

Music development plan summary: Moulsham High School

Overview

Detail	Information
Academic year that this summary covers	2026-7
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Harry Mack
Name of school leadership team member with responsibility for music (if different)	David Sears
Name of local music hub	Greater Essex Music Hub: Essex Music Service
Name of other music education organisation(s) with partnerships in place	Essex Music Services

Below is a summary of how our school delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students' 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

In Years 7-9, students have two hours of music lessons per fortnight. The following topics are addressed in Schemes of Work that follows the model music curriculum. **Highlighted** within the summaries below are the key lesson sequences where students have opportunities to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching.

The skills, knowledge and understanding that we expect students to gain by the end of each year of their study can be found via the Curriculum page of the school's website.

- <https://www.moulshamhigh.org/curriculum/>

In all years, students with SEND are supported through appropriate adjustments within lessons as suits their specific needs. This may include the support of a LSA.

We partner with Greater Essex Music Hub and Essex Music Service to support musical opportunities for our pupils.

Year Seven

Autumn	• Represent the mood of a piece of music through a practical performance by working successfully together as an ensemble and develop basic rehearsal technique. • Use musical notes, terms and signs appropriately when analysing, composing and performing music. • Perform/ improvise musical parts from memory. • Aurally and visually identify instruments of the orchestra.
Spring	• Treble stave notation. • Rhythmic notation. • Instruments of the orchestra. • Early composing techniques starting with rhythm.
Summer	• Instruments of the orchestra – learning about different timbres. • Introduction to Midi Sequencing. • Melodic and Rhythmic notation reading with the aim to perform

Year Eight

Autumn	• The stylistic features of a range of music used in musical theatre. • How to compose and perform using treble and bass clef notation. • What a musical is and how musical theatre developed during the 20th century.
Spring	• What is a ground bass? • Historical context of the western canon. • Patronage of the arts. • Performance and composition of a ground/Alberti bass.
Summer	• Ground bass performance – Bass clef notation reading. • Ground bass composition – Learning how harmony and melody combine. • Alberti Bass performance – Further developing Bass/Treble clef notation reading.

Year Nine

Autumn	• How music can enhance the visual image and the dramatic impact of film. How film music has developed from 1920 to the present day. • How to compose a range of music to a given stimulus, using specific film music techniques. • How to rehearse and perform a piece of film music. • Film music composition – learning about the leitmotif and how if it used to portray a character/place
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Spring	• Stylistic features of John Williams and composing in this style. • The birth of popular music (1950s). • Recording/performance techniques of early popular music.
Summer	• Popular Music Culture – Exploring how popular music developed from 1950s – 2020. • Develop music production skills by mastering and mixing down a track. • Developing ensemble skills: band performance of a popular song.

GCSE (Years 10-11)

All students are offered the opportunity to take music at GCSE. Broadly, students' skills and knowledge are developed through:

- composing music and performing to demonstrate creativity, reflection, and resilience, as well as developing confidence and presentation skills.
- performing music in any style on your own or in a group, on any instrument or voice, including DJ skills, rapping, singing, band and orchestral instruments
- exploring how great pieces of music were put together, then when you have learnt some of the techniques, compose their own music. This could involve using computer software, writing for a specific purpose, writing songs etc.
- Listening to a variety of music and learning how to identify the facts about what you hear.

An outline of assessment:

Unit 1 – Performance (30%)

- A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment:
- One piece must be an ensemble (group piece) lasting at least one minute.
- One piece linked to an Area of Study. Grade 3 music is the standard level and can score full marks if played perfectly. Grade 4 is more difficult, and you can afford 1 or 2 minor inaccuracies. You can use any instrument or voice or choose a technology option.

Unit 2 – Composition (30%)

Learners must submit two compositions with a total playing time of between 3-6 minutes.

1. A composition which responds to a brief set by WJEC. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. Learners select one from a choice of four briefs, each related to a different area of study.
2. A free composition. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is not assessed; however, learners are assessed on their musical response to the brief.

Unit 3 – Appraising (40%)

Written examination:

The examination will assess knowledge and understanding of musical elements, musical contexts, and musical language, such as: melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre.

A-level. Moulsham High School also offers A-level music. The details of the course can be found on the Sixth Form section of the school website.

As well as GCSE and A-level, students are encouraged to take grade music exams, if applicable.

Partnerships. To support the delivery of our curriculum the school has developed partnerships with Greater Essex Music Hub: [Essex Music Service](#).

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.

A rich provision of musical opportunities is offered outside of lesson time:

- One-to-one tuition through peripatetic music teachers in the following instruments/
- Small group and large group musical tuition is delivered through ensembles, band and groups which meet weekly. These include:
 - Las Estrellas (choir)
 - Concert Band
 - Guitar Group
 - Samba Band
 - Solo performing opportunities
 - Rock Band
 - Small ad hoc trios/quartets where appropriate

Students can also make progress in music outside of lesson time through the loan of instruments as the need arises. Students also have access to the practice rooms before and after school as well as break and lunch times to further develop their own skills independently.

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.

The following musical experiences are planned for the current academic year. Indicated are year groups involved.

- Autumn Concert (choirs and ensembles from all year groups)
- Christmas Carol Service (choirs and ensembles from all year groups)
- School production (jointly with drama) – opportunities to sing in the cast for all year groups.
- GCSE Performance Evening (all GCSE students)
- Summer Soiree (choirs and ensembles from all year groups)
- West End theatre trip in the spring term to witness live performance.
- PPG subsidised lessons and contribution for any trips
- Workshop days in partnership with EMS. For example: Industry Education in Music (IEM)

In the future

In subsequent years, in addition to our extensive music offer, we are planning to:

Continue to offer one hour a week timetabled lessons that give students an opportunity to perform with a range of instruments and their voice. These will be reviewed and adapted each year to provide a diverse experience.

Further develop extra-curricular activities and performance opportunities, this will include adapting music ensembles to fit the need of the type of players we have at that moment in time.

Continue and expand on the opportunity to witness live musical performance.