

Music development plan summary:



All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school 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 of the school year for key stages 1 to 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 your school's music provision for the given school 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.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	01/10/26
Date this summary will be reviewed	02/09/27
Name of the school music lead	Helen Hogan
Name of school leadership team member with responsibility for music (if different)	Laura Williams
Name of local music hub	Services for Education
Name of other music education organisation(s) (if partnership in place)	Jessie's Fund Music of Life

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.

Our Music curriculum is informed by the National Curriculum for Music, the Model Music Curriculum (2021) and the National Plan for Music Education: The Power of Music to Change Lives (2022).

The National Plan's ambition that children and young people should have opportunities to sing, play instruments, create music together and progress their musical interests informs both our curriculum and wider musical offer.

Within our specialist context, these principles are translated into developmentally appropriate and pathway-specific provision. Progression is therefore not defined solely by chronological age. Learners develop from their individual starting points through increasingly intentional, independent, sustained, expressive and collaborative musical responses.

Our curriculum provides opportunities to develop the fundamental areas of musical learning through:

- listening and responding;
- singing and using the voice;
- playing tuned, untuned and adapted instruments;
- exploring and creating sound;
- improvising and composing;
- movement and response to music;
- solo and collaborative music-making;
- experiencing live and recorded music;
- performing and sharing music with others.

Adapted instruments, music technology, AAC, switches, sensory resources, movement, repetition, modelling and appropriate adult facilitation enable learners to participate meaningfully and demonstrate musical development.

Early Years

For Early Years learners, provision is additionally informed by Musical Development Matters (Early Education, 2021).

- Adults observe and respond to spontaneous musical behaviours such as vocalising, movement, anticipation, listening and exploration of sound. These behaviours become starting points for extending interaction, communication and creativity.
- Musical play is embedded within routines and continuous provision through accessible instruments, songs, sound-making opportunities, movement and responsive adult interaction, establishing foundations that learners can build upon as they progress through their curriculum pathway.

Pathway-specific entitlement

Learning for Life Pathway:

Learning for Life learners access a structured Music and Movement curriculum, supported by specialist Music Teacher delivery.

- The curriculum is informed by Sounds of Intent and provides progressive opportunities across Reactive, Proactive and Interactive musical development.
- Learners develop their ability to listen and respond, make intentional sounds, maintain rhythm, use their voices, play instruments, move expressively, make musical choices, create and perform individually and collaboratively.
- Learning progresses from exploration and response towards increasingly purposeful musical participation, including instrumental work, ensemble playing, musical composition and performance.
- Learners encounter music from different cultures, traditions, periods and genres and are supported to communicate their preferences and responses.

Foundations for Life Pathway:

Music is embedded within the My Creativity curriculum and is adapted around learners' interests, communication profiles, regulation needs and sensory preferences.

- Learners explore sound, rhythm, instruments, music technology, movement and performance through predictable and accessible learning experiences.
- Music provides opportunities for learners to develop intentional communication, choice-making, shared attention, interaction, turn-taking, creative expression and participation alongside others.
- AAC, visual resources and differentiated communication approaches support learners to understand activities, express preferences and communicate about their creative experiences.
- Practice continues to be strengthened through our partnership with Jessie's Fund, including specialist CPD, modelling and review of classroom practice.

Engagement for Life Pathway:

For Engagement for Life learners, music provides a particularly powerful medium for communication, anticipation, agency and interaction.

- Musical learning is embedded across the pathway and informed by Sounds of Intent and the specialist approaches developed through our partnership with Jessie's Fund.
- Learners experience live and recorded music, voice, resonance, rhythm, vibration, movement, adapted instruments and music technology.
- Adults carefully observe learners' responses including changes in gaze, facial expression, movement, vocalisation, anticipation and engagement. Responses are recognised and developed into increasingly intentional musical interactions.
- Learners are supported to make choices, initiate and sustain interactions, anticipate familiar musical events and influence musical experiences.
- During 2026–27, EFL learners also benefit from specialist violin sessions three times each half-term, increasing access to live instrumental music and opportunities for close musical interaction.

