

Music development plan summary: Alcester Academy Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	Summer 2026
Date this summary will be reviewed	Summer 2027
Name of the school music lead	Mr L Hall
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Warwickshire Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

Key Stage 3

Curriculum Intent

We believe Music at key stage 3 should give pupils an opportunity to explore many different types of music through many different means whilst also learning something about the cultural and historical importance of these different genres. Our aim is to ensure all pupils gain knowledge, skills and experience in listening to music, performing music and composing music and gain confidence in using both traditional methods as well as technology to access the curriculum.

Pupils receive one hour of music per week and it is our aim to study a different topic each half term. Within these topics there are opportunities for the listening, performing and composing elements outlined above with some topics lending themselves more to one aspect than the others. Pupils have the opportunity to extend their skills and understanding in one of the three aspects with unlimited opportunities in lessons and

outside of the classroom. This we feel feeds well into the key stage 4 course that has three pathways; performer, composer, producer.

Curriculum Implementation

In order to create an enriching experience, long term plans are developed with the intention of teaching a variety of music genres and approaching them in a variety of different ways. Topics are planned with the intention that they can be accessed by any type of musician (contemporary to classically trained) at any level of ability (complete beginner to experienced musician with grades), playing any instrument and any preferred learning style (standard notation to guitar tab to auditory, making the curriculum well-differentiated as well as challenging. Furthermore due to the breakout spaces we have in the department we are able to cater for whole-class, small and medium size group and individual activities ensuring full engagement.

Music at key stage 3 is assessed continuously as pupils progress throughout each topic developing their understanding, extending their existing skills and gaining new ones. At the end of each topic there is usually an opportunity for pupils to showcase their skills and understanding through a practical performance as well as the use of an 'assessment book' to reflect on what they have learnt in a written format. Music uses cloud-based technology to watch and listen to pupils' performances as well as store pupils' written responses.

Curriculum Impact

Key stage 3 learners experience a broad spectrum of different types of music from many different cultures and time periods. They gain skills such as vocal work and singing, basic music theory, instrumental skills including Keyboard and Ukulele, music technology in music, stagecraft and performance. The percentage of students choosing to continue with music fluctuates but is usually between 10 and 20%, well above the national average.

Key Stage 4

Qualification: BTEC TECH Award Music Practice Level 1/2 (Edexcel)

Curriculum Intent

The music industry is a vibrant, exciting and highly competitive industry that contributed £4.1 billion to the UK economy in 2015, outpacing the overall growth of the economy by 2.5 per cent. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2015, the music industry supported more than 117,000 full-time jobs in the UK, 69,300 of which were professional musician roles. We aim to give our pupils an insight into the music industry and a qualification that gives them the knowledge and skills required to progress to the next stage in becoming a part of it.

Curriculum Implementation

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- attitudes that are considered most important in the music industry, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles.

This Award complements the learning in GCSE programmes, by broadening experience and skills participation in different types of musical techniques for different musical styles. The Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles

The three components in the qualification give learners the opportunity to develop a broad knowledge and understanding of the music industry, specialist skills and techniques in music practice, and how to respond to a commercial music brief.

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities.

There is one external assessment, Component 3: Responding to a Commercial Music Brief, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3 requires learners to apply musical skills and techniques in response to a brief to produce a music product.

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification. Once they have completed the qualification, they will have developed valuable knowledge, practical skills and a wider understanding of the music industry. This qualification will allow learners to develop their knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief. Since learners will be developing skills across a number of disciplines – such as music creation, production and performance – they will have a better understanding of whether the music industry is for them and, if so, which part of it they might want to study further.

If learners decide to go on to further study of music, the best option will depend on the grades achieved in this and the other qualifications taken, and what they enjoy doing. Learners could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

Curriculum Impact (past 3 year average)

D*-D2 14% D*-P2 67%

Many of our pupils go on to study Music and/or Music Technology at A level or BTEC level 3 in Music at key stage 5 as our curriculum gives them the motivation and grounding to progress in Music and to aspire to work in the industry. Many of our students have gone on to successfully gain places at prestigious music colleges and sixth forms such as LIPA (Liverpool Institute for Performing Arts), ICMP (Institute for Contemporary Music Performance), BOA (Birmingham Ormiston Academy), AGS (Alcester Grammar School), Stratford College.

KS3 Music Curriculum Palette:

<https://acrobat.adobe.com/id/urn:aaid:sc:EU:a50c9634-4f1c-4680-9da5-dd36a72e49d9>

KS4 Music Curriculum Palettes:

Year 9:

<https://acrobat.adobe.com/id/urn:aaid:sc:EU:24a2d30d-416e-4b08-a757-bc22e4da2f4b>

Year 10:

<https://acrobat.adobe.com/id/urn:aaid:sc:EU:ea119aa4-517e-473e-af84-42da4715592a>

Year 11:

https://acrobat.adobe.com/id/urn:aaid:sc:EU:73ce1021-1b06-4c3e-9ee9-2419416be259?x_api_client_id=chrome_extension_viewer&x_api_client_location=share

https://www.alcesteracademy.org.uk/files/Music_LTP_Year_9_2021-22.pdf

https://www.alcesteracademy.org.uk/files/Long_term_planner_-_Music_year_10_2024.pdf

https://www.alcesteracademy.org.uk/files/Long_term_planner_-_Music_year_11_2024.pdf

Assessment Plan

https://www.alcesteracademy.org.uk/files/Assessment_plan_Music.pdf

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.

