

Music Development Plan Summary: Cardinal Wiseman Catholic School



Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	Sept 2025
Date this summary will be reviewed	Sept 2026
Name of the school music lead	Yvonne Geddes
Name of school leadership team member with responsibility for music (if different)	Luke Crawford
Name of local music hub	Birmingham Music Service
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.

Music classroom/Rehearsal Spaces

1 large classroom – Equipped with 18 iMac's using Garageband for the main DAW. A Range of equipment in the department such as class set of Ukuleles, class set of Djembe Drums, Class set of Samba instruments, 24 keyboards, Electric drumkit, acoustic drum kit & all tech require for shows/concerts. Headphones provided for all iMac's & Keyboards. Garageband is used throughout KS3 & KS4. All workspaces for students within the music classroom and rehearsal spaces are setup with iMac's, desks and keyboards all connected in one space, a full-sized keyboard is connected to the iMac's rather than small midi keyboards. 5 practice rooms available within the music classroom. 1 set up with drums/keys/vocals. Others with iMacs and Keyboards set up to work together.

KS3

- 1 x 50 minute lesson per week. No carousel rotations, each student receives music as a lesson each week in order to progress.

KS4

- Students have 3 x 50-minute lessons per week. Students have the opportunity to study and gain a BTEC Tech Award in Music.

All students who receive instrumental lessons have the opportunity to achieve musical grades with their instrumental teachers.

Transformation Curriculum

Students opt in to their last lesson of the day each Friday, which is 1hr 15 minutes. This is open to students across all KS3 & 4, the students are not picked based on their musical skills. This allows the music curriculum to be extended beyond the normal times and promotes the subject across the school.

There will be a music option available for students each term. Last year the options were;

Term 1 & 2 – Band Skills “Rock On”.

Term 3 – Keyboard Masters.

For term 1 in 2025, there will be 2 musical options available;

Keyboard masters

Worship Band

The plan for term 2 & 3 is decided at the end of term 1, but we are looking into options such as the Arts award.

Our Music curriculum at Cardinal Wiseman has been carefully designed in line with recent DfE guidance, including the Model Music Curriculum, by incorporating high-quality, age-appropriate repertoire such as *Ode to Joy*, *Drunken Sailor* and other well-established works that support structured musical development. In planning the new curriculum, we drew on the work and guidance of Christopher Stephens (HMI), who advocates for a curriculum in which learning is incremental and builds securely on prior knowledge and experience, rather than moving from one isolated musical activity to another. As a result, our curriculum is deliberately sequenced so that pupils become “more musical” over time through the progressive development of three interrelated pillars: **technical** (for example, motor skills and accuracy in playing and singing), **constructive** (such as understanding and applying musical elements including pitch, rhythm, harmony and form), and **expressive** (for instance, performing with expression and understanding the musical context and provenance of what they are learning).

At Cardinal Wiseman, we prioritise depth in our music curriculum, focusing on giving students the time and opportunity to thoroughly understand each area of study.

Sequencing by Topic and Time

- Our curriculum is organized by specific topics rather than half-termly projects.
- Time is allocated to each topic to allow for in-depth exploration.
- This structure ensures that students can master concepts without being rushed.

Benefits of Extended Focus

- Mastery of Concepts: Students have ample time to develop skills like performance, composition, and listening.
- Consolidation: Extended study allows students to reinforce and build on foundational concepts.
- Pace of Learning: No pressure from arbitrary end-of-term deadlines, enabling steady progress.

Connection Across Topics

- Topics are sequenced logically, so new concepts build on previous learning.
- This approach encourages students to make connections and apply learning across different areas of music.

Supportive Assessment and Feedback

- Assessments are aligned with each topic, tracking progress and guiding student development.
- Feedback is used to help students refine skills and reinforce their understanding over time.
- Assessments serve as tools for learning, not just as summative evaluations.
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Student-Centered Progression

- Students experience clear progression within each topic, with opportunities to track their own growth.
- Time for mastery boosts students' confidence and competence.
- The longer focus on each area ensures that students are well-prepared for both assessments and future musical endeavors.

Ultimate Goal: High-Quality, Rigorous Education

- Our approach reflects our commitment to delivering a high-quality music education.
- Students are encouraged to achieve their full potential through meaningful, in-depth learning experiences.