Instrumental learning and progression

- Learners have access to tuned and untuned percussion, keyboards, digital music-making technology and adapted instruments according to their individual needs and physical access.
- Where appropriate, learners develop an understanding of conventional or adapted musical notation and use this to support instrumental performance.
- Learners demonstrating a particular musical interest, aptitude or motivation can progress into specialist individual or small-group tuition.
- During 2026–27 this includes a weekly percussion tuition group for LFL learners, delivered each Wednesday. The group supports ten learners, with Pupil Premium learners prioritised, providing a clear progression route from classroom music into more focused instrumental development.
- Access to instrumental progression is reviewed according to learner interests, strengths and needs rather than being restricted by disability or curriculum pathway.

Curriculum leadership and quality assurance

- Music forms part of Calthorpe Academy's wider Creative Arts strategic provision.
- A specialist Music Teacher supports implementation across EYFS, FFL and EFL, providing subject expertise alongside pathway staff.
- Strategic oversight is provided by the SLT Link for Creative Arts, who has a background in Fine Art, working alongside curriculum and pathway leaders.

Monitoring, Evaluation and Review includes:

- curriculum and planning review;

- learning walks and observations;
- review of learner engagement and progress;
- evaluation of pathway implementation;
- learner voice and communication;
- participation and enrichment data;
- staff feedback;
- review of equality of access;
- partnership evaluation;
- identification and sharing of effective practice.

Our 2024–25 Creative Arts MER identified an important shift from providing a wide range of individual opportunities towards establishing a coherent, progressive and pathway-specific Creative Arts entitlement.

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.

Our co-curricular music offer provides learners with opportunities to develop musical interests and skills beyond their timetabled curriculum lessons. Opportunities are adapted to learners' communication, sensory, cognitive and physical needs so that disability is not a barrier to participation or progression.

Provision is planned across the academy to provide different routes into music: singing and vocalisation, instrumental tuition, ensemble music-making, music technology, performance and inclusive music-making with peers.

Music of Life Choir – weekly

Our established Music of Life Choir takes place every Friday and provides sustained specialist vocal and musical tuition for LFL Primary learners.

Sessions are led by two Music Directors and an accompanist, providing learners with regular opportunities to develop:

- singing and purposeful vocalisation;
- listening and responding;
- rhythm and musical timing;
- confidence and self-expression;
- communication and interaction;

- singing and performing as part of an ensemble.

The choir provides progression beyond classroom music and culminates in opportunities for learners to perform with and alongside other schools, as well as sharing their achievements with families and the wider school community.

Participation is adapted so that learners can contribute through singing, vocalisation, signing, movement and other appropriate forms of musical communication.

Specialist percussion tuition – LFL

- During 2026–27, a group of 10 LFL learners accesses specialist percussion tuition every Wednesday from 11.00am–12.00pm.
- The group provides a progression opportunity for learners who demonstrate musical interest, engagement or potential within curriculum music. Pupil Premium learners are prioritised when identifying learners for the programme to support equitable access to specialist musical tuition.

Learners develop:

- rhythmic awareness and accuracy;
- instrumental technique;
- listening and responding;
- turn-taking and collaboration;
- following and maintaining musical patterns;
- playing individually and as part of an ensemble;
- confidence in performing and sharing music.

Progress is reviewed alongside learners' curriculum music development so that specialist tuition complements rather than sits separately from classroom learning.

Individual instrumental tuition

- Where learners demonstrate a particular interest, aptitude or potential in music, opportunities for individual or small-group instrumental tuition are explored through Services for Education and other specialist partners.
- Learners are identified through teacher observation, curriculum assessment, learner voice and engagement within music rather than through conventional measures of musical ability alone.
- This is particularly important within our SEND context, where musical potential may be demonstrated through sustained attention, anticipation, accurate rhythmic responses, vocalisation, movement, intentional sound-making, musical memory or a strong motivation to engage with particular instruments.

EFL specialist violin provision

- KS5 & KS4 Engagement for Life learners have access to specialist violin sessions three times each half-term.