Music Tuition:

Whether a beginner or experienced, our peripatetic music lessons are available to students of any level and grade. From classical to contemporary, we offer lessons in a wide variety of instruments, including:

- Piano / Keyboard
- Guitar (electric and acoustic)
- Ukulele
- Bass guitar
- Drums
- Flute
- Saxophone
- Clarinet
- Violin
- Voice/singing lessons

At Alcester Academy we believe learning an instrument provides a host of benefits, from improving concentration and memory to boosting creativity and self-confidence. It also enhances teamwork and discipline, especially when performing in groups or preparing for graded exams. Music lessons allow students to explore their passion and potentially discover new talents they never knew they had!

Lessons are 20 minutes once a week and are offered as individual or paired. Lessons are charged at £8.50 for individual and £6 for paired. Parents of Pupil Premium Pupils will have lessons subsidised by 50%.

Music Opportunities:

Annual School Musical Production – Grease the Musical (25-26)

Rehearsals take place at the following times

- Tuesdays and Thursdays: 3:30 PM – 5:30 PM
- Four Saturday rehearsals: 10:00 AM – 4:00 PM

Alcester Rock Academy

Alcester Rock Academy welcomes musicians of all levels who are passionate about music. This is a fantastic opportunity to develop music skills, work with other talented students, and perform in exciting live events throughout the year.

Rock Academy Sessions take place at the following times:

Wednesday 4-5:30pm

Saturday 10-11:30am

Rock Academy has 3 official concert performances each year in school and at local music venues. Rock Academy also performs at local events such as the Alcester Street Market and local festivals.

For more details please contact rennybadham@alcesteracademy.org.uk

Alcester Academy Christmas Concert

An annual Christmas Concert takes place at Alcester Academy during the last week of the autumn term. The Christmas concert is open to all pupils giving opportunities to sing and/or use instruments to rehearse and perform. Pupils perform a combination of traditional Christmas Carols and more contemporary material with a Christmas theme.

Other Opportunities:

Acoustic Group

Orchestra

Rock Band

Pop Band

Guitar Orchestra

Choir

Our breakout spaces can also be booked by groups or pupils as well as individuals to use during the lunch break to practise their instrumental and/or vocal skills and create music.

The music department is supported by our very experienced, full time Guitar and Bass specialist, Mr R Badham. Bringing decades of experience and expertise Mr Badham manages our co-curricular music programme and creates bespoke arrangements for all instruments making the material accessible to all musicians regardless of instrument or ability.

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.

Rock Academy Concerts - Autumn, Spring and Summer terms

School Musical Production - Matinee performance for feeder primary school pupils, 3 evening performances

Christmas Concert

Stratford College Performance and Workshop - Year 8 + KS4 music pupils - Spring term

Warwickshire County Music Hub full orchestra workshop day - Year 7 Autumn term

British Music Experience Trip; Pop Music workshop experience and museum tour - Year 8 and KS4 music pupils Spring term

West End Experience Trip - Year 10-11, Spring Term, watching west end musical production, stage combat workshop, backstage tour of west end theatre and street performers of Covent garden.

Primary School Concert Programme - During the summer term members of our co-curricular groups have the opportunity to perform in concerts at local primary schools organised by Alcester Academy.

Live Music Experience Workshops - Mr Badham delivers workshops to local primary schools where pupils can gain skills and experience in all aspects of live music performance from the equipment to use and its safe set up to the key to playing/singing to an audience.

In the future

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

We are currently undertaking improvements to our infrastructure by building a 'Rock Academy Hub' which will be a fully equipped state of the art rehearsal, performance and recording space for our musicians. Exterior building work has now been completed and interior finishings are taking place, equipment has been ordered and the new space hopes to be open later in the summer term 2026.

We are forging links with the local silver band who are offering a youth programme that provides instruments to young people who are interested in learning a brass instrument and attend their weekly sessions.

Nick Harrison, CEO of the Sutton Trust in a recent study is quoted as saying "Britain's creative sector is admired around the world, but no child should be held back from

reaching their full potential, or from pursuing their interests and dream career, due to their socio-economic background. It's essential that action is taken to ensure access to high quality creative education in schools, and to tackle financial barriers to accessing creative courses and workplace opportunities." This is something we fully support at Alcester Academy and what we strive to achieve.

Further information

Warwickshire music hub

<https://www.warwickshiremusic.org/Music>

education: information for parents and young people

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date: _____

(ratified by the Full Governing Body on 15th July 2026)