



Lift Sir
Herbert Leon

Music Development Plan Summary 2025-2026

Date of Last Edit	June 2025
By Whom (Name and Position)	Bridget Wilson – Music Teacher
Date of Next Review by Academy	September 2026

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Overview

Below is an overview that outlines some of the key information regarding music at Poltair School:

Detail	Information
Academic year that this summary covers	Academic Year 2025 – 2026
Date this summary was published	28 th June, 2025
Date this summary will be reviewed	28 th June, 2026
Name of the school music lead	Bridget Wilson
Name of school leadership team member with responsibility for music	Phil Adams
Name of Local Music Hub	Milton Keynes Music Hub

Part A: Curriculum Music

This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [Sir Herbert Leon Academy website \(SHLA\)](#). The website also details the time allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

At SHLA, the music curriculum has its foundations based on the National Curriculum with elements from the, incorporating elements from the [Model Music Curriculum](#) (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

Within the music curriculum, singing and instrumental development - encompassing both solo and ensemble playing - are woven throughout. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

Curriculum Overview

YEAR 7		
The Elements of Music incl Graphic Notation and Rhythm	Keyboard Skills the Orchestra	Folk Music and Music ICT
- Understand and identify the key elements of music: pitch, tempo, dynamics, texture, structure, and timbre. - Perform and recognise pulse and rhythm. - Read, create, and perform from graphic scores. - Understand rhythm grids, ostinato, and cyclic rhythms.	- Develop effective keyboard technique. - Read and perform treble clef staff notation. - Compose simple melodies using major triads. - Perform pieces with sharps, flats, and in simple time signatures - Learn about sonority by studying the instrument groups of the orchestra	- Identify instruments and textures in folk music. - Create folk-inspired arrangements. - Use BeepBox, Bandlab and Soundtrap to explore new methods of composition
YEAR 8		
Melody, Harmony & Song structure	Reggae & Music ICT	The Blues & Musical Theatre
- Understand verse, chorus, bridge structure. - Perform and create hooks and riffs. - Compose melodies with conjunct and disjunct motion. - Read and perform bass clef notation.	- Perform syncopated rhythms and reggae bass lines. - Compose reggae arrangements including ground bass patterns. - Explore theme and variation structure. - Use DAWs to create a Reggae composition	- Group performance of blues chord sequences including 12 bar blues structure and walking bass. - Composition of blues lyrics and improvisations. - Introduction to Musical Theatre- Opera to the West End
YEAR 9		
Dance Music, EDM and ICT sequencing	Soundtracks and Music in Media	Popular music Back in Time
- Study rhythms and textures in dance music. - Recognise simple and compound time signatures - Compose EDM loops using Bandlab and Soundtrap	- Understand film music techniques: leitmotif, Mickey-Mousing, sound effects. - Explore music in Media including video game music and advertising	- Explore key popular music styles from the 1950s to the 1980s. - Perform and arrange cover versions.

	<i>jingles</i>	
	YEAR 10	
BTec Component 1	BTec Component 1	BTec Component 2
• Study a wide range of music styles • Discuss conic and compositional features of styles. • Listen critically to examples of styles	• Compile slide presentation discussing 4 different styles of music • Record a short performance • Compose a short piece of original music • Arrange a piece of music using a DAW.	• Learn about music industry skills and how they affect career success. • Practice performing and appraising performances. • Develop music ICT skills
	YEAR 11	
BTec Component 2	BTec Component 3	BTec Component 3
• Choose 2 disciplines from performance, production or composition. • Create a product for each chosen discipline. • Create a portfolio showing evidence of skills progression in each chosen discipline,	• Responding to a musical brief • Write an initial response to the brief (2 hours, exam conditions) • Create a product using guidelines outlined in the brief.	• Complete and refine product based on the brief outlined by Pearson. • Write an analysis of how the finished product aligns with the initial response to the brief and with the original brief.

Year 7

In Year 7 students lay the foundation for their secondary music education, learning about the fundamental components of music, gaining basic proficiency in instrumental performance and learning to engage with musical technology.

In term 1, students are introduced to the key elements of music- pitch, tempo, dynamics, texture, structure, and timbre. Using body percussion and Djembes, they learn to perform and recognise pulse and rhythm. They are then taught to read,

create, and perform from graphic scores. They gain an understanding of rhythm grids, ostinato, and cyclic rhythms.