KS3 Curriculum

Cardinal Wiseman Curriculum Plan		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
7	Topic & Skills	Ode to Joy										Question and Answer Phrasing						Drunken Sailor						African Drumming									
	Performing	Learn to play the piece with 5 fingers on the right hand										Learning to perform short melodic Q&A phrases						Learn to play accompaniment pattern (bass and chords in root position)						Performing 'Shosholoza'									
	Composing											Learn to compose answer phrases for a a melody																					
	Singing	Singing simple melodic lines to the pieces they are learning.										Sing the question and answering						Learn to sing 4 different vocal phrases which can be sing polyphonically															
	Listening	Listening to classical pieces & their musical features																Listening & analysing sea shanties/folk music						Listening and analysing African drumming tracks and the musical features									
	Music Tech											Intro to Garageband - add answer phrases to the melody template																					
8	Topic & Skills	Reggae										Minimalism						Largo						Samba									
	Performing	Learn to perform a famous reggae track in small groups																Whole class ensemble performance in parts on the keyboards						Whole class performance of samba drumming. Interhouse competition									
	Composing											Composing a piece of minimalism that uses note addition as the main feature												Arranging their whole class performance by making decisions about the structure, dynamics, tempo, texture etc.									
	Singing	Singing the vocal track																Singing the vocal line						Internalising the rhythmic parts by singing them									
	Listening	Listening and analysing reggae tracks and the musical features										Listening and analysing mimalism tracks and the musical features						Listeninf to the original piece. Listening to each of the different parts.						Listening and analysing samba tracks and the musical features									
	Music Tech	Recording the one-drop drum track to provide the beat for their performance										Use Garaeband to record looped patterns for a range of tracks																					
9	Topic & Skills	Film Music										Blues						Song Writing															
	Performing											Performing the 12 bar blues						Performing their own composed peice of music															
	Composing	Create a piece of music to a film clip										Improvisation on keyboard & vocals						Composing drum beats, bass lines, chords & melodies															
	Singing											Scat singing, 3 part polyphonic singing						Singing or rapping the vocal line															
	Listening	Listening & analysing popular film scores & the musical features										Listening & analysing blues tracks and the musical features						4 chord trick analysis															
	Music Tech	Film scoring using Garageband										Using garageband to record blues performance						Using Garageband to produce their composition															

KS4 Curriculum

Cardinal Wiseman Curriculum Plan		BTEC Tech Award Music	
10	BTEC Tech Award Music	Component 1 - Prep	Component 1 - Exploring Music Products and Styles
		Preparation work for Component 1. Students look at 5 different genres of music through teacher workshops, performance and listening. They explore these 5 genres of music and then create notes to use when their assessment window opens up.	Exploring Music Products and Styles Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.
11	BTEC Tech Award Music	Component 2 - Music Skills Development	Component 3 - Responding to a music brief
		Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. 60 marks.	Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks.

Provision for SEN Students in Music

At Cardinal Wiseman, this is achieved in three main ways:

1. Using SEND Profiles and Whole-School Inclusive Pedagogy

- Teachers in Music use students' individual SEND profiles—developed with input from parents, external professionals, and pastoral staff—to identify the adjustments required beyond our routine inclusive pedagogy. Profiles summarise each student's needs, including learning difficulties, EAL barriers, physical or sensory needs, and any pastoral considerations linked to the Culture for Learning. These profiles are continuously reviewed, and teachers adapt planning, resources, and expectations accordingly. Where students are eligible for exam access arrangements, these are embedded as part of normal classroom practice in Music.

2. Subject-Specific Adjustments to Support Participation in Music

- Music lessons involve practical performance, movement around the room, and the use of instruments, so teachers make imaginative and bespoke adjustments to remove barriers for SEND students. These may include:
- Providing quieter or alternative working spaces
- Choosing instruments or musical roles suited to physical, sensory, or emotional needs
- Adjusting seating, grouping, and movement in the classroom
- Supporting students whose English as an additional language significantly affects learning
- Ensuring accessibility during rehearsals, extracurricular activities, trips, and performances
- Making adaptations based on medical needs, mobility concerns, or sensory sensitivities
- Teachers remain alert to student engagement and intervene sensitively to ensure all SEND learners can participate fully and make progress.

3. Targeted Support and Collaboration with SEND Staff

- Music teachers provide tailored support in lessons, including one-to-one guidance, practical help with instruments or notation, and intentional inclusion strategies such as assigning meaningful roles or targeted praise. The SENCO works with the department to monitor the effectiveness of adjustments, ensuring Music lessons reflect whole-school expectations. Regular CPD—planned and delivered by the SENCO based on patterns of need within the cohort—supports Music staff in understanding SEND profiles, making reasonable adjustments, and sustaining high-quality provision.

Partnerships

At Cardinal Wiseman we work closely with Birmingham services for education who provide our instrumental lessons. This year, Music Mark & the Birmingham Music Service awarded us a certificate for dedication and improvement of Music within our school.