- These repeated sessions provide learners with sustained access to a live professional musician rather than a one-off musical experience. Learners are supported to listen, anticipate, respond and interact with live instrumental music through gaze, movement, vocalisation, facial expression, touch and intentional communication.
- Staff use repeated musical encounters to recognise changes in learner responses and support progression in attention, anticipation, choice-making, interaction and intentional communication.
- This provision complements the musical interaction approaches developed through Jessie's Fund and supports the EFL curriculum emphasis on communication.

Pathway music clubs

Learners across LFL, FFL, EFL and Post-16 have opportunities to access music activities beyond their formal curriculum entitlement.

Activities are differentiated according to pathway needs and may include:

- accessible percussion and instrumental exploration;
- singing and vocalisation;
- music and movement;
- music technology;
- sensory music-making;
- collaborative music;
- opportunities to practise and share familiar pieces.

This provides learners with a less formal environment in which to pursue musical interests, make choices and interact musically with peers.

Progression through co-curricular music

Co-curricular provision is deliberately connected to curriculum music rather than operating as a separate collection of activities.

Learners may progress through:

Curriculum music → identification of interest or potential → co-curricular group/ensemble → specialist tuition → performance and wider community opportunities.

Progression is individual. For one learner this might involve developing from exploring an instrument to maintaining a repeated rhythm within an ensemble. For another it may involve progressing from classroom percussion to specialist tuition. For an EFL learner, progression may be demonstrated through increasingly intentional responses, anticipation or initiation during repeated musical interactions.

Performance opportunities

Learners are provided with opportunities to share their musical development with others. These include:

- Music of Life performances;
- school celebrations and assemblies;
- pathway and class performances;
- opportunities arising through specialist tuition;
- performances with external partners;
- inclusive performances involving learners from different pathways;
- community and cultural performance opportunities where appropriate.

We recognise performance in its broadest and most inclusive sense. Learners may perform through singing, playing an instrument, signing, movement, activating technology, vocalising or making an intentional contribution to collaborative music.

Equity and Pupil Premium

We actively seek to ensure that learners' socioeconomic circumstances, disability, communication needs or physical access requirements do not restrict participation.

Pupil Premium funding and Creative Arts/enrichment funding

- Used to increase access to specialist tuition, instruments, performances, transport and wider cultural experiences.
- Pupil Premium learners are specifically considered when allocating places for limited specialist opportunities, including the 2026–27 percussion programme.
- Participation is monitored across pathways, sites and learner groups to identify gaps in access and inform future planning.

Monitoring impact

The impact of co-curricular music is reviewed through:

- participation and attendance;
- learner engagement and progress;
- learner voice, including AAC and observational approaches;
- teacher and specialist tutor feedback;
- evidence of progression from curriculum into additional opportunities;
- participation of Pupil Premium and other potentially under-represented learners;
- performance and sharing opportunities;
- feedback from families and partner organisations.

This enables us to evaluate not simply how many musical opportunities are provided, but whether learners are participating meaningfully, developing musically and being given opportunities to pursue their individual musical interests and potential.

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.

Part C: Musical Experiences

- Calthorpe Academy is committed to ensuring that all learners have opportunities to experience high-quality live music, encounter professional musicians and artists, perform and participate in the cultural life of the school and wider community.
- Musical experiences complement curriculum and co-curricular provision and contribute to learners' cultural capital, Personal Development and SMSC. We recognise that access to live music can be particularly significant for learners with SEND who may otherwise experience barriers to accessing traditional cultural venues or performances.
- Experiences are therefore carefully selected, prepared for and adapted according to learners' communication, sensory, physical and regulation needs.

Live music and professional performance

- Learners experience professional live music both within school and at external cultural venues.
- Our partnerships with professional musicians and cultural organisations enable learners to encounter a broad range of instruments, musical styles, traditions and forms of performance.

During 2026–27, opportunities include:

- **City of Birmingham Symphony Orchestra (CBSO)** – accessible and relaxed performances, providing EFL and LFL learners with opportunities to experience a professional orchestra and live instrumental music;
- **Services for Education – Primary Live** – providing LFL Primary learners with an accessible introduction to professional live music and performance;
- **Live Music Now** – professional musicians performing within school, increasing access for learners who may find external venues challenging;
- **Royal Birmingham Conservatoire** – opportunities to experience professional and emerging musicians through performances, workshops and specialist musical activity;
- **Music of Life** – sustained interaction with professional musicians through weekly choir provision and performance;
- **Jessie's Fund** – specialist inclusive music-making, particularly supporting meaningful musical interaction for learners with complex communication, sensory and physical needs.