In the second term, students develop effective keyboard technique. They learn to read and perform treble clef staff notation, compose simple melodies using major triads, and perform pieces with sharps, flats, and in simple time signatures

They are then introduced to the instruments of a symphony orchestra, studying the sonority of individual instruments and learning to perform simple arrangements of famous orchestral pieces.

In the third term, students learn to identify instruments and textures in folk music. They create folk-inspired arrangements and are introduced to BeepBox, Bandlab and Soundtrap as a means to explore new methods of composition.

Year 8

In year 8 students develop their skills in composition and arrangement through sequencing software. Drawing upon their understanding of musical notation and chords, students employ these tools to create compositions and arrangements that effectively convey mood, atmosphere, and narrative while expanding their knowledge to include bass clef notation.

Throughout the first term, they explore popular conventions and pop structures. Engaging in a diverse repertoire of pop songs, students develop their vocal and keyboard ability. Pupils also explore chord structures using keyboards. Through solo performances and collaborative efforts within larger groups, students not only develop their musical skills but also foster a sense of camaraderie and artistic expression.

The second term's learning focuses on Reggae music, introducing offbeats, hooks and riffs. Students build on previous knowledge of music ICT by creating and arranging Reggae music using DAWs such as Bandlab and Soundtrap.

In the third term students learn the origins of the blues, characteristics of the blues including call and response, improvisation and the 12 bar blues. Pupils will learn how to perform the 12 bar blues on keyboard using chords in the right hand and adding a walking bassline to the left hand.

They are then introduced to the world of Musical theatre, beginning with Opera and culminating in West End productions. Students learn to listen and appraise critically, form opinions and perform well-known songs.

Year 9

In Year 9, students continue to expand their skills in performance, composition and

music technology.

In term 1, they study rhythms and textures in dance music. By exploring dance music from different times and places, they learn to recognise simple and compound time signatures, identify differences and similarities between dance styles and gain understanding of different cultures and traditions. As a natural progression, they then study Electronic Dance Music (EDM), using Bandlab and Soundtrap to compose EDM loops and experimenting with different effects within DAWs to create original works.

In the second term, students are introduced to music in Media including Film Music, Video Game Music and Advertising Jingles. Students learn about devices and techniques used in film music and explore the role of music in media, exploring the effect of music on mood, setting and character development. Students are encouraged to develop their keyboard skills further, using midi keyboards to input music to DAWs where they can be produced.

In the final term, students learn about popular music from the 1950s to the present, learning to arrange and perform cover versions of popular songs individually and in groups. This process allows students to integrate and showcase the vocal and instrumental skills they have acquired throughout the year.

Year 10 & Year 11

In Years 10 and 11, students undertake the Pearson BTEC Level 1/2 Tech Award in Music Practice, a vocational qualification designed to equip students with practical skills in music performance. This course offers students extensive opportunities to develop their abilities both as solo performers and ensemble musicians. Throughout the course, students explore a diverse range of musical genres and styles, gaining insight into the conventions, as well as the melodic and rhythmic characteristics inherent to each style.

Additionally, students benefit from dedicated time and structured guidance to enhance their instrumental proficiency on a chosen song, as outlined by the exam board's specific brief. This focused approach allows students to engage in thorough practice and rehearsal, facilitating their musical growth and readiness for assessment.

Time allocated

At SHLA KS3 receive 1 hour of music per week while KS4 receive 2 hours 45 minutes per week.

Year 7	Year 8	Year 9	Year 10	Year 11
1 x 55 minutes	1 x 55 minutes	1 x 55 minutes	3 x 55 minutes	3 x 55 minutes

Special Educational Needs & Disabilities

At SHLA, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes.

Links to Local Music Hub

SHLA collaborates closely with Bedfordshire, Luton and Milton Keynes Music Hub (BLMK), formerly Milton Keynes Music Hub. BLMK Hub provides cost-effective instrument rental for whole-class use, fostering whole-class ensemble participation. There is also access to Saturday music orchestras and groups available. A link to Hub website can be found here: <https://miltonkeynesmusichub.co.uk/music-centre/>

SHLA employs MK Music Coop teachers to deliver instrumental lessons across years 7-11. A range of instruments including Keyboard, guitar, electric guitar, bass, drums and voice is available. A link to the website can be found here: <https://mkmusiccoop.com/>

Music Qualifications

SHLA offers students the opportunity to pursue the vocational Pearson BTEC Level 1/2 Tech Award in Music Practice during Key Stage 4. In addition to this, students

across all key stages have the option to undertake graded music examinations with peripatetic teachers, should they choose to engage in this opportunity.

