Music development plan summary:
Lacon Childe School

Part of the Shropshire Gateway Trust

Detail	Information
Academic year that this summary covers	Sep 2026 - Jun 2027
Date this summary was published	
Date this summary will be reviewed	June 2027
Name of the school music lead	Georgia Lloyd
Name of school leadership team member with responsibility for music	Sam Martin – Head of Performing Arts
Name of local music hub	Shropshire Music Service
Name of other music education organisation(s) (if partnership in place)	*N/A*

The following document is a summary of how Lacon Childe School delivers music education across KS3 and KS4. This outlines the music curriculum, extra-curricular opportunities and any other musical experiences – and any improvements or plans we are planning in future years. This information is to help both students and parents/carers understand our music provisions in place 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.

Curriculum:

At Lacon Childe School, the music curriculum is delivered via weekly one-hour lessons for KS3, with five hours a fortnight at KS4. The department is run by one full time music specialist, delivering all learning to students. There are currently no non-specialists teaching music. With a diverse range of experience, strengths in contemporary music performance skills alongside classical training as a young flautist, the department is lead by a pro-active musician.

Our curriculum is carefully designed and informed by the national curriculum for music. Importantly, the design of the curriculum aims to provide engaging and varied learning across many genres. This supports our young musicians to explore their creativity and promotes a love of music.

Key elements of our curriculum informed by the model music curriculum include:

1. **Development of musical skill**: The curriculum is designed to develop students' musical skills, year on year, ensuring a coherent learning experience. Through knowledge-based delivery and skills-based practice, students will have the opportunity to learn different instruments.
2. **Practical musical tasks**: There is a strong emphasis on practical activities built into every topic, either composing or performing. This currently includes singing, keyboard/piano, ukulele/guitar and percussion.
3. **Broadening of student's repertoire**: Students are encouraged to study a variety of musical genres and styles from all across the world, promoting cultural capital that is especially important as a rural, community school.
4. **Listening and appraising**: Across all years, lessons include a plethora of listening activities. Students critically listen to different types of music, to develop their appraising skills across different genres. Students are encourage to 'Say it again, better' when explaining their music ideas.
5. **Collaborative learning**. Throughout the curriculum, students have the opportunity to explore ensemble skills. This teaches students the importance of working together, actively listening to others and contributing to a group of peers. This collaboration helps build the social skills of our students.

- **Performance opportunities**: Students often get the opportunity to perform in front of their peers, receiving feedback both informally and formally from teachers and peers. In line with government guidance on 'the importance of Music', students have termly opportunities to perform.

Year 7	Year 8	Year 9
Rhythm of Life	Instruments of the Orchestra	Musicals
Ode to Joy	Happy Birthday	The Blues
Scales & Rondo Composition	Film Music	Pop Music
Four Chord Songs	Theme and Variation	Reggae
		Performance

For further information including an overview of KS4, please visit the Lacon Childe School website.

SEND and Vulnerable Learners:

In music, we are constantly developing our access for our students with special educational needs (SEND) with considerations including:

1. **Differentiated instruction**: The curriculum is differentiated to meet the diverse needs of SEND students. Using many different methods to accommodate different learning needs and abilities, ensuring that every student can engage with the curriculum effectively and access the assessment points throughout the curriculum.

2. **Specialist support**: With support from the HUB through teaching assistants trained in various SEND, our learning support staff work alongside the classroom teacher in music to provide additional support where required. These teaching assistants offer one-on-one support where appropriate.

3. **Collaboration with SEND HUB staff**: The SENDCo regularly shares insights and strategies for supporting SEND students. This includes codified seating plans as part of our inclusive practice, in every classroom. Robust planning and quality teaching and learning ensures a consistent and holistic approach to specific learner's educational needs.

4. **Parental involvement**: We actively involve parents and carers in the music education process, keeping them informed about their child's progress and providing resources for support through homework tasks and topical listening activities across KS3 in the newsletter.

Music Partnerships:

The music department benefits from the below key partnerships:

1. **Local music hub partnership**: We collaborate closely with Shropshire Music Service to provide instrumental tuition, additional school resources, additional workshop opportunities for our students. This partnership allows us access specialist instrumental lessons and performance opportunities to enrich the learning experience of our students.

2. **Community Partnerships**: The Performing Arts department is always striving to develop positive relationships within the local community, including promoting local opportunities that offering students the chance to participate in broader musical activities and performance opportunities outside of the classroom.

3. **The Four Stones Gateway Trust:** As part of a MAT trust, all four secondary schools collaborate in an annual music event during the Summer term.

