



# **Grace Academy Solihull**

## **Music Development Plan Summary**

# Table of Contents

<b>Introduction.....</b>	<b>3</b>
<b>Overview.....</b>	<b>3</b>
<b>Part A: Curriculum music.....</b>	<b>4</b>
<b>Part B: Co-curricular music.....</b>	<b>5</b>
<b>Part C: Musical experiences.....</b>	<b>6</b>
<b>In the future.....</b>	<b>7</b>
<b>Further information.....</b>	<b>7</b>

## Introduction

Dear reader,

The document below outlines the Music development plan for Grace Academy Solihull for the academic year 2026-2027. This is a summary of how our school delivers music education to all our pupils across curricular and extra-curricular music. This information is to help students and parents and carers understand what our school offers and who we work with to support our students' music education.

I hope you enjoy reading this music development plan, and should you have any further questions, please feel free to email the team at [lauraduxbury@graceacademy.org.uk](mailto:lauraduxbury@graceacademy.org.uk)

I am proud to work at Grace Academy Solihull, and with our music team and all our students to aid them through school music to build a life-long-love of music, whatever that might look like in the future.

## Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	01/09/2025
Date this summary will be reviewed	31/08/2026
Name of the school music lead	Laura Duxbury, Head of Performing Arts
Name of school leadership team member with responsibility for music (if different)	Stuart Higgins - Assistant Principal
Name of local music hub	Solihull
Name of other music education organisation(s) (if partnership in place)	Callum Fisher - Peripatetic teacher delivering piano and guitar lessons

## 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.

As a school we deliver high-quality provision in curricular music across KS3 and KS4.

Our KS3 curriculum has been revised to ensure to include the key features of the national plan for music education. Our school music curriculum is also informed by the model music curriculum (March 2021), which is a piece of non-statutory guidance for teaching music from Key Stages 1 to 3.

The department is equipped with two fully resourced teaching classrooms, 9 practice rooms which include upright pianos, keyboards, drum kit and guitars. We also have 60 chromebooks and one full class set of ukuleles and djembe drums.

As a school we are proud that our school timetable curriculum includes 1 hour of KS3 music over a weekly timetable. This allows for the music department to plan 5 or 6 Schemes of Work (SOWs), for the year working in half-termly projects.

During lessons we give access to group music making experiences across a selection of instruments, and voice. This includes whole class keyboard, ukulele and African Drumming which are embedded into appropriate schemes of work at different stages of KS3. Lessons are structured to begin with recall starter activities drawing on knowledge from previous lessons and topics and teachers use a variety of questioning techniques including cold calling, think-pair-share and modelling style questions.

The KS3 curriculum is scaffolded so that prior learning is built upon lesson by lesson but also topic by topic, so students not only broaden their skill sets by trying new instruments but also deepen their musical learning and abilities by developing specific skills. Specific topics have been included at KS3 that are built upon at KS4 level, for example Film Music, Reggae and African music are both studied at KS4 level, which is introduced at KS3.

The Y9 British Invasion, Jazz and Britpop Projects links to solo and ensemble performance which links to BTEC Music. These essential solo and ensemble skills are developed throughout years 7 and 8 where students extensively study keyboard skills. This also feeds into students' understanding of reading music notation and chord symbols.

The KS4 curriculum consists of the Level 1/2 BTEC Technical Award in Music Practice (which is graded Distinction Star to Pass 1 – equivalent to GCSE grade 1 to 8).

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/musicpractice/2022/specification-and-sample-assessments/btec-tech-award-music-practice2022-spec.pdf>

Our school timetable curriculum includes 3 hours of KS4 music over a weekly timetable. This allows for the music department to plan for the BTEC course as it covers the recommended guided hours to run the specification.

Across the KS4 pathway students engage with performance, creation and production skills but are able to 'specialise' within the realms of the courses on a specific instrument, voice or via performance or production outlets. The KS4 pathways allow for progression to KS5 to carry on and pursue musical learning at a higher level at vocational level 3.

Many of our students strive to carry on music at KS5 level with a lot of students aspiring to attend BOA and requesting it to run in our sixth form.

The KS4 curriculum is developed in-line with course requirements, but also so that prior learning is built upon. Planning is adapted on a lesson by lesson basis to suit the needs of the learners and this planning is judged and assessed by the classroom teachers based on learning outcomes. This is discussed with students in lessons. Homework is weekly and is set using Show My Homework although most KS4 homework is based on coursework requirements and usually as extended projects.

Our current curriculum plan can be found on our academy website here:

<https://solihull.graceacademy.org.uk/subjects/gcse/drama/>

This curriculum plan details specific schemes of learning and the key elements/repertoire covered.

We have 1 visiting peripatetic teacher who delivers tuition in guitar and keyboard. We are proud to be able to deliver these lessons completely free of charge to students and where possible we offer an instrument loan scheme to support students who do not have the means to purchase their own instrument at home.

We have a large uptake of students who benefit from these lessons but an overwhelming list of students on a waiting list to participate. This shows the strong popularity and culture built around the music department at the academy. This teacher also works alongside academy staff to run an extensive extra-curricular programme including BandLab club, Choir, Music Practice and Ukulele club. The peripatetic member of staff also supports in KS4 lessons working with students specifically on their instrumental solo performance skills.

