



Leigh Academy
Halley

Music Development Plan

Review Date: August 2026



Mission, Vision, Values and Ethos

Our Vision Statement:

Leigh Academy Halley is a place of opportunity where respect, resilience, integrity and collaboration matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

Our Mission:

“Together we inspire, learn and achieve”

Our Values and Ethos:

At Leigh Academy Halley, our values are the cornerstone of everything we do.

Respect

We expect everyone to take responsibility for their learning and be lifelong learners.

Achievement

We aspire to achieve our full potential in everything we do.

Collaboration

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

Integrity

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

Resilience

We empower all to develop a ‘can do’ attitude and have confidence in their ability to progress in the face of challenges.

| Policy Review Dates | | |
|---------------------|-------------------------|---------------|
| Date | Description | Academic Year |
| June 2025 | No amendments required. | 2025/26 |
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Key Aims and Objectives

- Foster a deep understanding and appreciation of music through a balanced, well-sequenced, and comprehensive curriculum.
- Develop students' musical skills, creativity, and critical thinking in line with the MYP and BTEC Music Practice.
- Encourage lifelong engagement with music, both as performers and informed listeners.
- Provide extra-curricular musical support, and allow students to explore wider opportunities with music.
- Build links with external music providers and services to further boost enrichment opportunities and cultural capital within the department.

Overview

| Detail | Information |
|------------------------------------------------------------------------------------|---------------------|
| Academic year that this summary covers | 2025/26 |
| Date this summary was published | 01/07/2025 |
| Date this summary will be reviewed | 01/07/2026 |
| Name of the school music lead | Ethan Ashington |
| Name of school leadership team member with responsibility for music (if different) | Ellie Parsons |
| Name of local music hub | Greenwich 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

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.

Year 7: Introduction to Music (6 modules across the year)

- Elements of music (rhythm, melody, harmony, texture, form)
- Basic instrumental skills (keyboard, percussion, ukulele)
- Introduction to music theory and notation
- Exposure to diverse musical genres and cultures

Year 8: Intermediate Music Skills (3 modules across the year)

- Further development of instrumental skills
- Introduction to music technology (basic composition using software)
- Collaborative projects (small ensemble performances, group compositions)
- Study of historical contexts and influential composers/musicians

Year 9: Preparing for BTEC (3 modules across the year)

- Advanced music theory and aural skills
- Introduction to songwriting and arranging
- Music technology (advanced composition, recording techniques)
- Preparation for BTEC Music Practice (project-based learning, independent study)

BTEC Music Practice (Years 10-11):

Core Units:

- Exploring Music Products and Styles: Understanding various music products and styles, and exploring the roles within the music industry.
- Music Skills Development: Developing instrumental/vocal techniques, music theory, and performance skills.
- Responding to a Music Brief: Engaging in a project-based approach to create music in response to a given brief.

Optional Units:

- Music Performance: Solo and ensemble performance skills.
- Music Production: Recording, mixing, and mastering techniques.
- Music Creation: Composition and songwriting.

Assessment:

- Formative assessments through practical performances, compositions, and class participation.
- Summative assessments including written exams, practical exams, and coursework. Regular self-assessment and peer reviews to encourage reflective learning.

Part B: Extra-Curricular Activities

Instrumental Tuition:

- Individual and small group lessons in various instruments (vocals, drums, piano, guitar, bass guitar, trumpet, saxophone).
- Progress tracking and regular performance opportunities to showcase development.

After School Clubs:

- **Band:** For students interested in playing contemporary and classical music in a group setting. Focus on ensemble skills, improvisation, and live performance.
- **Vocal Ensemble:** For students interested in vocal music. Repertoire includes classical choral works, contemporary a cappella, and vocal jazz. Emphasis on vocal technique, harmony, and stage presence.
- **Songwriting:** Allowing students to access cross-curricular links between English and Music and apply these skills towards songwriting and lyricism.

Part C: Musical Experiences

This is about all the other musical events and opportunities we organise, such as singing in assemblies, concerts and shows, and trips to professional concerts.

Performance Opportunities:

- **School Concerts:** Regular concerts at the end of each term to showcase student work.
- **Creative Arts Showcase:** An annual event where students present their musical compositions, performances, and collaborative projects.
- **Community Performances:** Opportunities to perform at local events, festivals, and community centres.
- **Competitions and Festivals:** Participation in regional and national music competitions and festivals.

In the Future

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

- Plans to launch an in-house music studio, offering students the opportunity to write, record and release their own music. This will be mostly student-led with roles available for music based applications as well as cross-curricular links with English (lyricism), Art (graphic design, set design), Drama and Media (costume, music video production).
- As students progress, it would be a key objective to introduce and establish Key Stage 5 music as an option for Year 12 and 13 students, allowing a clear path to continue music at university level and beyond.
- Creating links with other Music partners such as recording studios and events spaces to allow real-world experiences with the music department, to increase opportunities for pupils to explore and pursue musical interests inside and outside of school hours.

