

Music development plan summary: Midhurst Rother College

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Mr Janos Fabian
Name of school leadership team member with responsibility for music (if different)	C. Charpentier (Music Line-Management)
Name of local music hub	West Sussex Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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

Music at Midhurst Rother College is designed as a coherent journey from Key Stage 3 through GCSE and A Level, combining performance, composition, listening, appraisal, musical literacy and increasing independence.

At Key Stage 3, the revised Years 7-9 curriculum develops practical musicianship, ensemble skills, composition, notation, listening and subject-specific vocabulary through progressively challenging units. Schemes of work use structured starters, main activities, plenaries and differentiation so that SEND pupils, less-experienced musicians and the most able can all access appropriate challenge.

At Key Stage 4, pupils can study GCSE Music. The 2026 results analysis informs current planning: strong written examination performance is being maintained, while composition is a particular development priority. Year 10 and 11 provision therefore includes earlier composition development, regular drafting and feedback, performance monitoring, retrieval practice, listening/appraisal work and examination-style questions.

At Key Stage 5, A Level Music provides progression in advanced performance, composition, analysis and wider listening. The department is strengthening analytical writing, independent study and preparation for

higher-tariff examination questions. A Level Music Technology is planned for introduction from September 2027, broadening access to post-16 music through recording, sequencing, production, mixing, sound design and technology-based composition.

Across all key stages, assessment is increasingly used diagnostically. Common assessment points, retrieval practice, modelling and targeted intervention are intended to identify gaps early and translate pupils' musical potential into secure outcomes.

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 Areas of the Music Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Keyboard Skills	Programme Music	The Orchestra	Music for Stage	Introduction to Music Technology	Synths & Composing with Technology
Year 8	Music for Video Games	Form & Structure	Popular Music 1960s–1990s	Popular Music 2000s–2020s	World Music	Riffs
Year 9	Minimalism, Serialism & Expressionism	Club Dance & EDM	From Blues to Rock	Protest Music	Film Music	Songwriting
Year 10 GCSE	Performance & Theory Foundations	Musical Forms & Devices	Music for Ensemble	Film Music	Popular Music	GCSE Composition
Year 11 GCSE	Performance Development	Composition to a Brief	Areas of Study Revision	Free Composition	Performance & Appraising Revision	GCSE Examination & Progression
Year 12 A Level	Developing Performance	Vocal Music	Instrumental Music	Composition Techniques	Music for Film	Popular Music & Jazz
Year 13 A Level	Advanced Performance	New Directions	Fusions	Coursework Completion	Final Examination Preparation	A Level Assessment & Progression

Curriculum Progression

Curriculum Strand	KS3	GCSE	A Level
Performance	Keyboard, instrumental and ensemble development	Solo and ensemble performance	Advanced individual performance and recital
Composition	Creative composition, songwriting, riffs and structures	GCSE composition techniques and briefs	Advanced composition and coursework
Listening & Analysis	Musical elements, styles and contexts	Four Eduqas Areas of Study	Detailed set-work and contextual analysis
Music Technology	DAWs, MIDI, synthesis, electronic music and production	Technology supporting composition	Developing skills supporting progression to Music Technology
Musical Literacy	Notation, vocabulary, rhythm, harmony and structure	GCSE theory and terminology	Advanced harmony, score reading and analysis
Cultural Understanding	Orchestra, world music, popular music and 20th-century styles	Forms, ensembles, film and popular music	Vocal, instrumental, film, jazz, fusion and new directions

Part B: Co-curricular music

The department is developing a broad co-curricular programme that provides both inclusive entry points and pathways for advanced musicians. Provision includes General Choir, Chamber Choir for the most able singers, Boys' Choir, Jazz Band, Rock Band, Orchestra and Musical Theatre.

Music Psychology enrichment for Years 9-13 extends music beyond performance and composition into areas such as musical perception, memory, performance psychology, music and the brain, vocal development and musical identity. This provides an academic enrichment pathway and supports links with other subjects.

Pupils are encouraged to rehearse independently and collaboratively, develop leadership within ensembles and take part in performances. The department aims to remove barriers to participation, particularly for disadvantaged pupils, through access to school facilities, instruments and technology where available. Participation will be monitored so that co-curricular music represents a broad range of pupils.

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.

Part C: Musical experiences

Musical experiences are central to developing a visible and aspirational culture. The department aims to provide regular opportunities for pupils to perform to others through concerts, ensembles, showcases and musical theatre, while also celebrating composition and production work.

GCSE and A Level musicians are given opportunities to develop confidence through performance and rehearsal linked to their assessed work. The department will strengthen communication of concerts and musical successes through school channels and use performances to raise the profile of Music with pupils, parents and carers.

A priority is to increase opportunities for pupils to experience high-quality live music and to build further partnerships with external music organisations where appropriate.

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.

In the future

Priority 1 - Curriculum and pedagogy: fully embed the revised Years 7-9 curriculum, strengthen progression in musical literacy and independence, and ensure adaptive teaching provides appropriate challenge for all pupils.

Priority 2 - Outcomes and intervention: raise GCSE and A Level attainment through rigorous assessment, targeted intervention, structured revision, closer monitoring of composition and performance coursework, and stronger student ownership of learning.

Priority 3 - Participation and department culture: expand choirs, ensembles, performances and Music Psychology enrichment, increase student leadership and improve the visibility of Music across the college.

Priority 4 - Post-16 development: introduce A Level Music Technology from September 2027. This will provide a more accessible and industry-relevant pathway for pupils whose strengths lie in practical creativity, recording, production and digital music-making, complementing the existing A Level Music course and supporting Sixth Form recruitment and retention.

To support Music Technology, the department will audit DAWs, computers, MIDI equipment, microphones and recording facilities; develop staff expertise through CPD and examination-board training; and embed more sequencing, recording and production experiences within KS3 and GCSE.

By July 2027, success will be evidenced through a coherent curriculum from KS3 to KS5, stronger musical independence and literacy, timely intervention, improving examination outcomes, broader co-curricular participation, strong provision for highly able musicians and a more visible Music Department.

Further information (optional)

The department development cycle is organised around three phases. Autumn establishes curriculum, baselines, assessment, enrichment and intervention. Spring evaluates assessment and mock outcomes, intensifies Year 11/13 support and promotes GCSE and Sixth Form pathways. Summer reviews outcomes, participation and curriculum effectiveness and sets priorities for the following year.

Departmental CPD priorities include adaptive practical teaching, GCSE/A Level standardisation, questioning and listening, music technology, and vocal development including support for treble and changing voices.