

Music development plan summary: Brighton Hill Community School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	June 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Frances Connell
Name of school leadership team member with responsibility for music (if different)	Hayley Humphreys
Name of local music hub	Hampshire Music Service
Name of other music education organisation(s) (if partnership in place)	None

Part A: Curriculum music

At Brighton Hill Community School we have a vibrant and varied music program designed to allow students to grow as musicians, as creative thinkers and to build resilience and confidence for the future.

In Key Stage Three we currently have one fifty minuets lesson a week curriculum time for year 7 and have a half termly rotation between music and dance in year 8.

As well as frequent singing opportunities in class, we also have access to a set of steel pans, keyboards, Ukuleles, Guitars, Bass, Drum kits and a range of percussion instruments (Samba) for whole class music making.

We have a healthy uptake of students choosing to learn across a wide range of instruments (Piano, Keyboard, Vocal, Woodwind, Brass and Violin. Drum kit and guitar lessons are provided by our private teacher) with our peripatetic staff team from Hampshire Music Service, with the majority of students working through the Hampshire Music Service “Stages” and with some opting to take ABRSM, Rock School or Trinity graded examinations. These are usually arranged by the peripatetic staff.

We look to explore music mainly through practical composition and performance at KS3. However, to address feedback from Music Mark and the most recent Curriculum review, we have decided to introduce a discreet Music Theory unit of

work to support students in building their knowledge around note reading (pitch and rhythm).

Below is a summary of our Key Stage 3 curriculum:

Year 7:

<u>Autumn 1</u>	<p>Music Theory: Rhythm Notation Focus</p> <ul style="list-style-type: none"> • Students will learn about western rhythm notation, including rest and dotted notes. • Students will learn about time signatures and bar lines • Students will learn to clap basic rhythms • Students will learn how to accurately present musical notation in their book <p>Summative Assessment: Students will be assessed across three areas: Musical thinking, music making and musical understanding. Students will be able to aurally identify simple 4/4 rhythms (MT) Students will be able to create their own a four-bar rhythm using notation, rests and dotted rhythms (MM) Students will complete a formal written assessment on the content above (MU)</p>
<u>Autumn 2</u>	<p>Music Theory: Pitch Notation & intro to Keyboard skills</p> <ul style="list-style-type: none"> • Students will learn about the purpose of the treble clef • Students will learn how to read the pitches on a treble clef stave • Students will learn how to draw accurate stems onto notation and what accidentals are • Students will learn how to place their hand correctly on the keyboard • Students will learn how the pitch notation on the stave relates to the notes on the keyboard • Students will learn to play a simple melody on the keyboard <p>Summative Assessment: Students will be assessed across three areas: Musical thinking, music making and musical understanding. Students will be able to aurally identify simple 4 note pitches (MT) Students will be able to perform a simple melody in the treble clef on the keyboard (MM) Students will complete a formal written assessment on the content above (MU)</p>
<u>Spring 1</u>	<p>The Baroque Period & Keyboard skills cont.</p> <ul style="list-style-type: none"> • Students will be able to use relevant musical terminology when talking about the Baroque Period. • Students will be able to recall some knowledge about the culture and history of the Baroque Period including when, where and how the genre came about. • Students will be able to aurally identify features of the Baroque Period. • Students will learn about some famous Baroque Composers • Students will learn about the Bass Clef and the correct left hand position on the keyboard • Students will be able to play the ground bass <p>Summative Assessment: Students will complete a formal written assessment about the feature of the Baroque Period (MU) Students will play the ground bass on the keyboard (MM)</p>
<u>Spring 2</u>	<p>Intro to Musical Elements & Keyboard (ensemble) Skills Cont.</p> <ul style="list-style-type: none"> • Students will learn what dynamics are and some Italian terms to help them describe dynamics • Students will learn what Tempo is • Students will recap what Pitch is through Treble and Bass Clef • Students will work on ensemble skills by participating in group work to perform Canon in D on the keyboard • Students will learn what texture is and how they can apply it to their ensemble • Students will learn what Timbre is • Students will recap what rhythm is from Autumn 1 <p>Summative Assessment: Students will be assessed across three areas: Musical thinking, music making and musical understanding. Students will be able to aurally identify changes in musical elements and use appropriate words to describe them (MT) Students will perform Canon in D in groups of 4 as an ensemble (MM)</p>
<u>Summer 1 & 2</u>	<p>The Blues</p> <ul style="list-style-type: none"> • Students will be able to use relevant musical terminology when talking about their Blues work • Students will be able to recall some knowledge about the culture and history of the Blues including when, where and how the genre came about. • Students will be able to use some or all of the features of the Blues in their Blues composition • Students will be able to aurally identify features of the Blues genre • Students will develop their keyboard skills by learning how to play a chord using correct hand shape on the keyboard • Students will learn how to create their own lyrics using blues structures • Students will learn how to create a simple improvisation using the blues scale • Students will perform their own rendition of 'The Cross Road Blues' in groups as an ensemble <p>Summative Assessment:</p>

