CANNOCK CHASE HIGH SCHOOL

ACHIEVEMENT FOR ALL

Music Development Plan

Overview

Detail	Information
Academic year that this summary covers	2026-7
Date this summary was published	18/11/26
Date this summary will be reviewed	18/11/27
Name of the school music lead	C Stormont
Name of school leadership team member with responsibility for music (if different)	G McAuley
Name of local music hub	Entrust Music Service Staffordshire
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 students 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 students and parents or carers understand what our school offers and who we work with to support our students' 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 students can achieve.

Key Stage 3 (1 hour per week)

The intention of the KS3 music curriculum is to provide students with the opportunity to *make more music, think more musically and consequently become more musical* through the disciplines of performance, composition, listening and appraising. To provide all students with opportunities to engage with music through performance, composition, listening and appraising, enabling them to perform confidently and with increasing technical control and musicality, improvise, compose and develop musical ideas from a range of start points and listen with increasing discrimination, awareness and understanding to develop their critical engagement with their own music and that of others.

In order to develop the ability to review and evaluate music, both that they perform or create and that which comes from the range of historical periods, genres, styles and traditions specified by the national curriculum, students need to understand the musical elements of pitch, duration, dynamics, tempo, timbre, texture and structure. Therefore, teaching and learning incorporates the

development of the language associated with these terms and fosters their use through listening starters and practical activities. The curriculum also incorporates opportunities to test the knowledge of these terms and their associated descriptors in line with whole school policy and the calendar.

In line with the National curriculum programme of study, units of work are based on either a performance or composition focus, or both, and listening and appraising is integrated within these topics. Students develop competency in three instruments with singing and keyboard being the focus in Year 7 and ukulele added as a third focus in Year 8. The rationale for these choices is based on several factors, including availability of resources, potential for application outside of the classroom and progression to KS4. Performance opportunities include both individual, small group and whole class performance work through a range of different styles and genres.

Year 7 begins with *Musicals* which develops vocal technique (including effective warm up, projection and pitch control) and keyboard skills (focusing on technical control) enabling initial teacher judgements of prior learning. Thereafter technical control is incrementally improved through the subsequent units alongside the incorporation of tasks that enable the development of listening skills and knowledge of the elements of music.

In 2021-22 academic year, school decided to reduce the amount of contact time with KS3 and placed music on a rota with drama. This meant that the amount of music that students received was variable across KS3 with some groups receiving half a year of music and others only a single term. In 2023-24 this model of two terms/one term continued through to Year 9 when the 3-year KS3 was reintroduced. In 2025-26 school decided to increase music to an hour a week throughout KS3, which required the appointment of another member of staff. This has required a redevelopment of the music curriculum and enabled planning for better progression and increased incremental instrumental development. It has also enabled a strategy to be formulated for delivering and developing music technology as part of the music curriculum from Year 7 onwards.

Following the review at the end of the 2025-26 academic year, a further review will be required at the end of the 2026-27 academic year as current Year 9 students (who received less music in Year 7 due to the previous rotation) move through the final part of the Key Stage.

Key Stage 4 (3 hours per week)

GCSE music is built on the disciplines of performance, composition, listening and appraising.

The OCR specification is intended to provide *"a contemporary, accessible and creative education in Music with an integrated approach to the three main elements – performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with Areas of Study that inspire and challenge. This specification will enable learners to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in our Areas of Study they will explore musical context, musical language, and performance and composition skills."*

Accordingly, the rationale for GCSE music at KS4 is to develop performance through the acquisition and development of individual instrumental/vocal skills, develop composition through both individual instrumental/vocal skills and the use of relevant music technology and understand and

appraise the styles and genres in the listed areas of study with increasing discrimination and appreciation including the use of musical language and relevant notations.

SEND

We take the approach that music should be inclusive and accessible for all learners. Accordingly, where relevant, SEND students are provided differentiated learning materials, including visual aids, and supported with notation and the scaffolding of tasks. The range of instrumental techniques focused on in KS3 coupled with the gradual increased development of music technology is designed to support a wide range of physical, sensory and cognitive needs. School provides staff training on SEND-specific strategies and there is a clear strategy on the use of ISPs in the classroom to support students. Extra-curricular music activities are accessible and promoted to SEND learners e.g. school show and school choir have been attended by SEND students regularly over recent years. SEND students are able to access music instrumental lessons too.

