Music development plan summary
Dashwood Banbury Academy

Overview

Detail	Information
Academic year that this summary covers	September 2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Carly Bunn
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Oxfordshire County Council Oxfordshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Pitch Up

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.

Time Allocation

- Music is taught every term at Dashwood, with the intention that each child has 1 hour of musical teaching each week (6 hours a term).
- This includes singing assembly time and can be delivered in various ways:
    - 1 hour per week
    - 2 hours every other week
    - Whole music curriculum-focused days to complete a unit of learning

Curriculum Framework

- Dashwood follows a **highly progressive** Knowledge and Skills progression map. There is a variety of experience and teaching that **expands beyond** the use of a standard scheme (Charanga).

At Dashwood, the music curriculum inspires a lifelong love of music and nurtures musical talent through three core threads:

1. **Vocal Expression & Composition:** Singing, creating, and composing individually and collaboratively.
2. **Musical Structure & Production:** Exploring how music is created, produced, and communicated.
3. **Critical Appreciation & Performance:** Performing, listening to, reviewing, and evaluating music across diverse historical periods, genres, styles, and traditions.

- Singing is developed through vocal techniques during weekly singing assemblies and whole-class singing teaching mapped across year groups.
- Enrichment opportunities are supported through the academy trust's **'Aspire Award'**, where pupils complete an individual passport detailing various enrichment activities.

Instrumental Focus

- **Oxfordshire Music Service Partnership:** Whole-class teaching of musical instruments is provided annually for Year 4 pupils.
    - Year 4 children receive direct teaching from a music specialist for half of the year (currently focused on developing skills and knowledge on the **ukulele**).
- **Tuned Instruments:** Pupils learn tuned instruments (**glockenspiels** and **recorders**) through whole-class teaching mapped across different year groups.
- Through end-of-unit showcases, concerts, and assemblies, children proudly share their vocal and instrumental talents with parents and carers, celebrating their musical journey together.

Music Technology:

- To prepare pupils for **modern creative industries**, the curriculum integrates **specialized Digital** Audio Workstations (DAWs) via YuStudio cloud software, allowing students to compose, mix, and evaluate digital tracks.

Our children will...

- Learn to sing and to use their voices to create and compose music on their own and with others.
- Understand and explore how music is created, produced, and communicated.
- Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions.

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.

Vocal Ensembles:

- The academy runs a non-auditioned **Academy Choir** open to all year groups, focusing on vocal technique, diverse multi-genre repertoires, and ensemble performance.

Rocksteady Band Experience

- **Rocksteady** gives our pupils the exciting opportunity to step into the spotlight and play in their very own rock and pop bands! Children learn to play key instruments—such as **drums, keyboards, electric guitar, bass, or vocals**—while discovering what it truly takes to make music as a team. At the end of each term, the children showcase their hard work and talent in energetic live performances for their schoolmates, parents, and carers, boosting their confidence and instilling a lifelong love of music.

Equity & Access:

- The academy explores ways to remove socio-economic barriers and ensures pupils with Special Educational Needs have full access to the music curriculum.
- We have specifically selected the ukulele as our whole-class instrument because it is an affordable option, making musical instrument ownership far more accessible for our families.
- Rocksteady tuition has f**unded places for identified disadvantaged learners using our Pupil Premium Grant as well as support for pupils with additional needs to have full access to the service.**
- Our **Aspire Award** encourages pupils to complete different enrichment activities such as 'learning a new skill' and staff support children, **through our termly club**, to achieve this. **This club is free** and open to all children.

Community Connections & Choir Opportunities: Music at Dashwood extends beyond the classroom and into our local community:

- **Care Home Visits:** Our choir brings joy to local residents through regular visits and performances throughout the year.
- **Charity Performances:** Children lend their voices to meaningful causes, including the annual *Children Singing for Children* event.
- **Community Celebrations:** Pupils take center stage during key seasonal events, such as our traditional Christmas Church Service.
- **Special Events:** We offer optional enrichment trips to national events like *Young Voices* (optional; small fee applies)

'Dashwood's Got Talent' Showcase:

- **Inclusive Platform:** Provides every pupil with the opportunity to audition and perform, celebrating musical talent across all styles, genres, and skill levels.
- **Confidence & Character Building:** Encourages independence, practice, and resilience as children prepare and present solo or group performances in front of a live audience.
- **School Community & Culture:** Fosters a supportive, school-wide culture of musical appreciation where pupils celebrate the achievements of their peers.

Dashwood Whole School Carnival:

- In the summer of 2024, Dashwood Banbury Academy partnered with Brighter Futures to host a whole-school Carnival, bringing our school and local community together for a memorable celebration of the arts. As part of this ambitious project, **pupils engaged in costume and prop making, created large-scale collaborative artwork, and participated in dynamic drumming and dance workshops.** Building on the success of this milestone event and our current Silver ArtsMark status from Arts Council England, we continue to enrich our expressive arts provision as we actively work toward securing a Gold or Platinum ArtsMark award.