Where learners are not yet able to access an external venue safely or meaningfully, we seek to bring high-quality cultural experiences into school, ensuring that readiness to participate in community visits does not become a barrier to cultural entitlement.

Music, movement and performance

Our wider Creative Arts partnerships provide opportunities for learners to experience the relationship between music, movement, drama and performance.

Birmingham Royal Ballet- Junior Freefall

During Autumn 2026, Post-16 learners participate in Birmingham Royal Ballet's Junior Freefall: Pathway to Performance programme at Sense TouchBase Pears.

Learners attend weekly sessions across September, October and November, developing:

- musicality and response to rhythm;
- movement and coordination;
- creativity and expression;
- collaboration;
- confidence;
- experience of rehearsal and professional performance.

The programme progresses from regular workshops into rehearsal and public performances in November, giving learners the experience of working towards and participating in a sustained professional performance project.

Open Theatre

- Our partnership with Open Theatre provides non-verbal theatre experiences for Primary and Secondary learners across each pathway (including offsite provisions), with each participating class accessing a term of in-class provision.
- Music, movement, interaction and non-verbal communication are brought together to enable learners to become active creative participants. This is particularly valuable for learners who communicate beyond spoken language and demonstrates that performance can take many different forms.

Experiencing music as an audience

- An important part of our musical entitlement is learning to be an audience member as well as a performer and creator.
- Learners are supported to experience concerts and performances in ways appropriate to their individual needs. Preparation may include visual information, familiarisation with venues, sensory preparation, social narratives, communication resources and reasonable adjustments.
- For some learners, developing the ability to anticipate, attend to and remain engaged with part of a live performance represents significant progression.
- Repeated access to live music is particularly important for our EFL learners. Specialist musicians, including violin provision three times each half-term, allow

learners to become familiar with live instrumental sound and develop increasingly sustained responses, anticipation, preference and intentional communication.

Music across school life

Music is embedded within the wider life of Calthorpe Academy rather than being restricted to designated music lessons.

Learners encounter and participate in music through:

- pathway assemblies;
- whole-school and pathway celebrations;
- cultural and religious celebrations;
- performances and sharing events;
- Creative Arts activities;
- singing, signing and movement;
- school festivals and special events.

Music linked to different cultures, traditions and celebrations supports learners' wider understanding of diversity, identity, community and the world around them.

Learners as performers

- Learners are provided with opportunities to share their musical achievements with peers, families, other schools and the wider community.
- These include Music of Life performances, class and pathway performances, school celebrations, specialist projects and performances arising through external partnerships.

At Calthorpe, performance is understood developmentally and inclusively.

A learner may perform by:

- singing or vocalising;
- playing an instrument;
- maintaining a rhythm;
- using Makaton or another communication system alongside music;
- moving or dancing in response to music;
- activating an adapted or digital instrument;
- initiating or responding within a musical interaction;
- contributing to an ensemble;
- performing a rehearsed piece independently.

This ensures that learners with the most complex needs are recognised as active musicians and performers rather than passive recipients of musical experiences.

Partnerships and Birmingham's cultural community

Partnership working enables learners to access expertise and cultural opportunities that extend beyond what the school could provide independently.

Our established and developing relationships include Services for Education, Music of Life, Jessie's Fund, CBSO, Live Music Now, Royal Birmingham Conservatoire, Birmingham Ormiston Academy, Birmingham Royal Ballet and Open Theatre, alongside other Creative Arts organisations.

These relationships provide a combination of:

- professional performances;
- workshops;
- specialist tuition;
- inclusive performance projects;
- opportunities to visit cultural venues;
- professional development for staff;
- opportunities to perform alongside others;
- routes into Birmingham's wider music and cultural community.

