

Music Development Plan summary: Littleover Community School Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Miss Hannah Asbury
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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 as well as the 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.

KS3 Music:

- At Key Stage 3, all students have two lessons of Music (2 x 1hr sessions) per fortnight with subject specialists.
- Students are taught in mixed ability groupings and study Music regularly throughout the academic year.
- The Music curriculum is an ambitious curriculum which builds on the National Curriculum for Music. The schemes of work throughout KS3 are designed to ensure that students are engaged, enthused, and enriched in their studies and to support progression for every young person who wants to pursue music beyond the curriculum. To this end, the KS3 curriculum prepares students for the demands of GCSE whilst providing a curriculum that stimulates and generates a life-long intellectual curiosity, creativity, and love for the Creative Arts, besides nurturing holistic, transferable (and employability) skills for all.
- The Music curriculum builds on the Key Stage 2 curriculum provided by our feeder schools (and supported by the Derbyshire Music Hub). At the beginning of Year 7, teachers explore the elements of music using the MAD T SHIRT acronym to explore traditional music from across different continents. During the 6-7 transition period, the Music Department gains awareness of students who have had instrumental and vocal lessons to facilitate continued progression, along with providing fresh opportunities for students to learn new skills in a co-curriculum setting.
- The curriculum is taught across three Intent Themes of: Performing, Creating, and Appraising.
- During lesson time, the curriculum enables students to learn to sing and play an instrument (keyboard, percussion, and ukulele) with sufficient control, perform, compose with purpose, demonstrate expression and musical understanding and have experience of music technology through DAW and notation programmes.
- Students gain experience and knowledge of Western classical music and music from a range of musical traditions. This is in conjunction with a wider cultural context of the genre and era relevant to students, referenced to cross-curricular learning.
- Students gain awareness of composing through music technology by accessing a shared computer room furnished with midi keyboards and access to a range of music software (Mixcraft and Sibelius / Musescore). Students gain access to these facilities during one unit of study per academic year in KS3.
- Listening skills are developed through 'DEAL' (Drop Everything And Listen) which allows students to explore a wide range of music and analyse what they hear by applying key terms to their descriptions.

- The curriculum actively informs students of careers and routes to industry which is integrated into schemes of work. Within the Creative Arts Department, the Music Department actively encourages links with external practitioners, running workshops that give insight into the dynamic Creative Industries. MADfest, which sees all students in Year 8 off timetable for a full day, brings practitioners in from Music, Art and Drama (MAD) under a particular theme. We have enjoyed a close working relationship with Derby University and S.H.E.D. as well as Derbyshire Music Hub. Recent workshops have included: Rap, Beatbox, Folk, Body Percussion, Steel Pans and Music Soundtrack production. It is essential that students can have access to role models and mentors and wider institutions addressing issues that are relevant to students' ideologies.
- The Music Department has regularly worked collaboratively with other schools, including local primary schools to strengthen ties between the curriculum and music programmes.

KS4/5 Music:

- Students have access to both specialist, experienced and well qualified Music teachers as they deliver the Pearson Edexcel GCSE Level1/Level 2 GCSE (1MU0) and the A Level Music Level 3 Advanced GCE in Music (9MU0) courses, focusing on the Performing, Composing, and Appraising components.
- Students are taught for 5 hours per fortnight at GCSE and 8 hours per fortnight at A Level with additional planned individual study time. Students also have access to areas outside of the school day by arrangement.
- As well as the computer room with music software, students have access to the music studio equipped for music recording and production.
- There are opportunities to experience live performances, for example; GCSE students watching 'Wicked' in Birmingham in (2024), A Level students viewing 'The Magic Flute' staged by Opera North in (2024), and GCSE & A Level students were also taken to an 'Introducing Beethoven' Sinfonia Viva concert at Derby Cathedral (2025).
- The Key Stage 4 and 5 curriculum is designed to provide the opportunity for students to further their interests and talents through accessing the next stage of their Music pathway by supporting progression. This includes giving students an understanding of opportunities for specialist and advanced music tuition individually and in groups, and support access to local, regional, and national youth music opportunities. To this end, we have collaborated with Sinfonia Viva, Baby People and The Beat Goes On. Students also take part in Derbyshire County Ensembles and Derby Music Centre.
- We actively promote pathways and links with music institutions such as the Trinity Laban College of Music and Conservatoires. We are also strengthening ties with the Music Hub around local and regional links. We enjoy seeing our students progressing to higher-level Music education at Conservatoire and

University level, as well as utilising the skills Music study enables to pursue careers in other areas.

Resourcing:

Both specialist music rooms are equipped with 30 keyboards, additional musical instruments including electric piano, drum kits and guitars. Each classroom is equipped with at least one separate practice room. There is a class set of ukuleles and Samba kit, as well as small percussion and cajons. Besides the shared Creative Arts computer room, there is a separate smaller room with 12 computers and is linked with the Music Studio within its own self-contained block.

Inclusivity and SEND:

- As an ethnically diverse school, Music@LCS aspires to provide a full year-round curriculum embracing all 3 Intent themes for all students.
- Littleover Community School is committed to achieving greater access within music education through identifying and removing potential barriers, including for students in low-income families and students with special educational needs and disabilities.
- Barriers to accessing the full curriculum for SEND and EHCP students are removed through the careful application of teaching resources and staff input (see further links with the department and school SEND policies). Homework booklets are specifically adapted to ensure all students can access the work independently outside of lessons.

