

Music development plan summary: Notre Dame High School Sheffield

Overview

Detail	Information
Academic year that this summary covers	2026–2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music leads	Mr A. Ward and Mr D Morley, Joint Heads of Music
Name of school leadership team member with responsibility for music	Mrs Greenwood-Quy
Name of local music hub	Sheffield music hub
Name of other music education organisation(s)	ABRSM, Trinity College London

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

Music is taught to all students throughout Key Stage 3 through a broad and balanced curriculum informed by the Model Music Curriculum and the National Curriculum. Students develop skills in performance, composition, listening and appraisal while exploring music from a wide range of cultures, traditions and musical styles.

The curriculum is designed to ensure progression in:

- Performing individually and collaboratively
- Composing and arranging music
- Developing instrumental and vocal skills
- Music technology and digital composition
- Critical listening and musical analysis
- Understanding musical traditions and contexts

Students have regular opportunities to sing, perform on keyboards, guitars, percussion and other classroom instruments, as well as use music technology software for composition and recording.

Year Group	Curriculum Time
Year 7	One hour per week
Year 8	One hour per week
Year 9 GCSE Music	Two hours per week
Year 10 GCSE Music	Two hours per week
Year 11 GCSE Music	Two hours per week
Year 12 and 13 A level	Five hours per week

Qualifications

Students can study:

- GCSE and A level Music (AQA)
- ABRSM graded practical examinations
- Trinity College London graded practical examinations
- Music theory qualifications where appropriate

The department actively promotes progression routes into Sixth Form Music, performing arts and wider music industry pathways.

Inclusion

The curriculum is adapted to support students with SEND and those requiring additional support through differentiated resources, adaptive teaching strategies and practical approaches to learning.

Part B: Co-curricular music

Notre Dame offers a growing programme of extra-curricular music activities that provide opportunities for students to develop musical skills beyond the classroom.

Instrumental and Vocal Tuition

Students can access individual and small-group lessons in:

- Piano/Keyboard
- Voice
- All types of Guitar
- Drum Kit
- Violin
- Woodwind instruments
- Brass instruments

Lessons are delivered by specialist visiting music teachers and external partners.

Financial support may be available for students eligible for Pupil Premium funding or other identified support programmes.

Ensembles and Groups

Students may participate in:

- School Choir
- Worship Music Group
- School Orchestra
- GCSE Performance Ensembles
- KS3, KS4 Rock group ensembles
- Small chamber and contemporary music groups

Participation is open to students of all abilities and experience levels.

Practice and Rehearsal Facilities

Students have access to:

- Music practice rooms

- Department rehearsal spaces
- Performance facilities
- Music technology workstations

Students preparing for examinations or performances are encouraged to make use of these facilities during lunchtimes and after school.

Progression Opportunities

Students can progress through:

- Instrumental examinations
- School performances
- Ensemble leadership roles
- Community music projects
- Regional and national music opportunities and competitions

Part C: Musical experiences

We believe every student should experience music as a performer, creator and audience member.

Whole School Musical Experiences

Throughout the year students take part in and experience:

- Singing in liturgies and collective worship
- Advent and Christmas performances and whole school carol service
- Spring and Summer concerts
- Celebration events and awards evenings
- School productions and showcase performances
- Community and parish events

Live Music Experiences

Students have opportunities to:

- Attend professional concerts and performances
- Participate in workshops with visiting musicians
- Engage with music industry professionals
- Attend musical theatre productions
- Work with Sheffield music hub and local arts organisations

Inclusive Access

Where possible, events are subsidised to ensure all students can participate regardless of financial circumstances.

In the future

Over the next three years the Music Department aims to:

Curriculum Development

- Increase opportunities for music technology and digital composition.
- Strengthen progression between KS3 and GCSE Music, and onto A level.
- Develop more frequent assessment and student feedback opportunities.
- Expand world music and contemporary music studies.

Co-Curricular Provision

- Increase participation in ensembles by at least 25%.
- Introduce beginner instrumental groups.
- Establish a Music Leadership Programme.
- Increase the number of students accessing instrumental tuition.

Musical Experiences

- Ensure at least one major performance opportunity each term.
- Expand links with local churches, community organisations and arts providers.
- Develop annual concert and events calendars.
- Increase participation in regional music festivals and competitions.
- Expand and develop links with our feeder schools.

Resources

The department plans to invest in:

- Music technology hardware and software
- Performance audio equipment
- Instrument maintenance and replacement
- Expanded practice facilities

These developments will support our vision of providing high-quality, inclusive music education that enables all students to flourish musically and personally.