We also engage with the Services for Education SEND Music Leads network, Jessie's Fund Network and Birmingham Music Education Conference, enabling Calthorpe to contribute to and learn from the wider development of inclusive music education.

Equality of access and cultural entitlement

- We monitor musical experiences to ensure that opportunities are not concentrated amongst learners who find community access easiest.
- Planning considers learners across EFL, FFL, LFL and Post-16, including learners educated at our off-site provisions.
- Reasonable adjustments, accessible transport, appropriate staffing, communication support and sensory preparation are considered when planning experiences.
- Where external participation is not currently appropriate, equivalent or complementary experiences are sought within school.
- Pupil Premium and enrichment funding are used where appropriate to remove financial barriers to participation.

Evaluating impact

The impact of musical experiences is evaluated through more than attendance or the number of opportunities provided.

We consider:

- learner engagement, anticipation and enjoyment;
- communication and choice-making;
- changes in confidence and willingness to participate;
- musical responses and developing skills;
- learner voice, including AAC and observational approaches;
- participation across pathways and learner groups;
- staff and family feedback;

- feedback from external partners;
- whether experiences lead to further musical participation or progression.

This enables us to evaluate whether our musical experiences are accessible, meaningful and developmental, and whether learners are increasingly able to experience themselves as listeners, creators, communicators, performers and valued members of a wider cultural community.

In the future

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

In the Future

- During 2026–27, we will review our Personal Development and enrichment provision against the DfE Enrichment Benchmarks, using the eight benchmarks to support self-evaluation and continuous improvement.
- This will position Music and Creative Arts within our wider enrichment entitlement, supporting a joined-up and equitable approach to high-quality cultural, creative and community experiences for all learners.

Strengthening curriculum progression and assessment

- We will continue to embed our pathway-specific approaches to music across Learning for Life, Foundations for Life and Engagement for Life, ensuring that progression is meaningful for learners with different developmental, communication, sensory and physical needs.
- We will further develop approaches to assessment so that small but significant musical progress can be recognised, including changes in attention, anticipation, intentional communication, choice-making, listening, creating, interaction, instrumental skills and performance.

Embedding specialist music expertise

- Following the recruitment of our specialist Music Teacher, we will continue to develop their role across EYFS, FFL and EFL, working alongside class teams to strengthen both direct teaching and staff confidence.
- The specialist teacher will increasingly support the modelling and sharing of effective inclusive music practice, helping to build sustainable expertise across the academy rather than specialist provision operating in isolation.

Developing instrumental progression

- We will evaluate the impact of the 2026–27 percussion tuition programme and use learner progress, engagement and voice to inform future specialist instrumental opportunities.

- We will continue to identify learners demonstrating musical interest, aptitude or potential and develop appropriate routes from curriculum music into small-group or individual tuition, ensemble participation and performance opportunities.
- We will explore how adapted instruments, assistive technology and digital music-making can provide further progression routes for learners with physical and complex disabilities.

Strengthening music for EFL learners

- We will continue to develop music as an important means of communication and interaction for learners with PMLD and complex needs.
- Building on our work with Jessie's Fund, specialist Music Teacher input and repeated access to live musicians, including violin provision, we will further develop staff expertise in recognising and extending learners' intentional musical responses.
- This will support the wider EFL emphasis on communication, agency, anticipation and meaningful interaction.

Developing FFL My Creativity

- We will continue to strengthen the musical elements of My Creativity across FFL, ensuring that provision remains responsive to learners' interests and sensory profiles while demonstrating clear progression in musical engagement, communication, creativity and participation.
- Ongoing Monitoring, Evaluation and Review will identify effective practice across main-site and off-site provision and support greater consistency between teams.

Strengthening partnerships and staff development

- We will continue our sustained partnership with Jessie's Fund and strengthen links with Services for Education, including participation in SEND music networks and wider professional development.
- We will maintain and develop relationships with organisations including Music of Life, CBSO, Live Music Now, Royal Birmingham Conservatoire, Birmingham Royal Ballet and Open Theatre, seeking opportunities that provide meaningful progression rather than isolated experiences.
- Where appropriate, we will use partnerships to support staff CPD so that specialist expertise has a lasting impact on everyday classroom practice.

