



ACADEMY
LANGLEY

Q3 Academy Langley

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SCHOOL MUSIC DEVELOPMENT PLAN

Detail	Information
Academic year	2026-27
Date published	Sept 2026
Date reviewed	July 2027
School music lead	Mrs L. Morrall Lead Professional for Music
School leadership team member responsible for music	Miss N. Deasy (Assistant Vice Principal) Mr M. Stimpson (Curriculum Director of Physical Education and Creative Arts)
Name of local music hub	SIPS Education https://www.sips.co.uk

Curriculum Objective
At Q3 Langley it is our ambition that every student should be able to experience music and make progress. It is founded on the belief that music enriches individual lives as well as the school's wider community. We aim for all of our students, irrespective of background, to have the opportunity to progress to become the very best musician by singing, learning to play an instrument, performing, listening, appraising and composing. As a knowledge engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by having a carefully planned progression through our curriculum which not only builds on prior knowledge but regularly enables students to develop key skills in all topic areas. Through our curricular and extra-curricular provision, we aim to ensure that all students have the necessary skills and understanding of the language of music to be able to access music activities, excel and show excellent character through teamwork, commitment, kindness, thoughtfulness, confidence and resilience. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, we can offer a clear pathway towards mature musical understanding. It would not be fair or true to say that learning music is easy; it is a language in its own right. which takes time, effort and dedication to master. The acquisition of music theory knowledge is critical, but the impact this will have on a person's musical and personal development is vast. Staff notation not only complements developing aural skills, improvisation, memorisation, analysis, performance and composition, but also provides the opportunity for students to continue to enjoy music and progress beyond the classroom to long after they have left school. For this reason, all students at Q3 Academy Langley are taught how to read and understand the language of music while developing practical skills and a lifelong passion for the subject.
Key Components
Effective delivery of music comes from a combination of school, teachers, practitioners, professional ensembles, venues and other music education hub partners working collaboratively. This shared foundation will provide the music department with a launchpad to access wider musical culture in which all students can thrive and share the joy of music. Key components that currently make up the music provision at Q3 Academy Langley: • KS3 schemes for learning, developing practical and theoretical music skills. • Two alternative pathways at KS4 - GCSE Music and Vocational Music Technology. • All music curriculum lessons are taught by music specialists. • Progression through instrumental skills/techniques at all levels. • Visiting music teachers from SIPS. • Links with external music organisations. • Pupil Premium student engagement. • Adaptive teaching and learning to meet the needs of all students. • CPD and specialist sessions bespoke to music. • Extra-Curricular clubs and opportunities offered and available to all. • Performance opportunities through concerts and within lessons.

Focus area 1: Curriculum

	Focusing	Developing	Secure	Enhancing
	Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum. Progress over time is not measured or celebrated. There are limited resources for teaching.	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. Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with additional needs are able to participate and engage with music-making. There is adequate teaching space and resources available.	The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Pupils with additional needs can participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology.	Curriculum goes beyond the level of the national curriculum, seeking to address social disadvantages by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).
	Our curriculum currently The key stage 3 music curriculum at Q3 Academy Langley is created from the National curriculum, the DfE's Model Music Curriculum and the National Plan for Music Education. Lessons are taught weekly as a 100-minute lesson to year 7, 8 and 9 for two 9-week cycles by a specialist music teacher and within specialist rooms where all students have access to musical equipment. During these lessons the focus is the key musical components of performing, composing, listening and appraising, which all contribute to the development of musicianship. ABRSM graded theory is built into and scaffolded within each lesson through theory 20 (a 20-minute music theory session for every lesson). This provides all students with a grasp of the literacy of music to support practical music making and the foundations of all music. Collaborative curriculum planning lies at the heart of what we do in the department. We are committed to a three-year scheme for learning at key stage 3. This is focused on embedding challenges, metacognition, memory techniques and literacy into our departmental curriculum to continue to build progress made each year to further prepare students to continue to study at KS4 and life beyond Q3 Langley. Schemes for learning have been created to sequence progressively, enabling all students to grasp and further develop a deeper understanding of the core skills required to become successful as a musician. It is a skills-based curriculum to ensure this sequential learning continues throughout each of the year groups and beyond. It is not a topic-based curriculum. Alongside our schemes for learning, we use knowledge organisers, enabling us and our students to define the core knowledge that needs to be mastered. The delivery of the curriculum has been designed so that key skills are constantly revisited, and key terminology is regularly embedded within the work that our students produce. All students are expected to develop their understanding of reading musical notation and understanding music theory regardless of their prior musical experiences.			

