Home - The Core at Corby Cube](#)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.