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 Programme:

- Creative Arts runs a co-ordinated extra-curricular programme on a two-year cycle which alternates between the whole school production and subject area orientated club events. These short-term club modules are part of a wider Creative Arts provision depending on need and have included theory, Film Music, DAW.
- There is a school choir, called 'Urban Choir', consisting of over 30 students. The group consists of students from all Key Stages.
- Regarding ensembles, there is an established LCS Band which rehearses once per week and forms the basis for the school musical pit band. String club is run

on the lead up to the Winter Showcase and Music festival and delivered by Mrs Keane, the strings teacher. These ensembles are run free of charge.

In addition to this, the department facilitates a number of student-initiated smaller ensembles. Students who take additional instrumental tuition are encouraged to take part in one or more ensembles. Students can book spaces to rehearse.

Instrumental Programme:

The instrumental programme provides a valuable service to our Creative Arts Department as they do much to reinforce and develop the standards of instrumental and singing programmes within our Music curriculum. The team plays a key role in contributing to the success of the curriculum and ensures a rich and varied programme. We currently have 120 students (approx..) accessing the Instrumental Programme, in addition to Urban Choir (30 students). The programme operates through the school day and changes termly to reduce the impact on subject areas where students need to leave to attend their music lesson. There are 7 staff (all accredited with Derbyshire Music Hub) who cover a broad range of instruments, including voice:

- Drum lessons (Mr Foster) – 14 students
- Guitar Lessons (Mr Trussler) – 25 students
- Singing Lessons (Mr Jones) – 12 students
- Violin Lessons (Mrs Keane) – 17 students
- Piano Lessons (Ms Marubbi) – 7 students
- Piano Lessons (Mr Holt) – 10 students
- Brass/Piano (Mr Levitt) – 12 students
- Woodwind Lessons (Miss Lord) – 7 students

Students who have received instrumental lessons at their primary school, simply complete a new contract and continue at LCS.

Students who have never received instrumental lessons before, are inducted onto the 'Starter Scheme', benefiting from the subsidies offered by Derby Music Partnership. Upon receipt of the contractual reply slip, they are put into pairs and given 6, 20-minute lessons. There is a £3 subsidy available for each of these lessons. The Starter Scheme lessons are operated in pairs.

Students with Special Educational Needs (SEND) will receive a letter inviting them to take part in learning to play an instrument. Derby Music Partnership offer a £5.25 subsidy for these students who must initially sign up for the Starter Scheme before receiving individual 15-minute lessons.

Students who are Pupil Premium or 'PP+' are firstly subsidised by Derby Music Partnership to the cost of £5.25. The remaining cost of their tuition, which varies

according to the instrumental teacher, is paid by the school through the Pupil Premium Fund (PPF). PPF is accessible to 20% of the total number of school students on the Instrumental Programme.

Disadvantaged students who display significant music potential, enthusiasm and potential are actively targeted and encouraged to access the funding and support available.

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.

School Performances:

Music@LCS take great pride in producing excellent showcases for students to enable aspiration and progression besides providing entertainment for the wider school community.

- LCS Music Festival in July – this is open to all years with an audition process to take part in the final performance.
- The Young Performers' Evening is February and open to performers in Years 7-9. This gives lower school students their chance to shine.
- In rotation with the whole-school production, every other year the Winter Showcase is produced. This is done in conjunction with the Drama department, so it includes themed readings and short performances to intersperse musical performances.
- There are also informal showcase and performances taking part in our Lunchtime Concert series which is on rotation with the different musical instruments being learnt at LCS. This was introduced in 25-26 as a way of encouraging our less-confident learners to perform in a low-pressure and highly supportive environments.
- Students have performed in the local community with performances at primary schools and school fayres.
- In December 2026, a school production will be taking place, involving collaboration across the Creative Arts and wider school community. This will be staged over 2 evening performances.
- Students who undertake GCSE and A Level Music are also required to perform in front of an audience each year during their Performance Evenings.

- Trips are highly encouraged within the Creative Arts Faculty, and students within Music have visited numerous West End shows, besides ballet and opera productions. The cost of the trip for PP students is subsidised and is available to 20% of the total number of students who are attending.

In the future

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

- 1. Increasing inclusion into the curriculum.** The choice of repertoire from a variety of cultures and traditions in vocal and instrumental lessons offers a powerful way to promote diversity. Creating a culture where all music is celebrated and respected encourages learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them. Use of samba kit as a KS3 resource in Autumn 1 term and Djembes using culturally appropriate resources.
- 2. Increasing participation for clubs within the Creative Arts.** Student participation in clubs is reducing, and this will be addressed by increasing the breadth of provision (in line with point 1).
- 3. Increase exposure to music learning outside of school** through the Derbyshire Music Hub and other settings, practitioners, and organisations, such as:
 - After school or weekend music centres, area ensembles or music groups, or holiday programmes run by music services.
 - Youth or community services, including programmes designed to support broader outcomes (mental health)
 - Amateur music groups, such as local choirs
 - Faith based music including Cathedral music
 - Independent music centres and private music teachers.
- 4. Extend curriculum integration of Careers** within the Creative Arts, this has been done by a brief unit in Year 8 and has proved successful.
- 5. Increase tracking of instrumental programmes** – currently a significant number of LCS students learn instruments outside of the co-curricular offer –

these students can get missed in regard to participation in extra-curricular and also concerts

Further information (optional)

<https://www.derbyshiremusichub.org.uk/home.aspx>