



Music Development Plan



Context and Rationale

This Music Development Plan is designed for embedding music into **KS3 Project-Based Learning (PBL)** and extending musical opportunities into **KS4**. Current practice includes the use of **ukuleles, keyboards and bells**, alongside partnership working with **Dorset Music Service** to borrow a wider range of instruments. The plan prioritises re-engagement, wellbeing and aspiration, recognising music as a powerful tool for inclusion, regulation and personal development.

Vision

To deliver an inclusive, practical and inspiring music provision that helps students:

- Re-engage positively with education
 - Build confidence, communication and self-esteem
 - Explore a wide range of instruments and styles
 - Discover a passion for music that supports future pathways
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Strategic Aims

1. Embed music meaningfully within KS3 PBL.
 2. Provide structured instrumental exploration at KS4.
 3. Increase student engagement, attendance and wellbeing.
 4. Develop staff confidence in delivering practical music.
 5. Establish clear progression routes into accreditation and post-16 pathways.
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KS3 Music Provision – Embedded in Project-Based Learning

Current Provision

- Regular access to ukuleles, keyboards and bells
- Music integrated into cross-curricular projects
- Focus on participation, collaboration and enjoyment

Development Actions

- Plan **termly PBL projects** with a clear music outcome (e.g. performance, soundtrack, composition)
- Use music to support:
 - Literacy (songwriting, lyrics, discussion)
 - Numeracy (rhythm, patterns, structure)
 - PSHE (identity, teamwork, emotional expression)
- Prioritise practical music-making over written assessment

Intended Impact

- Increased engagement and sustained focus
 - Improved peer relationships and behaviour for learning
 - Greater confidence in creative risk-taking
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KS4 Music Provision – Exploration and Exposure

Purpose

To give KS4 students **hands-on experience of a wide range of instruments**, enabling them to discover interests or strengths before choosing a qualification or enrichment pathway.

Instrumental Access (via Dorset Music Service)

- Acoustic and electric guitars
- Bass guitar
- Drum kit and percussion
- Music technology (DJ decks)

Delivery Model

- **Instrument carousel** (4–6 week blocks)
- Combination of:
 - Small-group practical sessions
 - Informal ensemble and jam sessions

Expected Outcomes

- Increased motivation and sustained participation
 - Informed choice for KS4 pathways
 - Identification of talent, interest or passion
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Curriculum Pathways and Accreditation

Informal and Enrichment Pathways

- Band or performance groups
 - Music for wellbeing sessions
 - Recording, beat-making and composition projects
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Inclusive and Trauma-Informed Practice

- Flexible entry points and opt-in participation
 - Small groups and personalised support
 - Emphasis on success, effort and progress
 - Use of music as:
 - Emotional regulation tool
 - Safe form of self-expression
 - Relationship-building activity
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Partnerships

Dorset Music Service

- Instrument loan agreements

Future Partnership Opportunities

- Visiting tutors and workshops
 - Advice on progression and accreditation
 - Local music venues or studios
 - Youth music and community projects
 - FE colleges and post-16 providers
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Resources and Sustainability

- Student responsibility roles (equipment monitors)
 - Gradual development of in-house instrument stock
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Monitoring and Evaluation

- Student voice and engagement feedback
 - Attendance and behaviour tracking
 - Individual case studies demonstrating impact
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Success Criteria

- Music is embedded and valued across the PRU curriculum
 - KS3 students actively engage with music through PBL
 - KS4 students can identify musical interests and next steps
 - Clear progression routes are established
 - Strong, sustainable partnership with Dorset Music Service
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This plan is designed to remain flexible and responsive, placing engagement, wellbeing and aspiration at the heart of music provision within Harbour Vale school.