Part B: Co-curricular Music

This section addresses the opportunity pupils at SHLA have to sing and play music outside of lesson time. Students have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental groups, as well as co-curricular clubs that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups & Clubs

SHLA offers a range of instrumental and vocal groups as well as clubs that are offered free of charge which are open to all students across all year groups. Rehearsals and clubs take place in specialist music areas such as the music department, the peripatetic instrumental rooms, or the Performance Area where

appropriate.

- **Music Club**

Music club is available twice per week at lunchtime to students wanting to expand their knowledge or improve their skills in keyboard, guitar or singing. Students are supervised in the music room as they experiment and rehearse individually or in small groups.

- **Rock Bands**

Students have the opportunity to form their own bands with peers, supported by dedicated teacher guidance. Practice room space is made available to facilitate the development of their ensemble, instrumental, and vocal skills. This structured environment encourages students to refine their musical abilities and collaborate effectively, preparing them for performances and further musical pursuits. This is open to all year groups but with particular focus on BTec Music pupils.

- **Choir**

The choir is open to students from all year groups. The repertoire includes songs specifically chosen to accommodate multiple-part harmonies, providing a rich and layered vocal experience. Additionally, the group offers numerous opportunities for solo performances, allowing students to showcase their individual talents within the ensemble. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making.

- **Performing Arts group**

Pupils from years 7-11 have the opportunity to join the performing arts group which focuses on performances of well known musicals. It gives the opportunity to audition for vocal parts and incorporate elements of drama. This results in a yearly performance of the group's hard work.

Peripatetic Offer

SHLA offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to

one basis.

Instrument Choices

- **Keyboard:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information

SHLA charges a fee for peripatetic music lessons to cover the costs of hiring specialist instructors. However, the school is committed to ensuring that all students are able to access this offer and potential remissions are available on a case-by-case basis. The following fee structure is in place:

- **Standard Lessons KS3:** The charge for individual 30 minute lessons is £18 paid directly to MK Music Coop.
- **Standard Lessons KS4:** The school provides instrumental lessons for free for any pupil undertaking BTec Music.

Subsidised Lessons: Students that are interested in lessons but require some financial support to access these are offered lessons at a reduced rate decided on a case-by-case basis.

Free Lessons: In certain circumstances, such as for students that access free-school meals, or those in care, music tuition is offered free of charge. Parents or carers can apply for this support through the school's finance department.

Instrument Hire: Instruments can be hired through BLMK Music Hub. Information about these fees can be found [here](#).

Application and Support

Parents or carers interested in enrolling their KS3 child in peripatetic music lessons should complete a digital enrolment form found on the Rhythm Room website. Pupils taking on BTec Music at KS4 will automatically be enrolled into instrumental lessons of their choice.

Peripatetic lessons at SHLA are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students receive high-quality instruction tailored to their individual needs, ensuring that every child has the opportunity to develop their musical abilities to the fullest.

Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events.

Within the academic year there are several additional musical opportunities that take place.

- **Performing Arts Club show**

- SHLA runs a Performing Arts club, combining music and drama. Each year a musical is chosen, giving students from years 7-11 to audition for a part. This culminates in a performance to the school and parents in the Summer term.

- **Summer Concert**

- During the Summer term, students who do not take part in the Performing Arts club show are given the opportunity to perform. They are invited to make musical contributions, performing pieces they have been practicing throughout the year. This event features a variety of ensemble and solo acts, allowing students of all abilities to showcase their progress. This also includes demonstrations of Music ICT compositions.

- **Trips to Musicals and Performances**

- SHLA offers students the chance to attend live musicals and music performances spanning a range of genres. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips range from free to a small fee – students that come from low income families are offered subsidised or free tickets on a case-by-case basis.

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- **any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.**
- **High-quality music provision examples:**
 - **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**