Where Can Music Lead You?

- Music qualifications can lead into a variety of jobs within the music and performing arts industry, from working in recording studios, theatres, live music venues, record companies, events management and teaching.
- Pupils can also gain the necessary skills to produce their own music, advertise, promote, design and sell it and even perform at their own gigs.

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-Wide Singing:

- We have a **compulsory weekly singing assembly** led by teachers that develops collective vocal skills, music notation exposure, and active listening across various historical traditions. This also develops a love of singing as a collective.

Progressive Festive Concert Framework:

- **Nursery: Christmas Singing**
  Our youngest learners take their first steps into performance through an informal, joyful Christmas singing session, introducing fundamental rhythm, actions, and vocal expression in a gentle, reassuring environment.

- **Reception: Early Years Nativity**
  Children build confidence by performing in their first structured stage production—the traditional Reception Nativity—combining singing, simple choreography, and spoken roles in the school hall.
- **Key Stage 1 (Years 1 & 2): Traditional Carol Concert**
  Pupils transition to ensemble performance with a dedicated KS1 Christmas Carol Concert in the hall, focusing on clear vocal projection, unison singing, and stage presence.
- **Lower Key Stage 2 (Years 3 & 4): Outdoor Community Sing**
  Building on their stage experience, pupils step into an atmospheric setting for "Singing Around the Christmas Tree," developing ensemble listening skills and collaborative performance in an outdoor community setup.
- **Upper Key Stage 2 (Years 5 & 6): Formal Carol Concert**
  The festive journey culminates in a formal, large-scale Christmas Carol Concert. Older pupils lead complex vocal arrangements, harmonies, and readings, delivering a polished performance for parents and the wider school community.

Live Performance Milestones:

- **EYFS (Nursery & Reception):** Nativity, Easter Bonnet Parade, and Early Years Graduation.
- **Year 1:** Dramatic storytelling through song (*The Gruffalo* performance review & *Little Red Riding Hood* production).
- **Year 2:** Musical theatre production (*Hansel & Gretel* or *Pirates & Mermaids*).
- **Year 3:** Whole-class recorder instrumental showcase.
- **Year 4:** Whole-class ukulele instrumental showcase.
- **Year 5:** Whole-class glockenspiel instrumental showcase.
- **Year 6:** Culminating end-of-year musical production combining acting, script, and song

Professional and Community Exposure:

- The academy routinely hosts v**isiting professional artists** for workshops and coordinates external performance trips.
- Visits to the Oxford Symphony Orchestra
- Each year, some of our **Year 5 pupils visit a local secondary school t**o watch a show put on by their pupils which is free.

In the future

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

Peripatetic Tuition:

- Increase student participation in peripatetic music tuition through small-group and individual instruction in voice, woodwind, strings, and percussion
- Celebrate pupils musical talents regularly in assemblies each week

Staff CPD Expansion:

- Deliver specialized, continuous professional development (CPD) workshops for all general classroom teachers, **upskilling them** via our resident specialist to confidently integrate daily musical prompts.
- **Utilise secondary specialist teachers** to upskill staff to improve the music offer at primary.

Whole school showcase:

- To build on the success of the 2024 carnival, Dashwood will explore several whole-school event themes for Summer 2027 that celebrate creativity, community, and musical growth. Options include the **Dashwood Festival of Sound & Culture**, an outdoor celebration of global music and traditions; **Proms in the Playground**, a summer concert showcasing musical progression across all year groups; **Dashwood Decades**, an immersive walk-through trail combining expressive arts and history; a large-scale **Whole-School Pageant or Musical Production** driven by a shared storytelling theme; or a **Dashwood Eco-Carnival** / **Junk Samba Parade**, which blends sustainability with rhythm through recycled instrument workshops and a whole-school procession.
- Celebrate World Music Day in June 2027

Community Cohesion:

- **Community Concert Showcase:** A collaborative performance uniting pupils, staff, and parents to share their musical talents with families and local community members. We will link this to World Music Day in June 2027.
- **Link with local secondary schools** to participate in joint performance or develop mentor sessions / buddy between older and younger students.
- Develop transition processes to include how we **help pupils continue their specialized** instrument skills after they leave Year 6 and move into local secondary settings that may not offer the same partnerships.

Inclusion:

- Acquire a dedicated bank of classroom hardware tablets to further scale the YuStudio digital music tech pathway for SENDpupils.
- Access further inclusive resources to ensure equity and equality e.g. Soundbeam, one handed recorder.
- To give a platform for our SEN Enhanced Pathway to perform to an audience

Further information (optional)

Key features in the national plan for music education
What the National Plan for music means to young people doc
Model Music Curriculum
Music Hubs
Soundstorm