At key stage 4 students are offered the choice of two different musical pathways. The first focuses on music technology skills through the NCFE Level 1/2 Technical award. This qualification continues to develop an understanding of sound technology, recording techniques, creating and composing electronic music first explored within key stage 3 music. Performance and composing skills are further studied through the EDUQAS GCSE Music qualification when students are able to build upon previous instrumental and listening skills developed within key stage 3.

An overview of what topics and skills students' study in each year group can be found on the school website: <http://www.q3langleley.org.uk/our-curriculum/>

All students sit a baseline assessment to identify musical aptitude and prior knowledge. This assessment helps identify students which have a natural aptitude for music in addition to providing information and data on learning at KS2. Throughout KS3 lessons, students are given weekly independent learning assessment through theory 20, practical formative assessment and feedback, and opportunity for self and peer reflection. There are two summative assessments at the end of each cycle and an end of KS3 assessment at the end of year 9; written/listening assessment for theoretical and contextual knowledge of music, practical assessment for performance and composition skills. All assessments have been created through the use of ABRSM theory and practical examination criteria and standards to ensure progression is driven forward throughout each year group and key stage: Year 7 expected level is grade 1, year 8 is grade 2 and year 9 is grade 3.

The curriculum is designed to go beyond the national curriculum by actively addressing social disadvantages through providing students with a broad range of cultural and social experiences. This includes opportunities such as carol singing in the local supermarket, live performances at a local primary school, and showcasing their talents through performances within the school itself. Additionally, students benefit from enrichment activities like attending the Welsh National Opera, visiting a working recording studio helping to broaden their horizons and develop both confidence and cultural capital.

Action Plan: Curriculum

Area	Target		Review date	Status
Curriculum	1	To embed aural training with KS3 schemes for learning. - Review the impact of aural activities incorporated into every KS3 lesson. - More specific focus on musical terminology used in students' responses.	In place for Sept 2026 1st Review - Nov 2026 2nd Review - Apr 2027	Achieved
	2	To expose students to a wider range of musical experiences. - Expand Live performance opportunities within the school accessible to all students - Trips organised to a range of musical performances within Birmingham and Sandwell	In place for Sept 20256 1st Review - Nov 2026	Ongoing

		2nd Review - Apr 2027	
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Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Focusing	Developing	Secure	Enhancing
	Singing takes place infrequently in school. There are opportunities to perform for a small number of pupils. There may be barriers to participation. Facilitation of one to one and small group tuition is limited or inconsistent.	Singing and vocal work is frequent, varied, and all students are engaged. All pupils, including the most disadvantaged pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly. 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.	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. 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. 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.	A full, long-term singing strategy is in place that ensures progression for all students. 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. Co-curricular music is supported by the school, and time is allocated for staff to run these groups successfully Students are able to take leadership roles in musical opportunities. The school is actively involved in national, large-scale events.
	Instrumental, Vocal Lessons and Ensembles currently			

Instrumental and vocal lessons are available throughout the academic year to all students in both a 1-1 and small group setting. Peripatetic teaching staff are provided to the school through the local music hub - SIPS. Students can choose to sign up for weekly tuition at a cost of £70 per term (50% reduction of the cost is given to families whose children are Pupil Premium). This year the school will be fully funding 2 students who are identified as talented musicians who come from disadvantaged backgrounds to allow them to access music. Current tuition provided within the school: Piano; Upper strings; Lower strings; Brass; Woodwind; Voice; Guitar; Drum kit. During the academic year 2025-26 6% of the school population has engaged with the instrumental tuition on offer (although not an increase it is worth noting that the number of students at the academy has risen to 1500 an increase of 150 students). Within the group of students who are engaging, 20% are Pupil Premium students and 5% are LAC. Student engagement and involvement in tuition is currently monitored by the Lead Professional of Music and fed back to the Curriculum Director for Physical Education and the Creative Arts and the Assistant Vice Principle who is responsible for music and pupil premium.