All students enjoy access to live music throughout the year including attending the school musicals, talent shows and Christmas performance events. Students who attend the extra-curricular programme also have the opportunity to perform in residential care homes, local hospitals and at the IM Group. In the past students have also had the experience of performing live at the Cavern Club in Liverpool and as part of the BBC Ten Pieces at the Symphony Hall in Birmingham.

## **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.

This section is about opportunities for our students to sing and play music, outside of lesson time, including extra tuition available, and our school choirs, ensembles and bands, and how students can make progress in music beyond the core curriculum.

As mentioned in Section A, we relish in our partnership with our visiting peripatetic teacher who delivers inspirational lessons and workshops for our young people.

The standard of the teaching is of the highest quality; they are vetted through rigorous application. This is evident in how much our students enjoy their instrumental lessons, which in time is shown through the excellent data obtained in our KS4 results.

As a school we are proud that we give access to peripatetic lessons across a selection of instruments and that it is fully funded by the academy. We have the ability to teach any instrument a student desires in the future when it is requested and could in the future employ additional teachers to deliver these other instrumental and vocal areas.

Students are able to play for fun or with more academic rigour within the academy through accessing the lessons or attending the extra curricular programme. Some students learn aurally, using video tutorials as guidance, others learn by ear with music notation. This learning journey is decided through a discussion with the student and the teacher to see what best suits each child.

We are currently working towards entering students for appropriate Graded Music Examinations and also for internally set grades.

Our Music Clubs run 3 days a week after school but we open the music department up to KS4 students every day during break and lunchtime for them to be able to access the practice rooms/areas. This is currently attended by the majority of KS4 music students, where students participate enthusiastically and with excellent developing musicianship.

Our current clubs include:

1. Music Practice Club- all years (Tuesday and Thursday)
2. BTEC Music Revision- (Wednesday)

Our most recent Musical Production (Matilda, Feb 2026) rehearsed after school 3 evenings per week and included rehearsals during weekends and a drop down rehearsal day. Some KS4 students have their own student-led bands across KS3 and KS4 (students organise themselves into bands and are able to practise at lunch and after school using the school music practice rooms. The students attending these clubs and rehearsals are given numerous opportunities throughout the year to present their work including at our bi-annual Grace's Got Talent, transition days, awards assemblies, community Christmas meal, visits to local businesses, care homes and hospitals and annual Open Evenings. We also regularly take students to local feeder schools particularly leading up to our large scale school productions where we run workshops with the students and then invite them to perform one of the numbers in the production.

## **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.

The performing arts department offers a wide range of activities within lessons and during extra curricular to help stretch and engage the learning of students inside and outside the classroom. The department has done a whole school performance of the Matilda which invited audiences of over 200 people across 3 nights. The production helped with student's social skills, confidence, team work, working with professionals in the industry and an insight to the performing arts careers. Students were also invited to lead a workshop with primary school students on numerous occasions, teaching them a song and dance from the musical. This helped them with their independence and allowed them to experience mentoring and support those that required it.

The Performing Arts department also offers opportunities for students to build on social skills, vocal skills and confidence in and outside of the classroom. Students are provided with the opportunity to further develop their skills and confidence by joining clubs after school for example; music practice club which is

run by our external peripatetic teacher. Students can develop their classwork or they can learn new skills which they can utilise within their timetabled lessons. This also teaches the students commitment skills, self pride and aims to motivate them within school life. These clubs are offered twice a week for 30 minute sessions and are inclusive to all students in the school.

The department encourages students to consider their mental wellbeing and provides them ways to develop catharsis through the arts. Students can reflect through song writing in lessons, using emotional development through acting or using software such as bandlab to explore their emotions and share these with staff and students. Students all have the opportunity to work with our external peripatetic teacher. This again encourages students to “boost” general cognitive abilities such as intelligence and memory, which then helps to develop other non-music cognitive or academic abilities.

The arts also provide cultural capital in various external visits and trips. This includes visiting local care homes within the community to sing with them over Christmas and listen to their stories. They are also invited to perform at corporate events within the trust where they have to engage in conversations and discuss their development at GAS. This year students also performed at a local hospital, which allowed them to develop and build relationships within the community.

Students in KS4 in music are able to play a variety of instruments including keyboards, ukulele, guitar (electric, acoustic and bass) and drum kit. We also offer them the opportunity to attend trips to local theatres and perform in academy events such as assemblies, rewards events and open evenings.

Our school groups perform throughout the year, highlights include at local care homes, hospitals and the IM Group.

## **In the future**

This is about what Grace Academy Solihull are planning for in future years.

We continually build on and develop our music plan each academic year. We will continue to maintain our high-quality music provision, for example maintaining the amount of time students are able to access timetabled music lessons. We may introduce the teaching of new instruments, in the future and will develop more frequent performance opportunities termly.

In subsequent years there will be further performance opportunities as we will produce another whole school musical and Grace’s Got Talent.

We are currently in the early stages of production for the performance of Aladdin Jr in February 2027.

The curriculum is tweaked as necessary, to ensure teaching practice and materials are as up to date as possible. Extra-curricular experiences will continue to run and will encourage students to engage in performances throughout the year.

## **Further information**

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go for support beyond the school.