Key Stage 4 - GCSE:

Lacon Childe are currently offering OCR GCSE Music for students in years 10 and 11. This builds on the skills developed in KS3 across the main areas of study; performance, composition and listening and appraising. There are five areas of study, which include:

- Area of study 1: My music.
- Area of study 2: The concerto through time.
- Area of study 3: Rhythms of the world.
- Area of study 4: Film music.
- Area of study 5: Conventions of pop.

The qualification is divided into three assessment strands:

Composition 30%
Performance 30%
Listening and Appraisal examination 40%

For further information including NEA requirements, guidance and suggested listening, see the OCR specification here.

Part B: Extra-curricular Music

This is outlines our enrichment opportunities for students to sing and play music, outside of lesson time. This includes lunchtime and afterschool clubs choirs and promotes how our students make progress through musical experiences beyond the classroom.

Instrumental tuition:
Our department is partnered with Shropshire Music Service, who offer peripatetic tuition of the following instruments:

- **Keyboard**: Piano
- **Brass**: Trumpet, Cornet
- **Guitar**: Acoustic, Electric, Bass

Pricing and policies:
Group rate (per lesson): £8.67

Individual rates (per lesson):
15 Minutes - £13.00
20 Minutes - £17.34
25 Minutes - £21.67
30 Minutes - £26.00
For full information regarding Shropshire Music Services including how to enquire, please click here.

Additional Support

Financial support: Shropshire Music Service currently offer the following subsidies: 50% up to a maximum of £50.00 per term, plus a free instrument, for those in receipt of Free School Meals. 25% up to a maximum of £25.00 per term, plus a free instrument, for low-income families. Full criteria can be found on our application for instrumental lessons here.

Instrument Loan: Subject to availability, Lacon Childe School department are willing to provide some instruments on loan to any students who does not have their own - with priority for our most disadvantaged students. This ensures all students have 'fair access' the necessary tools to participate in music lessons. There is a consent form to sign for responsibility of the instrument.

Extra-Curricular Clubs:
We are always looking to offer a wide variety of clubs both structure into the school day and as part of after-school opportunity. From entry/beginner level to more experienced musicians, students are promoted to experience a breath of instruments, including voice. This ensemble learning provides opportunities both concentrate on their own learning and collaborate with others. This is something the department is working hard to promote more students to participate in.
In 2024/25 our programme includes:

1. **Student Choir**: A lunch club open to all students from all year groups, singers explore a repertoire of popular music.

2. **Keyboard Club**: An informal lunch club for all students to come and refine their skills, working of topical pieces or their own repertoire, students have access to many resources to develop their skills.

3. **Ukulele Club:** With a focus on ukulele, students are invited to learn and play a variety of popular music with the opportunity to sing and play.

4. **LCS Orchestra:** A newly-launched club afterschool for musicians of any ability to play a range of music with the opportunity to refine skills on their primary instruments.

5. **Musical:** The Performing Arts department (Music and Drama) facilitate yearly musicals with structured time both in the school day and after-school to allow students to participate and perform.

Part C: Musical experiences

This section outlines any other musical events and opportunities that we contribute to, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical Performances:

As the department grows, we aim to continue developing more performance opportunities and concerts throughout the academic year. These opportunities are integral to building the confidence of students involving them in the local performing arts community, developing their musicianship as-well-as social skills. Students currently have the opportunity to perform at:

- Winter/Christmas Concert
- Musical
- MAT music
- Summer Fate

The school also promotes local with performances at The Regal in Tenbury, performances at the Ludlow Assembly Rooms and Cleobury Festival. Moving forwards, the department is working on more opportunities for students to see live music performances through Shropshire Music Service and the Character academy.

In the future

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

Lacon Childe School music department would like to further develop our provision for the students, some of these changes include:

- Continuing links with local musical venues and musicians to engage students in musical workshops and offer the opportunity to visit live performances.
- Improve the variety of peripatetic music tuition offered in partnership with Shropshire Music Service, offering a wider variety of different instrumentation. Consultation and advice from the wider school trust to follow.
- Improve the uptake of music at GCSE, this academic year boast double figures for the second year.
- Further refine the curriculum in music, aligning the Lacon Childe music curriculum with two other schools in our academy trust.
- Furthering the school development in careers with a focus on further education in music and building Music Careers opportunities into the current provision.
- Offer more music department trips and visits, addressing the geographical location of the school and lessening the impact of rural deprivation in music.
- Improved CPD for music specialist involvement across the trust, with alignment of assessment points and moderation opportunities now common practice.

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 to for support beyond the school.