



Leigh Academy
Strood

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Music Development Plan

Academic year 2025/26

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Leigh Academy Strood School Music Development Plan

Name of academy music lead	Laura Cadd
Name of local music hub	Kent Music Hub

Key Aims and Objectives:

As a thriving Music Department within the faculty of Performing Arts, we as a team believe we have the opportunity to foster a lifelong love of music in all our pupils. This is through a diverse and well structured curriculum as well as extra-curricular opportunities throughout pupils' academy career.

We believe every Pupil should have the chance to:

- Develop their own music taste through an appreciation of a wide variety of music styles from around the world.
- Create their own music through the use of key skills on different instruments as well as through the use of music technology such as BandLab and SoundTrap.
- Increase their confidence through regular opportunities to perform both within a classroom setting and to the wider academy community.

Part A: Curriculum

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 3 MYP Curriculum (Year 7, Year 8 and Year 9)

Over the three years of Key Stage 3, pupils undertake 1 lesson of Music a week for two terms before experiencing Drama and Dance for an equal amount of time. Musical skills are interwoven throughout our Performing Arts curriculum.

Year 7 Statement of Inquiry: Art can be used to express identity to an audience to develop and build relationships.

Criterion A: pupils explore the elements of music through reading traditional notation and applying it to learning basic keyboard skills.

Criterion B: pupils will work towards a final performance of a popular melody on the keyboard demonstrating the correct keyboard skills. They will also recreate a nursery rhyme by using BandLab Education to produce their own remix by exploring the elements of music.

Criterion C: pupils will perform a variety of popular melodies on keyboards following traditional music notation. pupils will complete a final composition of a recreation of a nursery rhyme.

Criterion D: pupils will have a chance to reflect and evaluate their own performances as well as their peers' work.

Year 8 Statement of Inquiry: Through composition art communicates a personal narrative.

Criterion A: pupils will explore the history of film music and the impact and part in plays in a film. They will explore how the elements of music are used to create different atmospheres and reflect different emotions.

Criterion B: pupils will work towards a final performance of a piece of film music on the keyboards. Pupils will then create a composition using BandLab Education to follow a film clip/storyboard. They will ensure the elements of music are displayed throughout to portray the story.

Criterion C: pupils will perform a piece of film music on keyboards following traditional music notation (Star Wars, Harry Potter, Indiana Jones). pupils will create a piece of music to follow alongside a film clip that portrays what is happening in the scene.

Criterion D: pupils will have a chance to reflect and evaluate their own performances as well as their peers' work.

Year 9 Statement of Inquiry: Musical interpretation expresses to an audience an identity to build relationships.

Criterion A: pupils explore the history of rap and what elements are required to make a successful rap song. Pupils explore a range of music technology skills required to create a remix - audio editing, effects, panning, MIDI.

Criterion B: pupils will begin creating their own rap songs through writing lyrics, creating a chord progression all ensuring the rap flows throughout. Pupils will use BandLab Education to create their own remix of an already existing song using various music technology techniques to manipulate the song.

Criterion C: pupils will perform their rap song to the class on their own instruments. pupils will have a completed remix of an already existing song on BandLab Education.

Criterion D: pupils will have a chance to reflect and evaluate their own rap performances as well as their peers' work. Pupils will create a lead sheet of their final remix and evaluate their work.

Assessment:

Summative assessment is the same across all year groups for Key Stage 3. Criterion A is assessed through music appraisal and understanding through a written assessment at the end of each module. Criterion B is assessed through the creation of composition/preparation of performance throughout the module. Criterion C is assessed during pupils final performance at the end of each module. Finally, criterion D is assessed through a written evaluation.

Formative assessment strategies used at Key Stage 3 include: the use of Google Canvas for whole class feedback; Google Classroom Questions as exit tickets and Do Now tasks; hinge questions; low stakes quizzing; Pose, Pause, Pounce Bounce; and both self and peer assessment

Key Stage 4 EDUQAS GCSE Curriculum

For pupils who opt to take Music as a GCSE, pupils will receive 2 lessons of Music a week for all of Year 10 and Year 11. Eduqas GCSE Music has three components to the course:

Component 1: Performance

pupils are to perform on an instrument of their choice a minimum of two pieces. One of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composition

pupils are required to create two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

Component 3 - Appraisal

This component is assessed via a listening examination. The exam involves eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices, Area of study 2: Music for Ensemble, Area of study 3: Film Music and Area of study 4:

Popular Music. Two of the eight questions are based on setworks set by WJEC - AOS1: Badinerie - Johann Sebastian Bach and AOS4: Africa - Toto.

Assessment:

Component 1: Performance

Non-exam assessment: internally assessed, externally moderated, 30% of qualification 72 marks. pupils are assessed through accuracy, technical control, and expression and interpretation. pupils are marked against the level of difficulty of the piece as well as time penalties.

