Music development plan summary: Marshalls Park Academy

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Mrs D Hewitt
Name of school leadership team member with responsibility for music (if different)	Mrs C Bradley
Name of local music hub	Havering Music Service
Name of other music education organisation(s) (if partnership in place)	Music Mark

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 three music lessons are taught weekly for one hour with a subject specialist. Students are taught in mixed ability groupings and study music throughout the academic year.
- The music curriculum develops from the KS2 national curriculum. The schemes of work throughout KS3 are refined to ensure that the students lessons are engaging, enthusing and enriching in their studies and to support progression for every young person who wants to pursue music beyond the curriculum. The KS3 curriculum prepares students for the demands of a GCSE whilst providing a curriculum that stimulates and generates a life-long intellectual curiosity, creativity, and love for the Creative Arts, besides nurturing holistic, transferable (and employability) skills for all.

Year 7

What students will study;

- **Vocal Skills**

Learners will learn to use their most easily accessible instrument: the voice. They will develop their confidence as a soloist and as part of an ensemble.

- **Rhythm Skills**

Students will learn to read and perform rhythm and drum notation. They will develop their ability to perform in time using the chair drum and drum kit.

- **Rap**

Students will learn about lyricism and how to compose lyrics with consideration of timing and flow.

- **Keyboard Skills**

Learners will learn how to perform chords and melodies simultaneously using the correct hand positioning on the keyboard.

- **Samba**

Learners develop their ensemble skills when performing Salsa rhythms. They will further development their understanding of straight and syncopated rhythms.

- **Ukulele Skills**

Students will learn how to read and perform chord diagrams. They will further develop their rhythmic skills by performing chords in different strum patterns.

- **Samba**

Learners develop their ensemble skills when performing Samba rhythms. They will further development their understanding of straight and syncopated rhythms.

How progress in Music is assessed

In each unit of learning, pupils will have two assessments based on the fundamental strands of learning. In music, pupils are assessed across three strands of progression:

- **STRAND 1: Performing**

Students will be assessed on their technical skills through a variety of standard band instruments. They will be expected to read the associated notations for that instrument and to perform with accuracy, fluency and musicality.

- **STRAND 2: Composing**

Learners will be assessed on their ability to think creatively and to structure their composition in a coherent way. They will be expected to record their composition using the appropriate notations so that these can be read and performed by others.

- **STRAND 3 – Listening**

Students will be assessed on their aural skills. They will be identifying different dynamics and tempos using Italian terminology. They will identify orchestral instruments aurally and visually.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

Year 8

What students will study;

- **Jingles**

Students will learn how to use music technology to create music. They will learn how to use samples, record their voice and manipulate these through commonly used editing tools and effects.

- **Guitar Skills**

Learners will further embed their ability to read and perform chord diagrams and perform in different strum patterns. They will also learn to read and perform tablature.

- **Sequencing**

Students will further embed their skills in using music technology to record, edit and create music.

- **Reggae**

Learners will continue to develop their ability to perform chords and melody to a well-known Reggae song. They will also have an opportunity to develop their ensemble skills using other band instruments.

- **Chords**

Learners will further embed their knowledge of chords and tonality. They will learn how to perform common chord progressions and chord inversions.

- **Blues**

Students will further develop their keyboard skills and knowledge of different stylistic features of music. They will learn to play the 12 bar Blues chord structure and the walking bass.

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- **STRAND 3 – Listening**

Students will be assessed on their aural skills. They will be identifying changes in dynamics and tempos using Italian terminology. They will identify ensembles aurally and visually.

Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

Year 9

What students will study;

- **Back To Basics**

Students will recall all notation types and instrumental skills covered throughout years 7 and 8. Students will decide their main instrument to continue develop their skills to a higher standard.

- **Solo Skills**

Learners will continue to master their skills in their chosen instrument. They will continue to develop their fluency in reading the associated notation to their instrument. They will more carefully consider dynamics, tempo, expression and stage presence in their performance.

- **Film Music**

Student will learn about how music is used to further evoke mood in film. They will learn the conventions associated to different moods and use music software to compose music for film.

- **Band Skills**

Learners will learn the stylistic features of pop music. They will learn, practice and master their given part to be able to play successfully as part of an ensemble.

- **Composition**

Learners will compose in response to a given brief. They will compose using the conventions of a given genre.

- **Songwriting**

Students will further embed their knowledge of popular song structure and lyricism by writing a pop song. They will develop their ability to compose chord progressions and melodies as well as their ensemble skills.

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Pupils will not always be assessed on every progression strand in every assessment, but these three strands will be assessed throughout the year.

KS4

Students will study the Eduqas Music GCSE. Throughout this qualification students will develop their understanding on the four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. They will be required to study two set works in depth. Across key stage four students will be assessed on three components:

- **Performing**

Students complete two performances; one as a soloist and one as part of an ensemble.

- **Composing**

Learners complete two compositions; one with a brief of their choosing and one to a brief set by the exam board.

- **Appraising**

Students will complete a listening examination based on their learning of the two set works as well as testing their general aural and theoretical knowledge.

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.

Marshalls Park Academy is currently offering the opportunity of weekly music lessons taught by specialist teachers. Students can choose from popular band instruments to orchestral instruments. Instrumental lessons are provided by the local music hub.

The school is presently offering free clubs such as choir. There is also a HMS Rocks club run by the Havering Music Service. We are also cultivating a school orchestra in partnership with Havering Music Service. Pupils have access to two classrooms and four practice rooms that may also be used for solo and band rehearsals before school, during break, lunch and after school hours.

Interventions run during lunch and after school.

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.

Students have had a variety of musical experiences offered to them. They can partake in a yearly school production where they can perform as part of the band or vocal ensemble. The school choir has had a performance opportunity to perform in the local shopping centre. The school band will compete in the borough Battle of the Bands competition and will be performing as accompanying band at the Queen's Theatre as part of the annual Havering Junior Music festival. The school band and choir have will perform on site to entertain visitors from local care homes. Individual students will partake in the Havering Young Musician of the Year competition. There are also yearly concerts such as the school talent show, Christmas assembly and Battle of the Bands.

As well as performance opportunities, students have had access to visiting workshops and trips. They will also be going to see an opera performance at the Royal Opera House. KS4 students will also partake in an audition workshop provided by the Royal Academy of Music. We are also in the process of offering free instrumental taster sessions to boost uptake.

In the future

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

Increased access to lessons across a range of instruments

I would like to expand the number of students taking up instrumental lessons by further exploring the possibility of subsidy for PP students. I will also be exploring ways of making instrumental lessons more affordable and therefore more accessible.

Increased participation in co-curricular clubs

I would like to increase the number of students attending co-curricular activities in music. I will be conducting student voice to find the most popular varieties of clubs and instruments on offer and use more robust advertisement.

External performances

I would like to continue giving students as many opportunities to perform in external venues as possible.

Further information (optional)

- Link to Havering Music Service website Specialist music service - Havering Music School - Havering, London
- Link to Music Mark Music Mark Schools | Music Mark