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

Services for Education provide our instrumental lessons. We have lessons available in the following;

- Guitar
- Keyboard
- Vocals
- Steel Pans

- Music Technology

All instruments are small group lessons. 78 students currently take lessons. Cardinal Wiseman support students by subsidising these lessons – The cost for lessons is currently £30 per term for students, for students receiving FSM the cost is completely covered by the school.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Extra-Curricular

All students have the option and choice to sign up to the school choir, which is open to every year group and welcomes singers of all levels of experience. The choir rehearses regularly throughout the school year in preparation for school Masses and other liturgical celebrations, where they play a key role in leading the worship and enhancing the prayerful atmosphere through music. Participation in the choir gives students the opportunity to develop their vocal skills, musical confidence and ensemble awareness, while also contributing to the wider Catholic life of the school and representing Cardinal Wiseman in important religious and community events.

In addition to the choir, students are able to take part in a wide range of extra-curricular Music clubs that run at lunchtime throughout the week, as well as an after-school club on Thursdays. These sessions offer opportunities for students to develop and refine a variety of practical skills, including band skills, keyboard skills, ukulele and vocal work, in a supportive and inclusive environment. Activities are designed to cater for different levels of experience, from beginners to more advanced musicians, and encourage students to collaborate, rehearse and perform together. Through these clubs, pupils build their musical confidence, creativity and teamwork, and have the chance to prepare performances for school events and wider community occasions.

Pupils are encouraged to continue their musical progress beyond curriculum lesson time through a range of additional opportunities. Where possible, the school supports instrumental progress by facilitating access to instrument loans – all students receiving an instrumental lesson are entitled to a free loan of their instrument, enabling pupils to take an instrument home for regular practice, even if they do not own one themselves. The Music department also promotes and, where appropriate, helps to prepare pupils for formal musical qualifications and awards, such as graded instrumental and vocal exams or broader arts-based awards, which recognise sustained commitment and achievement in Music. Through these combined opportunities, pupils are able to deepen their skills, broaden their musical experiences and make sustained progress outside the classroom

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.

Across the academic year, pupils at Cardinal Wiseman experience a rich and varied programme of musical events, both in and beyond school. We now hold **termly concerts** – Winter, Spring and Summer – which were introduced last year and have been hugely successful with both students and parents. These concerts showcase soloists, ensembles, choir and band performances from a wide range of year groups, giving pupils the chance to perform to a live audience in a supportive environment. This model will continue in 2025, with **additional ‘Live Lounge’ sessions** at lunchtimes throughout January, where pupils can perform informally, try out new material and gain confidence in a relaxed setting.

Each year, the school also stages a **whole-school musical production**, drawing on pupils’ skills in singing, acting, dancing and technical theatre. A broad range of year groups are invited to audition and participate, with additional pupils involved behind the scenes in band, backstage and technical roles. The chosen show for 2025 is *High School Musical*, which will provide extensive opportunities for pupils to rehearse and perform to large audiences over several evenings in school.

Our close partnership with **Services for Education** significantly extends the range of musical experiences on offer. Working together, we have provided students with extra opportunities such as a **CBSO KS3 concert for all of Year 7**, ensuring every pupil in that cohort experiences a high-quality live orchestral performance. Further partnership projects have included a **studio visit and recording session at Grosvenor Road Studio** and a **half-term programme of DJ Skills delivered by Toni Grehan Arts**, giving pupils hands-on experience with professional equipment and creative music technology.

Where events or trips involve a cost (for example, certain concerts or external visits), parents and carers are informed in advance, and the school seeks to keep charges as low as possible. Wherever we can, events are **subsidised or offered free of charge**, and additional financial support may be available for families in particular circumstances, such as those eligible for pupil premium. Through this combination of in-school performances, whole-school productions, informal performance platforms and high-quality external experiences, pupils at Cardinal Wiseman have frequent, meaningful opportunities to engage with and make progress in Music beyond the classroom.

Through our Mental Health and Music assemblies, all students in Years 7, 8 and 9 have the opportunity to watch a live music performance from an upcoming artist within school. These assemblies are designed not only to inspire pupils musically, but also to highlight the positive role music can play in supporting wellbeing, resilience and emotional expression. By combining live performance with messages about mental health, we encourage pupils to see music as a powerful tool for self-care and connection.

In the future

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

Development Priorities for Music at Cardinal Wiseman

Continuous review of the new KS3 curriculum

Continue the ongoing cycle of review of the new KS3 curriculum. Evaluate each strand (listening, composing, performing, and music technology) regularly and make further refinements in light of this evaluation, ensuring that learning remains incremental, coherent and ambitious for all pupils.

Early engagement of younger pupils

Build on the success of ensemble, choir and concert participation by actively encouraging younger pupils, particularly in Year 7, to get involved from the start of the year. Early involvement in choir, lunchtime clubs and 'Live Lounge' sessions will help create positive and motivating performance experiences, fostering a long-term interest and enjoyment in Music.