



Music Development Plan 2024-2025



1 Sponsor

Music Lead: Amy Crampsie

SLT Link: Angela Bithell

Local Music Hub: Telford & Wrekin Music

2 Released

April 2026

3 Next Review

April 2027

| | |
|---|----------|
| 1. Vision for music..... | 3 |
| 2. Current context..... | 3 |
| Part A: Curriculum music | 3 |
| 3. Curriculum intent..... | 3 |
| 4. Curriculum implementation..... | 4 |
| 5. Curriculum priorities for 2025–2026 | 4 |
| Part B: Co-curricular music..... | 5 |
| 6. Intent..... | 5 |
| 7. Current and planned offer | 5 |
| 8. Priorities for 2025–2026 | 5 |
| 9. Success criteria: co-curricular | 6 |
| Part C: Musical experiences | 6 |
| 10. Intent..... | 6 |
| 11. Planned musical experiences..... | 6 |
| 12. Priorities for 2025–2026 | 6 |
| 13. Success criteria: musical experiences | 6 |
| 14. Inclusion and equality of access..... | 7 |
| 15. Leadership, staffing and partnerships | 7 |
| 16. Resources..... | 7 |
| 17. Monitoring and evaluation | 7 |
| 18. Action plan summary | 8 |

1. Vision for music

At Charlton School, we believe that music is an entitlement for every pupil. Our ambition is that all pupils, regardless of background, prior experience or starting point, will develop as confident listeners, performers and creators. Through a broad and ambitious curriculum, high-quality classroom teaching, strong co-curricular opportunities and meaningful musical experiences, pupils will develop technical knowledge, expressive confidence and a lasting appreciation of music.

Our music provision will:

- secure access to high-quality curriculum music for all pupils in Key Stage 3;
- enable increasing numbers of pupils to continue their musical journey through Key Stage 4;
- build participation in singing, instrumental learning, ensemble work and live performance;
- remove barriers to engagement for disadvantaged pupils and pupils with SEND;
- work in close partnership with the local music hub and other providers to widen opportunity and sustain progression.

2. Current context

The school provides music through three connected areas:

- **Curriculum music**
- **Co-curricular music**
- **Musical experiences**

The purpose of this plan is to strengthen quality, participation, progression and inclusion across all three strands, ensuring that music is visible, valued and accessible across the school community.

Part A: Curriculum music

3. Curriculum intent

The music curriculum is designed to ensure that all pupils:

- develop secure knowledge of the elements of music and how music works;
- sing, play, compose, improvise, listen and appraise regularly;
- encounter a wide range of musical styles, genres, traditions and contexts;
- use subject vocabulary accurately and confidently;
- build fluency in performance and composition over time;
- understand how music reflects culture, identity, creativity and expression.

The curriculum is sequenced so that pupils revisit and deepen key knowledge and skills over time. Learning builds from Year 7 to Year 9 and provides a strong foundation for examination study.

4. Curriculum implementation

Key Stage 3

- All pupils receive planned music curriculum time in Years 7 to 9.
- Schemes of learning are sequenced to build progression in listening, performing, composing and understanding.
- Singing is a regular feature of curriculum and wider school music.
- Pupils perform on a range of instruments and through music technology where appropriate.
- Assessment is built into teaching and used to adapt planning, support progress and identify pupils with musical aptitude or interest.

Key Stage 4

- GCSE Music and/or vocational music pathways are promoted actively.
- Option uptake is supported through taster events, performances, careers information and strong transition from KS3.
- Pupils are prepared well for the demands of performance, composition and listening/appraising components.

5. Curriculum priorities for 2025–2026

1. Strengthen KS3 curriculum sequencing

- Review the long-term plan to ensure clear progression in performing, composing, listening and musical knowledge.
- Ensure repertoire includes diverse traditions, genres and composers.

2. Improve consistency of assessment

- Introduce a simple assessment framework that identifies progress in performing, composing and listening.
- Moderate standards across classes and year groups.

3. Embed singing across KS3

- Ensure all pupils sing regularly in lessons.
- Develop a structured singing approach that supports pitch, ensemble skills and confidence.

4. Increase progression to KS4

- Improve pupil awareness of qualifications and musical pathways.
- Use KS3 enrichment and performance opportunities to drive option uptake.

6. Success criteria: curriculum

- Curriculum plans show clear progression from Year 7 to Year 9.
- All KS3 pupils experience regular singing, performing, composing and listening.
- Assessment information is used consistently to identify strengths and gaps.

- KS4 uptake in music improves or remains strong.
- Pupil voice shows increased confidence and enjoyment in music.

Part B: Co-curricular music

6. Intent

Co-curricular music will provide inclusive, high-quality opportunities beyond lesson time so that pupils can develop their interests, extend their skills and participate in shared musical activity.