Students will be assessed across three areas: Musical thinking, music making and musical understanding.
 Students will be able to aurally identify feature of the blues in listening tasks (MT)
 Students will complete a written assessment about the musical features of the Blues (MU)
 Students will perform their own rendition of the 'Cross Road Blues' as part of an ensemble for assessment usually in the final week of the half term. (MM)

Year 8: (On rotation with dance)

<u>Autumn Term</u>	<p>Riffs</p> <ul style="list-style-type: none"> • Students will be able to identify and correctly name the structure of a pop song. • Students will know what the primary chords are in the key of C and use them to create a chord sequence. • Students will be able to explain what a Riff is and compose a short Riff for their chord sequence. • Students will be able to identify and recall (including aurally) the names of the parts of a traditional drum kit. • Student will be able to use appropriate drum kit sounds to create an appropriate drum beat on the keyboard. <p>Summative Assessment: Students will be able to perform a chord sequence, drum beat and riff in time as an ensemble.</p>
<u>Spring Term</u>	<p>Minimalism</p> <ul style="list-style-type: none"> • Students will be able to aurally identify the musical features of Minimalism • Students will be able to use relevant musical terminology when talking about their Minimalism work • Students will be able to perform one part from Time Lapse with accuracy within an ensemble • Students will be able to recall some knowledge about the culture surrounding the movement of Minimalism • Students will be able to identify and interpret some basic western rhythm notation <p>Summative Assessment: Students will perform 'Time Lapse' in groups on the keyboard demonstrating some experimentation of the feature of minimalism. E.g. unusual timbre, musical layers</p>
<u>Summer Term</u>	<p>Gamelan</p> <ul style="list-style-type: none"> • Students will learn about the historical and cultural features of Gamelan Music • Students will learn about the use of pentatonic scales and heterophonic texture • Students will learn about Rondo Form • Students will learn to play a part in the theme in Gamelan style in small groups • Students will create their own episode using pentatonic scale and learn their part • Students will performance as part of a class rondo form assessment <p>Summative Assessment: Students will perform the theme and their groups episode as part of a rondo form assessment in the style of Gamelan.</p>

The allocation of class time is different in years 9, 10 and 11 (Key Stage 4) where each year group receives three 50min lessons across the week. This is usually split into one 'double' lessons and one 'single' lesson.

Currently we are with AQA GCSE Music. The course is split into three units of work: Listening & appraising 40% (Exam), Performing 30%- 15% Solo, 15% Ensemble (Coursework- NEA), Composing 30% - 15% Free Composition, 15% Composition to a brief (Coursework-NEA).

All coursework is due to be completed and handed in by the Easter Holidays (April) and is marked and moderated internally, and then also moderated externally before submission to AQA. The Listening & Appraising Exam is usually in May/June.

