

Music development plan summary: Queen Elizabeth's School

Overview

| Detail | Information |
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| Academic year that this summary covers | 2025/26 |
| Date this summary was published | 3/11/2025 |
| Date this summary will be reviewed | Sept 2026 |
| Name of the school music lead | Phill Hall |
| Name of school leadership team member with responsibility for music (if different) | C Humphreys |
| Name of local music hub | Dorset Music Service/Octagon Hub |
| Name of other music education organisation(s) (if partnership in place) | NA |

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/Level | Core Provision and Focus | Key Skills Developed |
|-----------------------------|---|---|
| Year 9 (Key Stage 3) | Mandatory Performing Arts Rotation (approx 11.5 hours). Students engage in a group performance and composition project using Djembe Drums (exploring Sub-Saharan African traditions and musical terms like Polyrhythm, Call and Response). This is followed by introductory instrumental | Ensemble playing, composition, music theory (notation, keyboard geography), and |

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| | workshops in Ukulele, Guitar, Bass Guitar, and Piano. | musical terminology. |
| Year 9 Option | Students choosing a Music option (approx 22.5 additional hours) complete a second Band Project to enhance instrumental/ensemble skills. This incorporates composition using Logic software (solo/pair collaboration) and advanced listening analysis using methods like MAD TSHIRTS (Melody, Articulation, Dynamics, etc.) in preparation for GCSE. | Advanced ensemble performance, music technology, and critical listening/appraisal skills. |
| Key Stage 4 (Years 10 & 11) | Option Subjects: Students may choose the Eduqas GCSE Music (Performing, Composing, and Appraising) to continue specialist study. | Academic specialism in the core disciplines of music. |
| Sixth Form (Level 3) | Academic and Vocational Pathways: A Level Music offers a traditional academic route focused on an anthology of works (including Film Music and Western Classical Tradition), high-level performance, and composition. The RSL Level 3 Music Practitioners course is a vocational option, focusing on Rock/Pop music, Music Technology, and Production , available as a Subsidiary Diploma | Academic musical scholarship and industry-focused vocational skills for HE or employment. |
| Inclusion (SEND) | Targeted support is provided for Special Educational Needs and Disabilities (SEND) students through differentiated tasks in practical lessons and raised support levels during complex composition and listening activities. | Fostering an inclusive environment through tailored teaching methods. |

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.

Summary of Co-Curricular Music Provision for Students

This document formally outlines the extensive co-curricular music provision at our institution, designed to provide diverse practical opportunities, enhance musical proficiency, and support student engagement across all ability levels. All co-curricular activities are offered **free of charge** to students.

1. Ensemble and Performance Opportunities

The music program's strength lies in a varied range of ensembles and performance experiences led by both departmental staff and highly qualified visiting specialists:

| Ensemble / Activity | Description and Focus | Target Audience / Level |
|-------------------------|---|---|
| School Choir | Directed by a Visiting Music Teacher, this ensemble performs at key school events (e.g., Welcome, Carol, and Remembrance Services) and community concerts. It focuses on choral singing, with scope for students to develop solo and harmony lead roles. | Open to all students across all year groups. |
| Percussion Group | Led by the Visiting Drum Teacher, this group is performance-focused, preparing repertoire for school concerts and local community engagements. | Open to all students across all year groups. |
| Jazz Band | A high-level, advanced ensemble focused on exploring various jazz styles. It is open to students proficient in Brass, Woodwind, and Rhythm Section instruments, and provides opportunities for vocalists to perform supported by the band. | Targeted at advanced musicians ; offers skills development in improvisation. |

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| Saxophone Ensemble | Directed by the Visiting Saxophone Teacher, this ensemble is primarily aimed at higher-level musicians . Parts are carefully tailored to accommodate and encourage musicians at earlier stages of their development. | Targeted at intermediate to advanced musicians. |
| Annual Musical Theatre Production | The Music Department supports the large-scale production by leading harmony singing rehearsals and running the Show Band . This offers students the valuable experience of performing in a live orchestral pit. | Open to students across all relevant instrumental and vocal disciplines. |
| Student-Led Rock Bands | Encourages independent musical practice and collaboration, allowing students to book practice rooms before school, at lunchtime, and after school to rehearse as soloists or as a band. | Self-directed opportunity for all interested students. |

