



OUR VISION & VALUES:

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves.

Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points.

At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE**, **RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes.

Music Development Plan Summary: Risedale School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs L Lumsdon
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	NA

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.

At Risedale School, our curriculum is designed to foster joy in learning through high-quality music education, building a foundation of musical understanding, skills, experiences, and knowledge. The four pillars of our programme, informed by the Model Music Curriculum. This development plan outlines the strategic focus and immediate actions we are undertaking to enhance our provision, ensuring every pupil benefits from an inclusive, enriching, and progressive musical experience right now.

The most significant immediate enhancement is the commitment to providing pupils with two dedicated music lessons over a fortnight, which represents a substantial uplift in curriculum time. The refined [music curriculum](#) details how this increased time allows for greater depth in projects and consistent practice. The curriculum operates on an incremental skill-building model where proficiency in core instruments like keyboards, guitars, djembes, and ukeleles. We now have fully embedded Band lab Education tasks into this model, actively linking digital composition skills to instrumental knowledge. This systematic approach ensured a clear vertical alignment of skills, immediately preparing pupils for the demands of the GCSE specification.

Pupils follow the Eduqas [GCSE Music](#) specification. They work towards this specification by studying a variety of set works in preparation for the listening and appraising paper, preparing solo and ensemble performances on their chosen instrument, and creating compositions using specialist music software. The lessons are highly practical, but they also cover all the knowledge and skills needed to understand the theory of music, including reading scores and understanding musical symbols and key terminology, plus identifying musical features through focused listening tasks. Our focus is on encouraging and supporting all GCSE pupils to engage in peripatetic lessons, leveraging the strong links already in place with the North Yorkshire Music Hub.

The curriculum is designed to be universally accessible and challenging for all, ensuring every child achieves their personal best. All teaching is highly responsive, guided by the core principle that our provision ensures equity and access for all vulnerable learners. This commitment is fulfilled by actively adapting lesson materials and differentiating performance tasks. All lessons consistently promote EDI through a broad choice of repertoire covering a variety of genres, cultures, and music from around the world, and by featuring performances that represent our diverse community at Risedale. Furthermore, to remove financial barriers, we have an instrument hire scheme with all extra-curricular ensembles remaining entirely free of charge.

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.

We offer instrumental and vocal tuition provided by peripatetic music teachers sourced from the NY Music Hub. This tuition runs on a 1:1 or group basis for 20/30 minutes, depending on the pupil's grade and experience. The range of lessons currently offered covers areas such as drumkit, acoustic and electric guitar, and bass guitar. We also have dedicated teachers on standby ready to offer tuition in other instruments when the demand is there. Pupils at Key Stage 3 wishing to take lessons are charged on a termly basis via the Music Hub, but pupils studying for GCSE Music are able to access free instrumental or vocal tuition in school. We also offer vulnerable pupils the opportunity to learn an instrument or voice as part of their individual plan. All pupils having peripatetic lessons have opportunities to enter for a wide range of well-recognised external examinations such as ABRSM, Trinity, and Rock School grade exams in both theory and practical disciplines.

To support this learning, the school maintains a stock of instruments which can be loaned to pupils for free, subject to availability. This stock includes violin, flute, clarinet, saxophone, trumpet, trombone, acoustic guitar, keyboards, ensuring pupils have access to an instrument across multiple disciplines.

We offer a variety of free extra-curricular music clubs that are vital for developing musical progress and valuable social experiences, allowing pupils from all year groups to mix together. The clubs include Ensemble skills, Rock bands, Choir, alongside the school's active musical theatre club and the annual school production. The school is actively exploring working more extensively with the Hub to provide ensemble music-making opportunities beyond musical showcases, aiming to increase the joy pupils gain from their music making by removing as many barriers as possible so that they can participate and explore their love of music both inside and outside of the school.

Pupils can use the music department facilities to rehearse or practise during social times or after school in liaison with staff. They are encouraged to make use of the two dedicated practice rooms available after the school day by speaking to the Head of Expressive Arts to agree access beforehand. Furthermore, we signpost pupils to access further opportunities via the Northallerton Music Centre and liaise with Leeds Junior Conservatoire to provide pupils with the chance to further their talents in a university setting on a Saturday morning.

Teaching is led by a specialist teacher and prioritises a high-quality classroom culture built on clear routines and positive relationships. The system of awarding positive points is used consistently to celebrate pupil effort, success, and engagement.

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 ensure every pupil has the opportunity to engage with music beyond the classroom. Our ensembles run every week, providing consistent practice, and all groups get the opportunity to perform in the planned musical events throughout the year. The annual calendar of events includes performances in assemblies and a strong presence at major school occasions such as Open Evening and Presentation Evenings. Furthermore, our school choir performs at local nursing homes, strengthening our ties with the community.

We enhance performance experience through structured educational visits that are periodically organised to see live music performances. The partnership with the Swaledale Festival provides us with valuable annual live music opportunities that enrich the curriculum. We have also formed a connection with the Military Children Choir, where some of our pupils now rehearse and perform, culminating in opportunities such as a televised Remembrance Day performance at the Royal Albert Hall. Furthermore, we actively collaborate across subjects, organising educational visits where Drama and Music pupils collaborate on shared projects.

Beyond the core school events, we are always liaising with Leeds Conservatoire and Northallerton Music Centre to provide any other enrichment opportunities or expeditions for our pupils. A key annual event is the involvement of Risedale pupils acting as mentors at the Risedale Primary Choir Day, where local primary schools attend to learn songs and perform to their families, fostering leadership and community engagement through music.

In the future

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

Our future goals focus on deepening engagement, expanding resources, and broadening performance opportunities for all pupils.

To engage more pupils with learning a musical instrument, we are prioritising efforts to increase participation in peripatetic one-to-one lessons. This will build on our existing partnerships and is essential for developing individual musical talent.

We plan to enrich the pupils' learning experience through increased exposure to professional musicians, ensembles and career opportunities. This will include inviting visiting musicians to the school and arranging masterclasses, notably involving the Catterick Army musicians, to provide inspiration and expert tuition.

To ensure our teaching remains high-quality, we are planning the purchase of more musical instruments to enhance the existing stock. We are also aiming for the addition of new music software equipment, such as midi keyboards, to further bolster our music technology provision and compositional capabilities.

Finally, we intend to create large-scale showcases for music, drama, and dance, providing a collaborative platform for pupils to perform. These events will welcome families and the wider community, fostering a strong sense of pride and collective celebration of the pupils' creative achievements.