A brief summary of the Key Stage 4 Curriculum can be found below:

Year 9:

<u>Autumn 1</u>	Introduction to Music Theory and Sibelius
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	<ul style="list-style-type: none"> Students will be introduced to the GCSE Music specification and develop an understanding of the core content and 3 main strands of assessment: performance, composition and listening skills. Students will be introduced to music theory including; pitch notation, rhythm notation, time and key signatures, scales (Circle of 5ths), modulation, cadences, primary and secondary chords (including inversions), harmony progressions. Students will show their response to feedback practically upon immediate feedback given, as well as through formal written responses – to make improvements. Students will learn Italian terms for performance directions <p>Summative Assessment: Music theory written assessment</p>
Autumn 2	<p>Introduction to Performing (Solo)</p> <ul style="list-style-type: none"> Students will be introduced to the GCSE Music specification for Unit 2 performance to develop an understanding of the success criteria through distribution of the performing mark scheme and use of previous work to appraise and use as models Students will be able to perform a piece of music (solo) to a level appropriate for their current standard Students will use their understanding of key terminology within the mark scheme to improve their work Students will show their response to feedback practically upon immediate feedback given, as well as through formal written responses – in order to make improvements Students will develop independence when rehearsing their performance Students will develop resilience when practising <p>Summative Assessment: Students will perform a solo piece on their chosen instrument</p>
Spring 1	<p>Introduction to Western Classical Tradition</p> <ul style="list-style-type: none"> To learn about the features of the Baroque, Classical and Romantic periods of western classical tradition through compositional tasks. Students will consider the differences and similarities between these periods through exploring the strands of learning (musical elements) To identify the musical features of the Baroque dance suite. To identify the features of the concerto and the concerto grosso. To identify the musical features of the Classical and Romantic period, including the classical concerto and cadenza. To identify the musical features of the Sonata. To identify different chamber ensembles including music for voices. To prepare for future composing controlled assessments and the listening and appraising exam. <p>Summative Assessment: Students will use Sibelius to create three mini compositions in the style of each of the musical periods over the course of the half term to be assessed</p>
Spring 2	<p>Introduction to Popular Genres</p> <ul style="list-style-type: none"> To identify the musical features of the Blues. To be able to listen to and appraise the blues and compose in the genre. To identify the musical features of music from the 1960s, including R'n'B, Rock 'n' Roll, Gospel, Ballads and Folk influenced Rock. To identify the musical features of Rock music To identify the features of a song for a musical. To identify the features of film music. To explore these genres through small compositional tasks and by considering the differences and similarities in the musical elements between them. <p>Summative Assessment: Students will complete three mini composition tasks during the course of the half term which will be recorded for assessment</p>
Summer 1	<p>Introduction to Traditional Music</p> <ul style="list-style-type: none"> Students will be introduced to World Music Genres such as: Indian Music, African Music, Music of the Caribbean, Gamelan and Samba Students will learn about the musical features of these genres and then complete a mini composition task or performance task where they will use their knowledge to compose/perform in the style of the genre. Students will be able to recall musical features from each genre. Students will be able to aurally identify the genre and the musical features from the genre. <p>Summative Assessment: Students will compose and perform in the following genres; Reggae, Samba and Gamelan</p>
Summer 2	<p>Introduction to Performing (Ensemble)</p> <ul style="list-style-type: none"> Students will be introduced to the GCSE Music specification for Unit 2 performance to develop an understanding of the success criteria through distribution of the performing mark scheme and use of previous work to appraise and use as models. Students will be able to perform a piece of music (ensemble) to a level appropriate for their current standard. Students will use their understanding of key terminology within the mark scheme to improve their work. Students will show their response to feedback practically upon immediate feedback given, as well as through formal written responses – in order to make improvements. Students will develop independence when rehearsing their performance. Students will develop resilience when practising. <p>Summative Assessment: Students will perform and have recorded an ensemble performance on their instrument.</p>

Year 10:

