

# SCHOOL MUSIC DEVELOPMENT PLAN

## **KEVI Lordswood School for Girls**

Knightlow Road  
Harborne  
Birmingham  
West Midlands  
B17 8QB

Detail	Information
Academic year	2025-26
Date published	October 2025
Date reviewed	July 2026
School music lead	Mrs Sarah Swallow Head of Performing Arts
School leadership team member responsible for music	Mrs L. Verma Assistant Head Teacher (Assessment and Data outcomes)

Name of local music hub	Services for Education <a href="https://www.servicesforeducation.co.uk/">https://www.servicesforeducation.co.uk/</a>

Curriculum Objective
<p>At King Edward VI Lordswood School for Girls, we want every pupil to develop their musicianship by thinking musically and making music musically. To realise their creative potential and, most of all, to enjoy this pursuit.</p> <p>Although the place of music can be justified in the curriculum because of its service to other things, at Lordswood we believe that learning music is a wonderful thing in and of itself. Music connects us to each other. It is “one of the central building blocks of any culture and the shared knowledge of music is a crucial cultural capital in understanding where we came from and our place in the world.”<sup>1</sup></p> <p>Our music curriculum contains sequences of learning in four key areas which, when combined, all contribute to the development of musicianship:</p> <ul style="list-style-type: none"> <li>• singing;</li> <li>• listening and appraising;</li> <li>• composing;</li> <li>• performing.</li> </ul> <p>The musical techniques and skills presented in our curriculum can be expressed instrumentally, vocally and/or through music technology.</p> <p>In designing our curriculum, we have taken an inclusive approach. We listen to, appraise, perform and compose familiar and unfamiliar music so that pupils develop knowledge and understanding of the breadth of musical genres which exist in the world.</p>
Key Components

As a curriculum subject we aim to help students understand the unique language of music. Our intention is to enable students to develop their cultural understanding of music by exploring world music and improving their critical understanding as they engage with and analyse music in popular, world and classical styles.

The curriculum aims to teach the students a range of skills, such as solo and ensemble music playing, composing, listening and appraising and developing their music ICT skills by learning to use notation and sequencing software. This should help foster a love for music, nurture musical talent, provide performance opportunities and provide ways to explore history, culture and other life issues through music.

**Key components that currently make up the music provision:**

- KS3 schemes for learning and developing practical and theoretical music skills.
- All music curriculum lessons taught by music specialists, or vocational musical knowledge.
- Progression through instrumental skills/techniques at all levels.
- Visiting music teachers from SFE.
- Adaptive teaching and learning to meet the needs of all students.
- Extra-Curricular clubs and opportunities offered and available to all.
- Performance opportunities through concerts and performances within lessons.
- Opportunities to perform in SFE music hub events.

## Part A: Curriculum music

	<b>Focusing</b>	<b>Developing</b>	<b>Secure</b>	<b>Enhancing</b>
	<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p><b>Progress over time is not measured or celebrated.</b></p> <p>There are limited resources for teaching.</p>	<p><b>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</b></p> <p><b>Students engage with schemes of work and build areas of musical interest and growing skill.</b></p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p><b>There is adequate teaching space and resources available.</b></p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>

## Our curriculum currently

Our Curriculum: [KEVI Lordswood Music Curriculum 2025-26.docx](#)

Music is delivered to students through two one-hour lessons over the two week timetable. At KS3 the students learn to listen to and appraise music, perform solo and as part of an ensemble and compose their own music. The techniques needed for further study at GCSE are embedded into the KS3 schemes of study.

All students complete a baseline assessment at the start of each year to assess entry level. Students regularly reflect on their work. Final performances are recorded and both teacher and peer assessment is undertaken throughout the composition and rehearsal process. Whole class feedback and individual assessment feedback is provided in student booklets, which track progress across the year.

There are five areas of study for GCSE, that influence the design of the KS3 curriculum:

- Area of study 1: My music
- Area of study 2: The concerto through time
- Area of study 3: Rhythms of the world
- Area of study 4: Film music
- Area of study 5: Conventions of pop

### Component 01/02: Integrated portfolio

Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing. They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

**Component 03/04: Practical component** Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.

**Component 05: Listening and appraising** This component focuses on areas of study 2, 3, 4, and 5. Students demonstrate their knowledge and understanding of musical elements, contexts and language.