Throughout the academic year there are several 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, during curriculum lessons and students are selected by learning consultant from each year group and extra-curricular club to showcase performances in an informal setting through smaller informal concerts held throughout the year. More formal opportunities for students, both who received instrumental tuition and those who don't, to perform in concerts take place termly in the school's performance theatre. These more formal concerts are an opportunity for both soloists and ensembles to perform in front of a public audience.

The music department offers a variety of extra-curricular sessions which are run after school. These sessions are offered to KS3 students currently and include a keyboard club, a music technology club, rock band club, tabla group and school choir open to all students within the academy. All students receiving tuition will continue to be encouraged to participate in an instrumental ensemble to further raise the profile of music within the school and increase the opportunities for music making. Musical ensembles such as string ensemble, wind group and brass ensemble are open to students within the academy who play a musical instrument.

Enrichment is a weekly timetable for all Year 7 and Year 8 students throughout the academic year. As part of the enrichment programme, Year 7 and 8 are given the opportunity to experience a wide variety of activities on a carousel. Among other activities in a range of disciplines such as sport, dance and art, students are given lessons whole classroom instrumental tuition on African Drumming and DJ decks.

Singing is formally written into year 7 schemes for learning, and there are opportunities for students in other year groups to sing in lessons, through the annual whole school production and the weekly choir run by the music department. Although the number of students actively participating in singing remains low, it will continue to be a key focus for improvement and engagement.

Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here	Review date	Progress
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Instrumental and Vocal Lessons and Ensembles	1	To increase engagement and participation of students involved with extra-curricular sessions. - Year 7 Scheme of learning to formally include singing - promote extra-curricular consistently during tutor time through general tutor ppts - student forum to inform extra-curricular clubs that are offered through the year	In place for Sept 2026 1st Review - Nov 2026 2nd Review - Apr 2027	Ongoing
	2	To increase the uptake and engagement with instrumental tuition. - conduct student forums to identify current barriers and desires. - taster sessions for potential students to trial lessons. - instrumental tutors to provide a “meet-and-greet” the instruments in classroom music lessons.	In place for Sept 2026 1st Review - Nov 2026 2nd Review - Apr 2027	Ongoing
	3	To increase opportunities for ensembles to run as part of the extra-curricular program. - offer bespoke ensemble groups to run for currently instrumentalist run by peripatetic staff. - provide workshops for instrumentalists to participate termly.	In place for Sept 2026 1st Review - Nov 2026 2nd Review - Apr 2027	Ongoing

Focus area 3: Musical Events and Opportunities

	Focusing	Developing	Secure	Enhancing
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Engagement with the local music hub is limited. Small-scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events.	The school takes up opportunities from the local music hub and signposts opportunities for students. Community links are established with the music team; regular events take place throughout the school year. Parents and carers actively support music making, through support at events and through home learning.	The school makes the most of a wide range of opportunities from the local music hub, working with and supporting the music hub. 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). The views of pupils, parents and carers have been considered when developing music provision. 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.	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. The Headteacher is the Secondary School Representative at Sips / Music Hub. There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering. Parents/carers and the wider community are actively involved in school music making The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully
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Music Events and Opportunities currently

Music is fully supported by senior leaders who attend all events that are held by the music department and support any musical opportunities that the music department offers the students. The music department comprises two full time fully qualified specialist music learning consultants who are supported by the Curriculum Director of Physical Education and Creative Arts and the Assistant Vice Principal responsible for the faculty. The Leader of Learning of Music has over 20 year experience in teaching and leading a successful music department with a specialism in classical music and traditional musical training. The other specialist learning consultant also has a specialism in classical music and traditional musical training. If a non-specialist is ever required to deliver a music lesson, the specialist teacher provides pre-recorded videos and PowerPoint to ensure the quality of lesson remains high and the curriculum is still being delivered.