Component 2: Composition

Total duration of compositions: 3-6 minutes Non-exam assessment: internally assessed, externally moderated, 30% of qualification, 72 marks. Pupil compositions are assessed on the following creativity and development of musical ideas, technical control of musical elements and resources, structure and stylistic coherence. As well as the recordings of each composition, pupils are required to submit a score or a detailed written description of the music plus a lead sheet outlining the melody, chords, structure and compositional devices. In addition to this, pupils must submit a non-assessed composition log. Learners are required to complete a signed log for each composition, outlining the process of development and refinement, which must be countersigned by the teacher to authenticate the process.

Component 3: Appraising

Written examination: 1 hour 15 minutes (approximately), 40% of qualification, 96 marks This examination will assess knowledge and understanding of music through the following four areas of study:

- Area of study 1: Musical Forms and Devices
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music.

Learners will develop knowledge and understanding of musical elements, musical contexts and musical language.

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.

Music Tuition Lessons:

Details of our peripatetic teachers can be found at the end of this policy.

Pupils are able to receive weekly peripatetic lessons in the following instruments: Drums, Keyboard, Guitar and Singing. We also hope to offer violin and brass lessons in the academic year starting in September 2025. All lessons are publicised on our social media pages, during form time and letters sent home to all parents about these opportunities. For those pupils who are Pupil Premium we are able to help subsidise these lessons to make them more affordable and inclusive for all.

Music Ensemble Groups:

pupils are able to join a variety of musical ensemble groups with clubs taking place during various lunchtimes across the week. All clubs are published during From Notices as well as on our social media page. The clubs we currently offer are:

- **Guitar Club:** This is aimed at pupils of all abilities who are interested in playing Guitar. Each week pupils will get the opportunity to learn new songs and chords which will help them progress with their instrument skills.
- **Choir:** This is aimed at pupils who love to sing. Each week pupils of all year groups are invited to come along to sing and learn and develop their singing techniques through new songs.
- **Keyboard Club:** This is aimed at pupils of all abilities who are eager to improve their keyboard skills. Each week pupils can work through a series of notated songs to help them improve their sight reading and music theory knowledge under the guidance of a subject specialist.
- **Ukulele Club:** This is aimed at pupils of all abilities who are interested in improving and developing their ukulele skills. pupils explore chord charts as well as tab notation under the guidance of a subject specialist.
- **academy Band:** This is aimed at pupils who would like the opportunity to develop their ensemble skills by practising playing their instruments within groups. These then lead to regular performances within the academy year.

Extra-curricular Music Opportunities:

At Leigh Academy Strood, pupils are lucky enough to have a variety of extra-curricular music opportunities open to them. These include performing for their peers, parents and the wider academy community; as well as working with specialists and professionals from different musical fields.

- **MASO:** Medway Adolescence Singing Organisation come in to run weekly singing sessions after academy. This gives pupils a further opportunity to develop their harmony work and build confidence to perform.

- World Music Day Celebrations: All form tutors were given resources to engage their pupils in various musical activities. These included: creating a form playlist; understanding what music means to their teachers; recreating famous album covers; an insight into world music; and quizzes. Staff were also encouraged to wear band t-shirts for the day to celebrate music throughout the academy.
- SEN Music Intervention: Once a week our pupils in the Endeavour Centre (our SRP) are able to develop their musical knowledge through a practical application of various skills. These include: body rhythms, ukulele and BandLab skills.

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.

Performances:

Throughout the year pupils have the opportunity to perform at events of different sizes. This includes our Winter Showcase and Summer Showcase. Pupils may showcase their work from lessons or clubs, as well as giving them the chance to perform solos or duets from their own work outside of academy. Pupils are also given the chance to perform in assemblies and other events organised by the academy. We hope to extend this further to a Battle of the Bands event in the academic year starting September 2025.

Trips:

Throughout the years pupils have the opportunity to experience live music in different settings. In Key Stage 4 pupils have the opportunity to watch live Musical Theatre Performances as well as (in the academic year starting September 2025) the chance to watch a live orchestra. As an academy in a deprived area, we work hard to keep the cost of these trips low by working with theatre and coach companies to reduce the cost as much as possible. For pupils who are Pupil Premium, we are able to fully subsidise their trips if it falls within the necessities of the curriculum.

In the Future:

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

Our aims moving forward:

- With an increase in our Key Stage 4 Music cohort, we are excited to offer the opportunity for a Key Stage 5 Music/Music Technology course at Sixth Form.
- To increase the number of pupils engaged in classical instrument lessons, developing a small orchestra to help develop their skills further.

- To ensure our Music Studio is fully equipped and operational for pupils to be able to improve their music technology skills and record their own work in a professional environment.
- To offer more performance opportunities where pupils can showcase their talents to the wider Strood community.

Further Information:

Drum Peripatetic Lessons:

Aran Gibbs - agdrumlessons@gmail.com

Guitar/Keyboard/Voice Peripatetic Lessons:

Coor Brow-Obles - coorbrowobles.teaching@gmail.com

Medway Can Sing - MASO Choir:

Karen Reeves-Toppin - medwaycansinguk@gmail.com