Autumn Term	<p>Unit 2 Performing (Solo & Ensemble)</p> <ul style="list-style-type: none"> • Students will work on two performances, one solo and one ensemble which they perform at half term as an interim assessment and then again before Christmas • We will listen to old performances with the success criteria and discuss what makes a good performance overall • Students will learn about appropriate warm up and practise technical exercises on their instrument to help them improve their instrumental technique and their performance <p>Summative Assessment: Performance of a solo and ensemble piece which will be recorded</p>
Spring 1	<p>Composing Preparation & Aural Perception Skills</p> <ul style="list-style-type: none"> • Students will focus on recapping and exploring the Musical elements covered in year 9 by creating a musical Glossary • Students will listen to a wide range of familiar and unfamiliar music to gain confidence in listening to something new • Students will practise and improve their aural perception skills through listening tasks based around the musical elements <p>Summative Assessment: Students will complete a past Unit 1 Listening Paper (section A: unfamiliar music)</p>
Spring 2 & Summer Term	<p>Free Composition (Unit 3) – Coursework (15% - double lessons) & Set Works (Single Lessons)</p> <ul style="list-style-type: none"> • Students will evaluate examples of compositions and assess how well they think they work against the success criteria • Students will create a musical feature glossary to use in the compositional process for ideas • Students will complete the compositional process of: Research - Stimulus selection – research – improvisation – selecting / discarding harmonic and melodic patterns and motifs, experimenting, developing and refining their work. • Students will create their own composition lasting a minimum of 1 min 30 secs. • Students will select their own style/genre, instruments and musical features that are appropriate. • Students will write a short passage that helps to explain the compositional intent of their work. • Students will learn about the Queen Set Works in their single lessons <p>Summative Assessment: Work in progress is submitted at the end of the half term for ongoing assessment. Mini assessments for each Queen song.</p>

Year 11:

Autumn Term & Spring	<p>Composing to a Brief (Unit 3) & Mozart Set Works</p> <ul style="list-style-type: none"> • Students will be given the prescribed compositional brief, released from AQA mid-September. • Students will recap the compositional process through recapping the musical feature glossary created in year 10 and reflecting upon what worked well and what didn't during the compositional process in year 10. • Students will complete the compositional process of: Research - Stimulus selection – research – improvisation – selecting / discarding harmonic and melodic patterns and motifs, experimenting, developing and refining their work. • Students will create their own composition lasting a minimum of 1min30secs. (Must total 3mins with previous composition) • Students will select their own style/genre, instruments and musical features that are appropriate. • Students will write a short passage that helps to explain the compositional intent of their work. Clearly referencing how their work, fits the exam board's brief. • Students will be able to answer questions on Mozart's Clarinet Concerto, specifically the final movement. (Single lessons) <p>Summative Assessment: Students will submit their compositions for ongoing assessment and submit their program note for the brief composition. Students will complete mini assessments on the Mozart Set Work.</p>
Spring 2	<p>Completion of all Coursework for final submission</p> <ul style="list-style-type: none"> • Students will ensure that both their free and brief composition is completed, including the CRF and program note ready for moderation and submission • Students will have their final chance to record a solo and/or ensemble performance ready for moderation and submission • Students will continue to revise key terminology and practise listen skills for the Unit 1 paper

	<ul style="list-style-type: none"> Students will continue to revise both the Paul Simon and Mozart Set works for the unit 1 listening paper Summative Assessment: Completed coursework ready for moderation and submission
Summer 1	<u>Listening and Appraising – Set works revision</u> <ul style="list-style-type: none"> Students will continue to revise the keywords and their meaning. Students will continue to revise the set works (Mozart & Paul Simon) through the Strands of learning. Students will complete practise listening tasks and past papers to improve exam technique and therefore grades. Summative Assessment: GCSE Listening Exam in June

Generally, our uptake at GCSE has been mixed over the years, with classes being around 10 or just under which is the national average. Overall music results have been fairly successful with most students gaining a higher pass. Many students go on to take music at college and a few have gone on to pursue a career in this field.

Part B: Co-curricular music

At Brighton Hill Community School we aim to provide as many, varied extra-curricular music opportunities as we can, to allow our students the chance to develop their musical skills beyond the core curriculum. These usually take place after school from 3pm till 4pm in the music department. We advertise these with posters around the Expressive and Performing Arts department, which is also shown in the pastoral daily bulletin for each year group as well as being part of the whole school extra-curricular booklet that goes home to parents and carers.