## Action Plan: Curriculum music

Area	Target		Review date	Status
Curriculum	1	To ensure consistent teaching across classes, including assessment. - with centralised SoL and PowerPoints/resources for each KS3 scheme of work.	In place for Sept 2026  1st Review - Nov 2026 2nd Review - Apr 2026	

		<ul style="list-style-type: none"> <li>- To ensure shared classes have the opportunity to plan and agree assessment together, building in moderation.</li> </ul>		
2		<p>To improve the teaching of composition to GCSE students.</p> <ul style="list-style-type: none"> <li>- Ensure all students experience composition in Year 10.</li> <li>- Students are introduced to garage band and logic pro in year 10</li> <li>- Staff have received CPD in composition software.</li> </ul>	<p>In place for Sept 2026</p> <p>1st Review - Nov 2026</p> <p>2nd Review - Apr 2026</p>	
3		<p>To embed aural training with KS3 schemes for learning.</p> <ul style="list-style-type: none"> <li>- place more emphasis on applying knowledge of music theory though sight reading, aural dictation and listening exercises.</li> <li>- listening tasks to be incorporated into KS3 lessons and ppt involving habits of discussion.</li> </ul>	<p>In place for Sept 2026</p> <p>1st Review - Nov 2026</p> <p>2nd Review - Apr 2026</p>	
4		<p>To expose students to a wider range of genres of music from a variety of time periods and countries.</p> <ul style="list-style-type: none"> <li>- use wider listening repertoire for students linking to cycles one and two content</li> <li>- have reflection periods within the lessons to expose students to a wider range of music and that which incites thoughtful class discussion .</li> </ul>	<p>In place for Sept 2026</p> <p>1st Review - Nov 2026</p> <p>2nd Review - Apr 2026</p>	
	5	<p>Improve the availability of instrumental resources for students to access in lessons.</p> <ul style="list-style-type: none"> <li>- All keyboards have two sets of headphones to accommodate paired work.</li> <li>- The suite of guitars are all available for students to use as a class.</li> <li>- Fundraising with the school council to replace broken instruments.</li> </ul>	<p>In place for Sept 2026</p> <p>1st Review - Nov 2026</p> <p>2nd Review - Apr 2026</p>	

## Part B: Extra-curricular music

	Focusing	Developing	Secure	Enhancing
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<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p><b>Singing and vocal work is frequent, varied and all students are engaged.</b></p> <p><b>All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</b></p> <p><b>The school facilitates one to one and group tuition through peris and/or a music service. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</b></p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p><b>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</b></p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, large scale events.</p>
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### Instrumental, Vocal Lessons and Ensembles currently

Instrumental and vocal lessons are available throughout the academic year to all students in a 1:1 setting. Peripatetic teaching staff are provided to the school through the local music hub - SFE and independent teachers. Students can choose to sign up for weekly tuition at costs from £127.00 to £204.50 per term. Currently tuition is provided within the school: Piano; Upper strings; Lower strings; Brass; Woodwind; Voice; Guitar; Drum kit. Student engagement and involvement in tuition is currently monitored by the Head of Performing Arts and fed back to the Assistant Headteacher (Assessment and Data outcomes).

The music department offers a variety of extra-curricular sessions which are run at lunch times and after school. Clubs for KS3 include a keyboard club and Christmas concert rehearsal sessions. For GCSE students there is a composition club for students to work on both their GCSE work and their own work for performance in concerts. In the academic year 2025-26 students receiving tuition will be encouraged to participate in an instrumental ensemble to further raise the profile of music within the school and also increase the opportunities for music making.

A singing element is included in each year group's curriculum provision. Voice is the most popular peripatetic offer in school and there is an ensemble singing group offered as part of this. There is also an enrichment gospel choir, where students perform at events on the school calendar and assemblies. During the spring and summer term the music department works with the drama department to stage a whole school musical production. In the academic year 2024-25 over 100 students performed or acted as technicians in Matilda Junior.

Throughout the academic year there are a number of opportunities given to students to perform both in informal and formal settings. All students are expected to perform in an informal setting, in front of the class and during curriculum lessons. More formal opportunities for students, both those who received instrumental tuition and those who

don't, to perform in the Christmas concert and whole school production in the summer term. Other performance opportunities include performing in assemblies, during the annual Christmas lunch and school award evenings in the Summer term where we celebrate success across the school. These more formal concerts are an opportunity for both soloists and ensembles to perform in front of a public audience. In April 2025, students participating in instrumental lessons were given opportunities to attend the SFE Gala. In September 2025 one student performed at the King Edwards Founder's Day Ceremony.

## Action Plan: Extra-curricular music

Area	Set your school some actions here			Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	<p>To increase engagement and participation of students involved with extra-curricular sessions.</p> <ul style="list-style-type: none"> <li>- student forum to inform extra-curricular clubs that are offered through the year</li> <li>- reward system certificates for participation in extra-curricular</li> </ul>		In place for Sept 2026 1st Review - Jan 2026 2nd Review - Apr 2026	
	2.	<p>To increase the uptake and engagement with instrumental tuition.</p> <ul style="list-style-type: none"> <li>- conduct student forums to identify current barriers and desires.</li> <li>- taster sessions for potential students to trial lessons.</li> <li>- instrumental tutors to provide a "meet and greet" for the instruments in classroom music lessons.</li> <li>- Opportunities for students to partake in paired lessons to ensure cost is not a barrier to all.</li> </ul>		In place for Sept 2026 1st Review - Jan 2026 2nd Review - Apr 2026	

