

Overview

Detail	Information
Academic year that this summary covers	September 2024- July 2025
Date this summary was published	2 September
Date this summary will be reviewed	July 2025
Name of the school music lead	Mr E. Prior
Name of school leadership team member with responsibility for music (if different)	Mr E Cole
Name of local music hub	ELMA
Name of other music education organisation(s) (if partnership in place)	Queens Theatre ELAT Music leads

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.

- Key stage three music lessons are on a **carousel and currently receive one hour per fortnight** with a subject specialist. Students are taught in mixed ability groupings and study music throughout the academic year.
- The music curriculum develops from the KS 2 national curriculum. The schemes of work throughout KS 3 are refined to ensure that the students lessons are engaging, enthusing and enriching in their studies and to support progression for every young person who wants to pursue music beyond the curriculum. The KS3 curriculum prepares students for the demands of a BTEC whilst providing a curriculum that stimulates and generates a life-long intellectual curiosity, creativity, and love for the
- Creative Arts, besides nurturing holistic, transferable (and employability) skills for all.



Year 7

What students will study

■ **Vocal Skills**

Students will learn to use their most easily accessible instrument: the voice. They will develop their confidence as a soloist and as part of an ensemble.

■ **Rhythm Skills**

Students will learn to read and perform rhythm and drum notation. They will develop their ability to perform in time using the chair drum and drum kit.

■ **Keyboard Skills**

Students will learn how to perform chords and melodies simultaneously using the correct hand positioning on the keyboard.

How progress in Music is assessed

In each unit of learning, pupils will have three assessments based on the fundamental strands of

learning. In music, pupils are assessed across three strands of progression:

■ **STRAND 1: Performing**

Students will be assessed on their technical skills through a variety of standard band instruments.

They will be expected to read the associated notations for that instrument and to perform with accuracy, fluency and musicality.

■ **STRAND 2: Composing**

Students will be assessed on their ability to think creatively and to structure their composition in a coherent way. They will be expected to record their composition using the appropriate notations so that these can be read and performed by others.

■ **STRAND 3 – Listening**

Students will be assessed on their aural skills. They will be identifying different dynamics and tempos

using the Italian terminology. They will identify orchestral instruments aurally and visually.



Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

Year 8

What students will study

■ **Guitar Skills**

Students will learn to read and perform the appropriate notations for contemporary guitar playing. They will confidently perform chords and tablature, seeing themselves in the roles of both accompanist and soloist.

■ **Composition Skills**

Students will learn the stylistic features of horror music for film. They will know the compositional conventions used and apply them using music software.

■ **Blues Skills**

Students will learn the stylistic features of Blues music. They will know the compositional structure and demonstrate their understanding using the keyboard.

How progress in Music is assessed

In each unit of learning, pupils will have three assessments based on the fundamental strands of learning. In music, pupils are assessed across three strands of progression:

■ **STRAND 1 - Performing**

Students will be assessed on their technical skills through a variety of standard band instruments.

They will be expected to read the associated notations for that instrument and to perform with accuracy, fluency and musicality.

■ **STRAND 2 - Composing**

Students will be assessed on their ability to think creatively and to structure their composition in a coherent way. They will be expected to record their composition using the appropriate notations so that these can be read and performed by others.

■ **STRAND 3 - Listening**

Students will be assessed on their aural skills. They will be identifying changes in dynamics and tempos using the Italian terminology. They will identify ensembles aurally and visually.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

Year 9

What students will study

■ **Solo Skills**

Students will enhance and refine their skills on a chosen instrument covered in Year 7 and 8. They will learn to be more disciplined in their approach to practice, stage craft and playing expressively.

■ **Band Skills**

Students will learn the stylistic features of pop music. They will learn, practice and master their given part to be able to play successfully as part of an ensemble.

■ **Exploring Genres**

Students will learn the stylistic features of popular music of the late 1800s to the early 1900s. They will know the structure and other techniques needed in order to perform in a given style.

How progress in Music is assessed

In each unit of learning, pupils will have three assessments based on the fundamental strands of learning. In music, pupils are assessed across three strands of progression:

■ **STRAND 1 – Performing**

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They will be expected to read the associated notations for that instrument and to perform with accuracy, fluency and musicality.

■ **STRAND 2 – Composing**

Students will be assessed on their ability to think creatively and to structure their composition in a coherent way. They will be expected to record their composition using the appropriate notations so that these can be read and performed by others.

■ **STRAND 3 – Listening**



Students will be assessed on their aural skills. They will be expected to identify changes in dynamics and tempos using the Italian terminology. They will be expected to identify ensembles aurally and visually.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

KS4

Students will study Pearson BTEC Tech Award Level 1/2 in Music Practice. Throughout this qualification students will develop their understanding on the following areas: Music History Music Production/performance and composing. Across key stage four students will study 3 components:

- **Exploring Music Products and Styles**

Students study a range of musical styles and genres exploring production techniques and key features. Students will also have the opportunity to explore the following practical products: live performance, audio recording, composition for media, such as film, TV, adverts and computer games or original song or composition and Digital Audio Workstation (DAW) project.

- **Music Skills Development**

Learners will develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

- **Responding to a Music Brief**

Learners will develop and present music in response to a given music brief.

Inclusivity and SEND [SEND-Information-Report-2023.pdf \(brittons.havering.sch.uk\)](https://www.brittons.havering.sch.uk/SEND-Information-Report-2023.pdf)

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.

Brittons Academy is currently offering the opportunity of weekly music lessons taught by specialist teachers. Students can choose from: drums, guitar, bass guitar, piano and violin.



20 minutes weekly lesson - £10 per session.

30 minutes weekly lesson - £15 per session.

PP students currently receive free music lessons.

The school is presently offering free rock band ensemble sessions currently run after school hours. Pupils have access to three practice rooms that may also be used for solo and band rehearsals during break, lunch and after school hours.

Interventions run during lunch and after school.

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.

Historically, music students have taken part in a winters concert where students have the opportunity to showcase a range of skills from solo instrumentalists and singers to Rock/Pop ensembles.

Last year students had the opportunity to attend a live performance of La Boheme at the Royal Opera House.

In the future

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

Weekly Timetabled Curriculum Music

We currently offer one hour a fortnight. I would like to increase this to one hour per week so that the curriculum has more depth and is less intensive as the students would have more time to absorb information as well as having more time with a music specialist.

I would like to develop the curriculum to include music production, giving student's the opportunity to learn how different genres and styles are created, recorded and produced. As stated in the National Plan for Music Education "Music technology is planning an increasingly important role in delivery of the Key stage 3 curriculum".

Students can learn not only how to use music software to create music but also to understand the cultural and the theoretical importance of how music is made i.e students can develop an understanding of how the musical elements are used throughout music production.

Students can also use music technology to strengthen their understanding of music theory i.e. recording music into a DAW can be manipulated in a multitude of ways which can be linked to music theory this can be further linked to composition.

Increased access to lessons across a range of instruments.

I would like to expand the range of instruments that are available to the students into a wider range that will include brass, woodwind and a wider variety of string instruments.

A school choir or vocal ensemble.

I would like to expand the School Choir making it as accessible to as many students across ks3/4.

A termly school performance.

In addition to a termly school performance, I would like to introduce lunchtime concerts/ pop up concerts to give the students as many opportunities as possible to perform.

I would like students to have the opportunity to enjoy live performance at least once a year experiencing a range of different cultures and styles.