We currently offer the following clubs/ensembles:

Monday – Orchestra (FED)

Tuesday – Band Workshop (RPR)

Wednesday – Woodwind Ensemble (LSS), Music Ambassadors (FED)

Thursday – Steel Pan Band (Charged sessions) (FED), Choir (GPR)

Friday – Reserved for House events (usually x3 music house events per year)

In addition to the formal ensembles and clubs, we also have regular groups of students who use our practise rooms after school to rehearse in their own bands and smaller ensembles.

Years 10 and 11 students are also allowed to return at lunch or after school to use our small music ICT room to complete compositional coursework using Sibelius.

As mentioned in part A, we also work in partnership with Hampshire Music Service to provide the chance for students to learn a musical instrument or to sing. Unlike many other secondary schools, we offer lessons that are paid for on a termly basis rather than a yearly one. We offer group lessons; the current annual cost of group instrumental/vocal lessons is £300, which is divided into three equal payments of £100 per term, and also individual lessons currently £450 per year, which is divided into three equal payments of £150 per term. Steel Pan tuition is £150 per year, which is divided into three equal payments of £50 per term. We also offer assistance with fees for students who are entitled to Free School Meals. In such cases, instrumental/vocal tuition will be reduced to £150 per year, which is divided into three equal payments of £50 per term. We have also been able to provide Pupil Premium students with free instrumental lessons if they choose to take Music GCSE in the past.

We often work in collaboration with families to ensure that students have access to the instruments they need at home to practise if this is a barrier and loan out certain instruments, otherwise we also offer for students to arrange a time to use our practise rooms to do some practise in for instruments we are unable to hire out, for example, Drum Kit.

In an effort to improve uptake from year 6 to year 7, we have been working closely with HMS and our local primary schools to get the information out early to parents as part of the transition process. Our peri staff are excellent at being proactive in connecting with the primary school teachers and introducing themselves to the students. We are also looking at other ways we can support this transition- please see part D: 'In the future'.

To encourage uptake within school and also to help with the decline in certain instrumental areas, such as woodwind, we have run 'Introduction to' schemes where students can pay half prices for 6 weeks and have free instrumental hire to see if this is something they would like to pursue. Last year we had a 33% uptake for woodwind instruments from this incentive and we are looking to run it again for Woodwind and Viola this year.

Finally, to take part in the school house system, Music Ambassadors run two KS3 and one KS4 house events on a Friday that are open to all students (not just those who have a particular interest in music).

Part C: Musical experiences

At Brighton Hill we encourage students to perform and share their musical experiences with others.

We have three concerts a year at the end of each term currently; a Christmas Concert held at a local church, a Spring Concert held in our school theatre that has an emphasis on GCSE music students performing and each year we rotate between a summer showcase and a production, also held within the school theatre. The last production we did was Summer 2024: 'Grease', but we have also done 'Annie' and 'We Will Rock You' in years previous. This opportunity to work collaboratively with the other subjects within the Expressive and Performing Arts Faculty is invaluable for the students, where they gain the experience of auditioning, singing, acting and performing in a more professional setting, but also for our musicians who work hard as a pit band and help with some of the sound engineering. We are going to be doing 'The Addams Family' in July 2026, working not only with our current students, but also with ex-students who are coming to join us to bolster our numbers in the pit band. For this production we are pleased to have secured professional sound hire to give our students an experience using radio mics.

We do not charge tickets for the Christmas and Spring Concerts, but we charge a nominal amount for the summer showcases, and we charge more when we do productions to cover the cost of the licence purchase. For 'The Addams Family' I have been able to secure using an online ticketing platform to give a more professional feel to our audiences.

Students also have the opportunity to perform at other events, such as Awards, Presentation and Open Evenings. In particular, the steel pans are frequently requested at summer fetes and local community events to perform. Summer 2025 we supported a local NHS charity fete at Dummer, and we look forward to working with them once more.

This year we have been building our links with the local primary schools and our local college- Queen Mary's College. Year 11 GCSE students have visited QMC to record their solo and ensemble NEAs in their professional studio.

As a faculty, a biannual trip to New York is run and this is offered to GCSE Music students. We also run trips to the theatre to see musicals when the chance arises, the last one we saw was 'Wicked' at the Mayflower Theatre in Southampton.