	3	To increase opportunities for ensembles to run as part of the extra-curricular program. - offer bespoke ensemble groups to run for currently instrumentalists run by peripatetic staff. - provide workshops for instrumentalists to participate termly.	In place for Sept 2026  1st Review - Jan 2026 2nd Review - Apr 2026	
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## Part C: Musical Experiences

	Focusing	Developing	Secure	Enhancing
	<p>Engagement with the local music hub is limited.</p> <p><b>Small-scale performance takes place in the community, building on existing school links.</b></p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p><b>The school takes up opportunities from the local music hub and signposts opportunities for students.</b></p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p><b>Parents and carers actively support music making through support at events and through home learning.</b></p>	<p>The school makes the most of a wide range of opportunities from the local music hub, working with and supporting the music hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music eco-system and actively encourages students to join City wide Music Ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events give students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully</p>
	<b>Music Events and Opportunities currently</b>			

Music is fully supported by senior leaders who attend all events that are headed by the music department and support any musical opportunities that the music department offers the students. The music department comprises one part-time fully qualified specialist music learning, and one part-time member of staff with external music qualifications. Staff are supported by who are supported by the Head of Performing Arts and the Assistant Head teacher (Assessment and Data outcomes).

Every curriculum lesson at KS3 students are selected to perform to the class and feedback is provided. Student booklets offer teachers an opportunity to record verbal feedback given during lessons.

During the academic year 2025-6 there were two big musical events held to promote music making across the school. The Winter concert involved students from all year groups (year 7-11) and a mixture of individual, group and whole class performances. These were created in a variety of settings from instrumental tuition, extra-curricular sessions and curriculum lessons. This was attended by over 250 friends and family members. The whole school musical 'Matilda' involved over 100 students in both performance and technical roles and had audiences of over 350 over the two night run. This was also shared with feeder primary schools in dress rehearsal runs.

All Year 7 students attend the theatre in the Autumn term to see a pantomime production to increase their cultural understanding of music in performance.

Every two years the drama and music departments run a residential to London where students experience West End Musical Theatre, tours of theatre and music venues and collaborate with professional actors in a workshop setting.

## Action Plan: Musical Experiences

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	To provide more opportunities for music making by offering workshops for targeted groups of students. - Invite SFE in to run instrumental workshops during the academic day. - Use SFE staff to work on ensemble sessions/skills with current students receiving tuition to increase the number of ensembles running in the school.	In place for Sept 2026  1st Review - Jan 2026 2nd Review - Apr 2026	
	2	To build community links through music. - take small groups of students out into the community to perform. - invite members of the community to musical events held in school. - collaborate on music workshops with other music departments with the King Edwards Trust.	In place for Sept 2026  1st Review - Jan 2026 2nd Review - Apr 2026	

## Budget, CPD and Partnerships

Area	Detail
<b>What Budget and/or Resources do you need to achieve your action plan?</b>	<p>The music department comprises 2 specialist music classrooms, one set up for 28 students using keyboards and one set up for 20 students as a music technology room and houses 20 iMac desktop computers. All have industry standard software, Logic Pro. In addition there are 4 instrumental practice rooms, one set up with music stands for violin and brass, one for drums, one for piano and one for woodwind and guitar. Other specialist equipment within the department include class sets of Djembe drums, Cajon drums, acoustic guitars, and a small drum kit.</p> <p>The curriculum is adapted to meet the needs of all students and to ensure they achieve the same outcomes. Headphones are used in keyboard lessons to support the learning of students with sensory needs. Where adaptive equipment is required to enhance accessibility for children with additional needs the department will ensure that any items needed will be available for the students.</p> <p>The action plan set out for music in 2025-26 requires music making to develop through more opportunities to participate in and perform outside of the classroom. To achieve this the music department needs to establish regular music events and music making opportunities for all students to become engaged with. This will be the department's key focus rather than adding additional resources for the equipment.</p> <p>Currently PP students do not receive funding for instrumental lessons or trips and this is a barrier to participation.</p>
<b>What CPD might be required to achieve your action plan?</b>	<p>On going specialist CPD for music staff is always ongoing and welcome. CPD in music technology will be an important element for all staff in the department. Staff are eager to keep up to date with current pedagogy within music and music technology and also to broaden their skills set in music. To achieve the current actions plan for music specifically CPD will focus on leading whole class singing and music ensembles. Staff new to the department will attend the OAKS training day in November where they will explore with music staff from other schools the implications of the curriculum review.</p>
<b>What Partnerships will you put in place to achieve your action plan?</b>	<p>SFE has nominated the school for the Music Mark of Recognition for Dedication and Improvement in 2025. We will continue to work closely with SFE music hub to provide the best instrumental tuition and enrichment for our students and aim for this partnership to continue to grow and develop. We will continue to build links with independent practitioners in school.</p> <p>The music department is committed to raising the profiles of music across the school and community. Where an opportunity arises to create a partnership with external musical agencies, the department will endeavour to offer musical events, training and workshops for our students to participate and engage with.</p>