7. Current and planned offer

The school will provide and/or develop:

- choir or vocal group;
- band/ensemble opportunities;
- instrumental lessons through hub or visiting tutors;
- opportunities for contemporary, classical and world music participation;
- music technology and composition clubs where feasible;
- performance groups linked to concerts, productions and community events.

8. Priorities for 2025–2026

1. Increase participation

- Establish a clear annual timetable of clubs, rehearsals and performances.
- Promote opportunities widely through assemblies, tutor notices, parents and social media/website.

2. Improve inclusion

- Track participation by year group, disadvantage, SEND and gender.
- Target underrepresented pupils for recruitment and support.

3. Strengthen instrumental and vocal tuition

- Work with the local music hub to widen access to lessons.
- Identify and reduce financial barriers through subsidy, remission or targeted support where possible.

4. Create stronger progression routes

- Ensure pupils in instrumental tuition are signposted into ensembles, performances and accredited opportunities where appropriate.

9. Success criteria: co-curricular

- Participation in music clubs and ensembles rises across the year.
- More disadvantaged pupils and pupils with SEND engage in co-curricular music.
- Instrumental/vocal lesson take-up increases.
- Ensemble provision becomes regular and sustainable.
- Pupils can articulate next steps in their musical journey.

Part C: Musical experiences

10. Intent

All pupils should experience music as a living, social and cultural activity. Musical experiences will raise aspiration, deepen cultural understanding and strengthen the place of music within school life.

11. Planned musical experiences

During the year, the school will provide opportunities such as:

- whole-school or year-group singing;
- concerts and showcase events;
- productions and performance evenings;
- collaboration with feeder primaries, trust schools, community groups or the music hub;
- celebration events that reflect the diversity of the school community.

12. Priorities for 2025–2026

1. **Develop a calendar of performance**
 - Establish at least one performance opportunity each term.
 - Build progression from informal to formal performance.
2. **Strengthen transition and partnership**
 - Work with feeder primary schools on shared music-making where possible.
 - Develop links with local ensembles, arts organisations and the music hub.
3. **Raise the profile of music**
 - Celebrate achievement in assemblies, newsletters, performances and displays.
 - Ensure music contributes visibly to the wider life of the school.

13. Success criteria: musical experiences

- Pupils participate in a growing range of live musical experiences.
- Music has a visible presence across the school year.
- Collaboration with primary schools and external partners is established or strengthened.
- Pupil voice shows increased aspiration and pride in music.

14. Inclusion and equality of access

We are committed to ensuring that music is accessible for all pupils. During 2025–2026 we will:

- identify pupils who may benefit from targeted support to access tuition, clubs or events;
- monitor participation carefully to identify gaps;
- adapt provision appropriately for pupils with SEND;
- reduce financial barriers where possible through partnership, subsidy or staged payment;
- ensure repertoire and musical experiences reflect a broad range of cultures, traditions and identities.

15. Leadership, staffing and partnerships

Music will be led by Amy Campsie (Head of Expressive Arts) and CJ Allen (Teacher of Music), with oversight from Angela Bithell. Delivery will be supported through:

- specialist music teachers;
- visiting instrumental/vocal tutors;
- the local music hub;
- external arts and community partners where relevant.

Leaders will review the quality of music provision through:

- curriculum review;
- lesson visits and work scrutiny where appropriate;
- participation data;
- pupil voice;
- performance outcomes;
- review meetings with SLT and external partners.

16. Resources

During the year the school will review:

- adequacy of classroom instruments and technology;
- rehearsal and performance spaces;
- access to practice facilities;
- maintenance and replacement priorities;
- use of Pupil Premium or other funding streams to support inclusion.

17. Monitoring and evaluation

The impact of this plan will be reviewed termly against the following measures:

- KS3 curriculum coverage and quality;
- participation in clubs, ensembles and tuition;
- representation of disadvantaged pupils and pupils with SEND;
- uptake of KS4 music;

- quality and frequency of performance opportunities;
- pupil, parent and staff feedback;
- strength of external partnerships.

A short summary will be updated annually and published on the school website.

18. Action plan summary

| Priority | Key actions | Lead | Timescale | Success indicators |
|--------------------------------------|--|------------------|---------------|---------------------------------------|
| Strengthen KS3 curriculum | Review sequencing, repertoire and assessment | Music Lead | Autumn term | Revised curriculum map in place |
| Embed singing | Build regular singing into KS3 and wider school life | Music Lead | Autumn–Summer | Singing evident in lessons and events |
| Increase co-curricular participation | Relaunch clubs and promote widely | Music Lead | Autumn term | Participation rises by Spring |
| Improve inclusion | Track participation and target key groups | Music Lead / SLT | Termly | More representative engagement |
| Strengthen tuition and hub links | Meet with hub, expand lesson offer, reduce barriers | Music Lead | Autumn–Spring | Increased tuition take-up |
| Improve progression to KS4 | Promote options through events and guidance | Music Lead | Spring term | Stronger recruitment to KS4 |