Link to school curriculum for music:
https://www.cannockchasehigh.com/ckfinder/userfiles/files/CCHS%20Documents/Policies/Curriculum%20Statement%202026-27%20GM.pdf

Part B: Co-Curricular Music

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

Extra-Curricular Music

In partnership with Entrust Music Service Staffordshire, we offer subsidised instrumental lessons on Brass, Woodwind, Percussion, Strings and Guitar. Students typically can receive a 20-minute lesson during the school day either in a pair or small group. Many teachers follow graded specifications such as ABRSM and Trinity, and periodically enter students for graded exams. The fee charged is £65 for a term's worth of lessons and there is no charge for Pupil Premium students.

In terms of ensembles, there is a school show every year, which rehearses after school twice a week from September to February. There is also a choir which runs on a lunchtime during the Autumn term and then after school during the Summer term. Both of these ensembles are open to all students in all Years. Entrust further supports brass, woodwind, string and percussion students by targeting them for county ensembles which predominantly meet on a Saturday.

Students are also able to utilise the music block at lunchtimes to practice instrumental skills and, from time to time, can also make arrangements to rehearse after school.

A music technology club ran for the first time during the first half of the summer term in the 2025-26 academic year, but staff absence limited the number of sessions. It is hoped that this will return in 2026-27.

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.

Musical experiences planned for the academic year are as follows.

Autumn Term

- Theatre trip to see a production – audience event (open to students of all ages from the school cast) - £35 per child to see *Charlie & the Chocolate Factory* at the Leicester Curve in January 2027
- Informal musical performances at the school Open Evening (predominantly KS4 students but with selected KS3 students invited to participate)
- Performances at *Chase sing* competition for primary feeder schools (selected students from the school show cast or KS4 music)
- Christmas Concert performances for ensembles and soloists (open to all year groups) £7 per ticket for parents
- Y7 Carol service at St Luke's church Cannock (all Year 7 students) free for all and featuring selected KS4 solo performances

Spring Term

- School show performances (3 nights plus matinees) – performance event for the cast of the show. Selected students will also be able to watch a matinee during show week at no cost. Evening tickets are £6 for audience.

Summer Term

- Summer showcase – concert for ensembles and performers with a small charge for parents attending (typically £3). Open to all year groups.
- School show auditions – workshops and auditions for next year's school show. Open to all years.
- Chasefest – outdoor festival on the last day of term with performance opportunities for solo singers and bands. Open to all year groups. Whole school audience on the school field.

The Future

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

The appointment of a second music teacher has enabled a greater range of co-curricular music activities and experiences to run. Initial plans were to set up a music technology club with a view to developing this pathway and enabling consideration for a second Level 2 qualification at Year 10 in the future. This ran periodically in the Summer term of 2025-26 but was impacted by staff absence. It is hoped that this can be reinstated in 2026-27 depending on staffing.

The return to allocated curriculum time of one hour per week for the entire academic year throughout KS3 will necessitate the development of the curriculum and subsequent reviews of the at the end of each academic year for the next two years to ensure appropriate progression and sequencing of units.

Further Information

Information provided by the DfE

Music education outside of school

Where you have an interest, your school and local music hub can support you to:

- *take music lessons for instruments or singing outside of school*
- *join groups, orchestras or choirs out of school*
- *perform out of school*
- *make your own music and learn music in your own time*
- *share music you have composed, created or recorded in a live concert or online*
- *go to live concerts and listen to music by your peers, local community or professionals*

Music hubs

Music hubs provide music education opportunities in every part of the country. This includes:

- *working with teachers in the classroom to provide great music education*
- *providing opportunities within schools for children and young people to:*
- *learn instruments*
- *sing, either on their own or in small groups*
- *join choirs, orchestras, bands and other types of ensembles*
- *providing opportunities to learn and enjoy music outside of school*

To find contact information for your local music hub, visit Arts Council England. If you're still not sure how to find your local music hub, ask your teacher.

Entrust Staffordshire has the following key aspects in its local plan.

- **The Music Partnership (TMP):** The regional Music Hub brings together local music education organisations, orchestras, community groups, and charitable funders to deliver the goals of the *National Plan for Music Education*.
- **Free Music Centre Membership:** Staffordshire Music Centres offer free membership to remove barriers for young musicians to rehearse, perform, and join regional or national groups.
- **Curriculum & Specialist Teaching:** Entrust provides flexible, 36-week specialist music curriculum teaching and school support covering National Curriculum requirements (composing, performing, listening, and singing).
- **Singing Strategy:** A core focus involves developing a county-wide singing strategy to support schools, promote vocal ensembles, and offer professional development (CPD) for singing leadership.
- **Governance:** Entrust Support Services Ltd. (a joint venture between Staffordshire County Council and Capita PLC) manages the operations, working alongside Local Lead Partners (LLPs) across the wider region.

Last review date:	Next Review date:	Statutory Policy:
November 2026	November 2027	No