

Music development plan summary: Rockwood Academy

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	1 st September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Skye Loudon – Head of Performing Arts
Name of school leadership team member with responsibility for music (if different)	Fozia Bibi
Name of local music hub	Services for Education
Name of other music education organisation(s) (if partnership in place)	B Music, Birmingham Hippodrome, National Youth Music Theatre; Royal Birmingham Conservatoire; other Trust schools, Clod Ensemble, Ex Cathedra, other professional musicians

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

Throughout KS3 Rockwood students gain a breadth of music experiences. They develop upon their experiences at KS2 when listening to, composing and performing music from a diverse range of eras, genres and styles. Over the course of Key Stage 3, they study Music for one hour a week with additional music drop down days and activities. Every lesson involves both listening and performance aspects ensuring students learn through exposure to great performances and have time to develop their practical skills. We are currently developing our use of voice as an instrument and are incorporating singing into most units of work as we believe that this will help to enhance students' overall musicianship. Students develop their musicology through use of tier three vocabulary and modelling of response to listening tasks.

Our students are all offered free music tuition with SFE peripatetic teachers funded by the CORE Education Trust. We currently have over 80 students studying music through this programme. Students also enjoy musical performances and have opportunities to perform. All Key Stage 3 units incorporate elements of listening, composition, performance (in both solo and ensemble configurations) and evaluation.

Music at Rockwood is adapted when required to ensure that students are appropriately challenged and those with special educational needs are supported. This support includes simpler compositions and more labelling and coding on the instrument.

In year 7 students learn to play the keyboard. They develop their understanding of reading music from KS2 and learn a range of pieces from different genres. They will also develop their composition skills using Samba as an instrument and genre base. Students learn about the style of music and how the instruments behave to produce their own work within genre norms.

The year 7 listening focus is initially based on Pachelbel's Canon. This classical piece allows students to experience the orchestra as well as more traditional instruments including the harpsichord and lute.

Students continue to develop their composition skills in Year 8 through the pop genre. Students learn common chord progressions and study a range of artists to develop their own piece. Year 8 learn about African Drumming and participate in workshops and performances using these instruments. Students learn drumming notation and recording compositions. Their listening focus is on the film genre and how music builds images and emotions. Students explore key composers and the role of music in storytelling.

By Year 9 students are refining their composition through a wider study of music from specified regions of the world. They consolidate their understanding of notation and record their own music. The Reggae genre is their listening study as part of a wider American music genre study, exploring the history and conventions of the music.

At KS4, students can continue their music study through the AQA Level 1/2 Technical Award in Performing Arts qualification. We plan to introduce this course to a new cohort in the next academic year.

Part B: Co-curricular music

In addition to the core provision, all students are offered music lessons for free. These are delivered by SFE peripatetic teachers and include a loan instrument for students to practice in school clubs and at home. We have over 80 students engaged in this programme and offer a range of instruments. These include Voice, strings, brass, drums, dhol, guitar, woodwind, keyboards, steel drums, ukulele and DJ. These classes are in small groups or delivered individually depending on the student's experience and

ambitions. Students can study for grading exams through ABRSM after being prepared by their teacher.

Our trust has a multi academy choir 'COREus' that regularly performs at a variety of events including Echo Eternal and other events. We were most proud to have our students perform for His Majesty King Charles III last year at Buckingham Palace. Students have weekly voice lessons and rehearsals.

We have the beginnings of a school rock band with students from across the years working together to reach performance standard while learning about ensemble performance and production. We have ambitions for a percussion club to start later this year.

We have rehearsal spaces for students to practice both individually and as ensembles outside of lesson time. We are currently establishing a second Music dedicated classroom to provide for the additional needs of a growing Music programme.

Part C: Musical experiences

Our students perform for parents and students at a range of events throughout the year. They are prepared by their teacher to devise a set list and be performance ready. We also ensure all students have access to musical experiences outside of the classroom. This includes visiting performers, performances at Birmingham Hippodrome, workshops run by artists from Services for Education and BCM. This programme changes each year dependant on availability but has included Tik Tok music performers, flamenco dancers and bands, steel drum and djembe workshops and musical theatre.

We provide these experiences for free as part of our commitment to promote the arts. In the future, our aspiration this year is to hold two student showcases for parents and the community. We have developed our performance space and built capacity through the department. Students have been steadily building in confidence and skills thanks to our broad and ambition curriculum. We are also hoping to field a KS4 cohort now that students have confidence in the department and our curriculum is established.

In the future

Over the next three years, we will strengthen music provision through curriculum improvement, expanded instrumental and vocal opportunities, enhanced assessment systems and a wider range of enrichment experiences. Students will benefit from a progressive and inclusive curriculum, increased opportunities to perform and participate in ensembles, stronger pathways into KS4 Music, and partnerships with leading music and arts organisations. Our aim is to increase participation, raise standards, broaden musical experiences and ensure all students can access high-quality music education.

Year 1

- Review and strengthen curriculum, assessment, enrichment, resources and partnerships.
- Increase our choir and ensemble opportunities.
- Increase music trips, workshops, live performances and external partnerships.

Year 2

- Fully embed and refine the KS3 curriculum and strengthen GCSE delivery.
- Increase participation in instrumental lessons, ensembles, choirs and Trust-wide projects.
- Expand performance opportunities through concerts, trips, workshops and industry experiences.
- Use progress data to provide targeted support and stretch for students.

Year 3

- Evaluate the impact of the plan on participation, attainment, progression and inclusion.
- Refine KS3 and KS4 curriculum planning in response to emerging developments.
- Embed sustainable instrumental, ensemble and choir programmes with clear progression pathways.
- Strengthen the Trust-wide music identity through collaborative performances and projects.
- Establish priorities for the next phase of music development.