

Music Development Plan Summary: Fortis Academy (2026-27)



The National Plan for Music Education (DfE, 2022) states that 'Music should be represented in every school's leadership structure, with a designated music lead or Head of Department at school or academy trust level for primary and secondary phases'. It also proposes that every school will have 'a Music Development Plan that captures the curricular and co-curricular offer and sets out how it will be staffed and funded'. Further details about the purpose of a School Music Development Plan are given within the National Plan for Music Education.

This summary sets out how Fortis Academy will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the national plan for music education:

- timetabled curriculum music of at least one hour each week for key stage 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect our school's music provision for this academic year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	January 2027
Name of the school music lead	Eleanor Miles (Head of Performing Arts)
Name of school leadership team member with responsibility for music (if different)	Clare Hayes (AAHT, Director of the Imagination Faculty)
Name of local music hub	Services for Education
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 section details what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

The music curriculum at Fortis Academy aims to develop pupils' composition, appraising and performing skills through well planned and sequenced schemes of work that give pupils the opportunity to learn to play various instruments, understand music theory and compose their own music. The curriculum nurtures students' creativity by gradually building their skills and confidence through scaffolded tasks to promote a love of music and an understanding that can support students who wish to pursue music at KS4 and beyond. The curriculum is designed to promote a love of all music, broadening student's minds and building their cultural capital, whilst also preparing students wishing to study music at KS4 for the BTEC Level 2 Tech Award in Music Practice course they will study at Fortis Academy.

Our music curriculum takes guidance from the model music curriculum ensuring that it covers aspects including, singing, performing, composing and appraising. Ensuring that it is inclusive for all, whether students have prior music training and can play instruments to a high level, if they are new to music or if they have a SEND need. This is done through adaptive teaching such as the scaffolding of practical tasks and pace of delivered information, mixed ability classes to promote social skills and teamwork, discipline and patience and engagement. We encourage pupils' love for music by exposing them to music from various cultures and backgrounds, such as world music, Western classical music and Blues.

The following areas of study covered in key stage 3 are:

Year 7 – African Drumming and elements of music, keyboard skills, Minimalism, Chinese music, Theme and Variation, Singing

Year 8 – Keyboard skills, GarageBand, Reggae, Blues, Samba and Indian

Year 9 – Keyboard skills, Film music, Ensemble development, Songwriting, Britpop, GarageBand Remix.

The KS3 curriculum has been developed into a spiral curriculum, where students in year 7 develop an understanding of the musical elements whilst learning to play multiple instruments through various instrumental and singing activities. In Year 8 students will expand on their prior knowledge and engage in styles of music which they may not have experienced before, building their cultural awareness. Students will perform in ensembles, sing as a whole class and compose music enhancing their appreciation of musical cultures around the world. In year 9 students develop their ensemble skills and how to rehearse effectively in, developing their independence, through rehearsal and performance.

Fortis Academy has implemented the use of music technology into the curriculum. This will be built in by using technology, using computers and iPads in line with our school policy, Digital by Design. Using technology in some schemes of work has advanced students' knowledge, improved composition skills and is preparing them for KS5 and careers in the music industry after education.

At Fortis Academy we work closely with our local music hub and offer all students the option to take on peripatetic instrumental lessons within school. This is accessible for all students including SEND students. Students are also encouraged to then take graded music exams.

Students receive 1 hour of music every week.

Part B: Co-curricular music

This section outlines the range of opportunities provided 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.

Last year Fortis Academy was awarded the Music Mark of Recognition for our dedication and improvement in music education in school, nominated by Services for Education. This recognition celebrates our school's commitment to providing peripatetic music lessons that enrich our students' lives and support their musical development. Fortis Academy works closely with Services for Education who provide peripatetic lessons outside of lesson time to our students. Students can either have one to one or group teaching. Lessons are provided in Cello, Flute, Clarinet, Saxophone, Guitar, Drums and Steel Pans. Fortis Academy can provide funding for Pupil Premium students.

Outside of lessons time students from all year groups can access extra music during break and lunchtimes, students have access to the classroom and to music technology, such as our in-house recording studio. Students have their own iPads where they can access music apps such as GarageBand. Students can also take part in after school clubs such as keyboard group which take place every week.

Part C: Musical experiences

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

Fortis Academy provides many opportunities for students to perform. We put on a school musical every other year, where auditions are open to all students. We have performance events throughout the school year, where parents are invited in for the students to showcase their skills. We have annual concerts at Christmas and summer. We also invite all students and staff to sing at our Christmas carolling service outside of school on the last day of term. We run an extra-curricular choir, who are asked regularly to sing at Fortis Academy events, showcasing their talent and hard work and building their confidence and resilience.

In the future

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

As part of the longer-term development of the music provision, an instrumental ensemble will be established for students who have reached an appropriate performance standard through their individual instrumental lessons. This will provide a clear progression route for learners and enable them to apply their instrumental skills in a collaborative musical setting. Developing ensemble performance opportunities will strengthen students' musicianship, including listening, timing, communication, balance, and awareness of other performers, while also building confidence, commitment, and teamwork. The ensemble will become a part of the department's strategy to develop well-rounded musicians and increase opportunities for meaningful performance experiences.

Further information (optional)

Our local music hub, Services for Education - [*Music Services in Schools | Services for Education | Birmingham*](#)