Alongside opportunities within school, Hampshire Music Service also runs local bands, orchestras and choirs that we encourage the students to join if they learn an instrument. We have also supported HMS with the relaunch of their singing program after COVID, with students participating in Vocal Workshops and then

singing at a local secondary school and also at the Anvil Theatre, Basingstoke to Primary Schools from all over Hampshire.

We are constantly looking at new opportunities for students to experience music outside the classroom, especially looking towards careers in the music industry, and building cultural capital with our students.

In the future

We are hoping to implement a few more opportunities for our students over the coming months and years and below outlines a few:

6 Months:

- 1. Improve transition from year 6 to year 7 for peri lessons. We continue to work in conjunction with HMS on this, but as a school we are hoping to have an information video sent out to the parents of year 6 students who have BHCS as their first choice secondary to help the students visualise how instrumental lessons work at BHCS. We will also be co-ordinating with the transition manager on potentially having the Head of Music speak at transition events about this as well as sending out the information as we currently as part of the transition pack. (2026 update: We are still working on creating a video for our instrumental transitions; however, FED has already been in touch with all year 6 parents via email to share the information and application booklet and is due to speak at the transition evening -24th June- about peri lessons to our year 6 parents)*
- 2. Make further links with feeder primary schools to offer workshops lead by music students for the primary schools. (2026 Update: Still an area to work on)*
- 3. Continue to build connections with the Anvil Arts to promote careers within the music industry. (2026 Update: Still an area to work on)*
- 4. Increase in presence of music around the school; more social media posts about what we are getting up to in the department, more performances in year group assemblies to celebrate our talent and promote the subject, including photos of our ensembles and clubs. (2026 update: EPA photos went ahead and were a huge success, currently waiting on where we can display the photos, I am looking to make this a bi annual event to try and keep our displays as up to date as possible, Snippets of recordings were asked to be released on social media, on a weekly basis. Music adds an article to every school newsletter.)*
- 5. Music allocated Governor to oversee the music development plan and check in with the Music department to ensure the department is getting the support required to develop the department. (2026 Update: The Governor associated*

with the EPA faculty has met with the HOF, but is yet to meet with me – Music & AHOF)

1-3 years:

- 6. Improve the ICT facilities for Music – Currently we do not have enough computers or tablets to introduce IT at KS3. As it is a requirement of the National Curriculum to have the use of IT within KS3 music. We are now looking into turning Music Room 2 into a computer suite with Macs and all new equipment and furniture. The hope is to then identify current schemes of work where we can incorporate some of the basic skills required at KS3 to then be able to build on this at KS4. (This will also include staff training in Music ICT software) (2026 update: Further consultation and quotes have been sought this year to move this forward liaising with the Eduthing curriculum lead.)*
- 7. Looking into vocational music qualifications that can run alongside the GCSE. We want to increase our uptake at KS4 and this may be an option to do this. So far we are investigating the Educas in Performing Arts (Music focused) and NFCE in Music Technology. (2026 Update: research has been done, but at the moment it is not appropriate to add further qualifications due to lack of equipment)*
- 8. Increase of Music Ambassador lead extra-curricular options (Update 2026: Music ambassadors have led House Events; the next step is going to be our next recruitment drive)*
- 9. Continued review of current Schemes of Learning and to see if any can be adapted to include more instruments. (2026 update: update of year 7 SOL to include music more music theory in response to findings from Music Mark and HMS, to support students with their musical experience at KS3)*
- 10. Improve the perception of music and learning an instrument within the school and the staff. (2026 update: FED to request a T&L slot in September to educate all staff about peri lessons, how they work and why they are valuable to our students)*

3-5 years:

- Return to weekly music lessons in year 8 and remove Dance and Music rotation*
- Turn Music Room 1 and current Music ICT room into a recording suite.*
- Employ another music teacher to be able to run 3 courses at KS4 – GCSE, Vocational and Music ICT*
- Increase percentage of students learning an instrument (2026 update: we currently have the highest number of students taking peri lessons at BHCS since 2011, and number for Sept 2026 already look promising)*

- *Increase the size and number of current ensembles*