Increasing learner voice and co-production

- We will strengthen the role of learner voice in shaping our musical offer.
- For learners who communicate without speech, this will include observation of engagement and preference alongside AAC, symbols, choice-making and other individual communication systems.
- Learner responses will help inform decisions about instruments, musical styles, clubs, performances, visiting musicians and future enrichment opportunities.

Ensuring equity of access

- We will continue to monitor participation across pathways, sites and learner groups, including Pupil Premium learners and learners with the most complex physical, sensory and communication needs.
- Where learners are not yet ready to access community-based performances or venues, we will continue to develop high-quality experiences within school, ensuring that all learners benefit from a meaningful cultural entitlement.

Developing performance and community participation

- We will increase opportunities for learners to experience themselves as musicians, creators, performers and audience members.
- This will include developing opportunities to share music with families, other schools, professional artists and the wider community, alongside inclusive performance opportunities involving learners from different pathways.
- We will also explore opportunities that support Preparation for Adulthood, helping older learners identify ways in which music and the Creative Arts can remain part of their leisure, community participation and adult lives.

Artsmark and continuous improvement

- Our developing music provision will contribute to Calthorpe Academy's wider Artsmark journey.
- Monitoring and evaluation, learner voice, participation information, curriculum evidence and feedback from partners will be used to demonstrate impact and identify future priorities.
- We will continue to benchmark our provision against strong inclusive arts practice in other specialist settings and work collaboratively with schools and cultural partners to develop and share effective practice.

Looking ahead

- As national expectations for Music and the wider curriculum continue to develop, we will review our curriculum and Music Development Plan to ensure that our provision remains ambitious, inclusive, progressive and relevant.
- [Turn It Up: Our Plan for Music \(DCMS, 2026\)](#) will inform the development of our Post-16 music and Creative Arts offer, particularly links to Preparation for Adulthood, skills and creative opportunities.
- We will develop partnerships and experiences that enable Post-16 learners to explore how music and the Creative Arts can contribute to further learning, community participation, volunteering, employment and meaningful adult lives.

Our long-term ambition is for every learner, regardless of disability or starting point, to have a clear musical journey through Calthorpe:

*to experience → to respond → to communicate → to create → to participate
→ to perform → to belong.*

Further information (optional)

Our Music Development Plan is informed by Statutory and National Guidance, SEND-specific approaches and our partnerships with music and cultural organisations.

- [National Curriculum for Music](#) – statutory expectations for Music in England.
- [Model Music Curriculum \(DfE, 2021\)](#) – informs curriculum content, progression and musical entitlement.
- [The Power of Music to Change Lives: National Plan for Music Education \(DfE, 2022\)](#) – informs our strategic approach to curriculum music, co-curricular opportunities and musical experiences.
- [School Music Development Plan Guidance \(DfE\)](#) – supports the annual review and development of our whole-school music offer.
- [Musical Development Matters \(Early Education, 2021\)](#) – informs musical development and responsive musical interaction within EYFS.
- [Sounds of Intent](#) – supports developmental approaches to musical engagement, interaction and progression for learners with SEND.
- [Artsmark – Arts Council England](#) – our **Artsmark journey 2023–2027** supports the strategic development of Music and the wider Creative Arts. Our submitted Statement of Impact and subsequent Artsmark assessment and feedback will inform the next stage of development.
- [Services for Education / Birmingham Music Education Hub](#) – specialist tuition, professional development, networking and wider musical opportunities.
- [Jessie's Fund](#) – specialist support and CPD for inclusive musical interaction and music-making for learners with complex needs.
- [Music of Life](#) – specialist choir, vocal development and performance opportunities.
- [City of Birmingham Symphony Orchestra \(CBSO\)](#) – accessible professional orchestral and live music experiences.
- [Home - Live Music Now](#) – professional live music experiences within school.
- [Royal Birmingham Conservatoire](#) – workshops, musicians and wider musical experiences.
- [Birmingham Royal Ballet – Freefall](#) – inclusive movement, musicality and performance opportunities.
- [Open Theatre](#) – non-verbal theatre incorporating music, movement and creative communication.