Within KS4 there are opportunities for students to experience working with professional technicians with studio recording equipment. In the academic year 2025-26 the students, Blue Whale Studio came to the school to run a series of music technology workshops with professional recording equipment. Following on from this success, they will be returning to the school in September 2026 to run the similar workshops and recording sessions to the new cohort at KS4. Additionally, there will be extended opportunities for the students to visit a professional recording student and use the equipment to create their own recordings.

During the academic year 2025-26 there were several musical events held to promote music making across the school and in the local community. The Winter concert involved students from all year groups (Years 7-11) and a mixture of individual, group and whole class performances taking from instrumental tuition, extra-curricular sessions and curriculum lessons. The choir performed Carols with a local church at a supermarket at Christmas and a number of students from all year groups have been out to a feeder primary school to perform to KS2 students. In addition to this, the "Q3's Got Talent" productions took place providing further opportunities for musicians and singers. This year we will also be performing the whole school musical production of "Beauty and the Beast".

Every curriculum lesson at KS3, students are selected to perform to the class, and feedback is provided. Students are monitored and tracked to ensure each student has performed every three weeks and had the opportunity to showcase their skills learnt.

Action Plan: Musical Events and Opportunities

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 SIPs to run instrumental workshops during the academic day. - Use SIPs 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 - Nov 2026 2nd Review - Apr 2027	Ongoing
	3	To continue 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 feeder primary schools.	In place for Sept 2026 1st Review - Nov 2025 2nd Review - Apr 2027	Ongoing

Budget, CPD and Partnerships

Area	Detail
What Budget and/or Re-sources do you need to achieve your action plan?	The music department comprises 2 specialist music classrooms set up for 30 students using keyboards. One of the music rooms doubles up as a music technology room and houses 10 iMac desktop computers in addition to the 16 iMac laptops all running industry standard software, Logic Pro. In addition, there are 2 instrumental practice rooms that each contain a drum kit and a piano. Other specialist equipment within the department includes class sets of Djembe drums, Cajon drums, acoustic guitars, Ukuleles and various small percussion. The curriculum is adapted to meet the needs of all students and to ensure they achieve the same outcomes. 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. Students who are eligible for pupil premium can engage in musical opportunities and tuition through the PP school funding where they receive 50% reduction off the cost of instrumental tuition and up to 100% reduction in cost for trips or events outside of school where needed. The action plan set out for music in 2026-27 requires music making to develop through more opportunities to participate in and perform. To achieve this the music department will continue to establish regular music events and music making opportunities for all students to become engaged with. This will continue to be the department's key focus rather than adding additional resources for the equipment.
What CPD might be required to achieve your action plan?	CPD is run weekly for all staff organised and run by the Vice Principal for Teaching and Learning. The Curriculum Director for Physical Education and Creative Arts chairs the Creative Arts Faculty department meetings to further provide CPD opportunities for the department. The Lead Professional for Music is given an opportunity to run a more specific CPD to meet the needs and developments within the department. In addition, the Mercian Trust offers a wide range of CPD sessions every half term for staff to sign up, half termly meetings with the trust Lead professional for performing arts to work collaboratively with other schools and share good practice, in addition to the trust wide INSET day. On-going specialist CPD for music staff is always ongoing and welcome. 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 specific CPD will focus on leading whole class singing and music ensembles. Staff will self-audit at the start of the academic year to identify areas of instrumental skills/world music to focus development on further target specific CPD sessions.
What Partnerships will you put in place to achieve your action plan?	The school has achieved the Music Mark award each year for its commitment to providing inclusive, accessible and high-quality music education for young people in education. We will continue to work closely with SIP music hub to provide the best instrumental tuition and enrichment for our students and aim for this partnership to continue to grow and develop. Blue Whale Studio will run a series of workshops and recording sessions for KS4 students. The music department is committed in raising the profile of music across the school and community. Where an opportunity arises to create a partnership with external musical agencies, the department will endeavor offer musical events, training and workshops for our students to participate and engage in.