2. Technology, Innovation, and Industry Links

Provision extends beyond performance to incorporate essential technical skills and career pathways:

- **Music Technology Club:** This new club, run by the Performing Arts Technician, focuses on practical application of music technology skills. Participants gain **practical, behind-the-scenes experience** by providing technical support for school music events.
- **Annual 'Battle of the Bands':** This new event promotes musical creativity and competition. It includes a partnership with the **local University Music and Sound Production department**, which provides guest judging and offers a **professional recording session** to the winning band, establishing valuable industry links.

3. Specialist Tuition and Outreach

- **Instrumental and Vocal Tuition:** The school maintains a strong team of **self-employed Visiting Music Teachers** who offer lessons across a **full range of instruments**.
- **Financial Support:** To promote equal access, **financial assistance** is offered to students who receive the **Pupil Premium** and wish to participate in instrumental lessons.

- **Cultural Visits:** The department organises regular trips for music students, including concerts and attendance at music events facilitated by organisations such as the **Octagon Hub** and the **Dorset Music Service**, broadening cultural exposure.

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.

This document outlines the diverse performance opportunities and valuable external links established to enrich the student musical experience throughout the academic year.

| Area of Engagement | Description and Scope |
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| Performance in School Services | Students engage musically in key ceremonial events. This includes mandatory participation in the Year 9 Welcome Service (learning and performing congregational songs) and opportunities for observation or engagement in the annual Remembrance Service and Carol Service . |
| Scheduled Concerts & Festivals | The department organises additional performance platforms, including a planned Spring Concert and participation in the summer ACEfest , providing varied contexts for students to showcase their practical skills. |
| External Cultural Trips | Students benefit from regular educational excursions to see professional concerts, significantly broadening their cultural exposure and appreciation for live music. |
| Careers and University Links | The school is actively forging partnerships to support post-16 progression. Planned initiatives include trips to events such as the Music Careers Expo (organised by Dorset Music Service) and established links with the local University to provide facility tours and lectures focused on Music Production . |

This provision ensures that students develop both practical performance skills and a clear understanding of career and educational pathways within the wider music industry.

In the future

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.

Further information (optional)

| Strategic Objectives for Music Development | |
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| Focus Area | Planned Development and Impact |
| Curriculum Expansion | We aim to broaden vocational and advanced learning pathways: |
| | * Key Stage 4 (GCSE): Introduce the BTEC Level 2 in Music , offering a more vocational and industry-focused option alongside the academic GCSE. |
| | * Key Stage 5 (A Level/BTEC): Expand the current Sixth Form offer to include the RSL Level 3 Extended Diploma , providing a |

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| | comprehensive vocational route for students interested in a career in contemporary music, performance, or production. |
| Performance and Technology | We plan to increase both the volume and diversity of practical engagement: |
| | * Performance Opportunities: Create more performance opportunities for all students across the school year. |
| | * Leadership and Technology: Implement leadership roles with a greater focus on Music Technology , covering both audience-facing and crucial behind-the-scenes production and technical roles. |
| External Partnerships | We will actively strengthen critical links to enhance student experience and progression: |
| | * Higher Education: Consolidate connections with Bournemouth University to secure further opportunities for workshops, guest lectures, and facility access. |
| | * County Services: Reinforce collaboration with the Dorset Music Service to benefit from professional events and resources. |
| | * Feeder Schools: Strengthen links with feeder schools to ensure continuity and early engagement in music education. |
| Regional Events and Outreach | We intend to become a hub for high-level student performance across the county: |

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| | <p>* Host Major Competitions: Plan to host prestigious county-wide events, such as the Dorset Young Musician of the Year and Dorset Musical Theatre Performer of the Year.</p> |
| | <p>* Expanded Competitions: Expand the annual Battle of the Bands event to include other local schools, culminating in a joint Grand Final competition.</p> |