

Crofton School: Music development plan summary

Overview

Detail	Information
Academic year that this summary covers	2025 – 2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	James Oliver
Name of school leadership team member with responsibility for music (if different)	James Oliver
Name of local music hub	Hampshire Music Service
Name of other music education organisation(s) (if partnership in place)	

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.

In Music, our intent is to instil and foster a passion and understanding of Music in all our students. Our goal is for students to leave our curriculum feeling happy and successful, and able to access a variety of paths into a music-enriched life.

The school curriculum for music can be found online [HERE](#) as can the school's support for students with special educational needs (SEND) [HERE](#).

Students at Key Stage 3 receive one lesson per week of music as recommended by the 'model music curriculum' (March 2021). During lesson time, students have the opportunity to sing or use a number of instruments in lessons (such as keyboards, African Djembe drums, Brazilian Samba drums, guitars, as well as instruments that they learn outside of school).

We teach Listening, Composition and Performance through the exploration of Popular Music, Classical Music, and World Music styles. Catering for students who do not receive external music lessons is always a starting point in each scheme of work (since

not all students continue Music at GCSE level) but students are always encouraged to bring instruments into lessons or to sing so that they are able to reach more advanced, expressive musical levels.

The Music Department is well equipped with several practice rooms, rehearsal spaces for bands, a full set of ukuleles, African djembes, and Samba percussion. While Music Room 1 is used for classroom performance (on keyboards, guitars and drum kit), Music Room 2 houses a suite of 16 iMacs (along with GarageBand and Logic ProX software) on which students learn to compose. GCSE numbers have risen since installing the iMacs in 2019; they have given students the opportunity to express their compositional ideas with far greater ease and have transformed our strategies in the classroom.

Students undergo Music exams each year so that they can perform the music that best reflects their ability; this enables us to give a more accurate prediction of GCSE grades. However, music played in each unit builds in complexity from year to year with whole class performances given in some units (such as ukulele, samba and African drumming), composition strands in others (such as Rap Music, Music for Adverts, and Song-Writing) and performances given in different sized ensembles. Composition tasks are planned with successful outcomes in mind by using GarageBand on iMac computers as a supporting tool; tasks are varied but grow in complexity through the key stage.

Home Learning is used as an opportunity for students to develop their understanding of music reading and notation; concepts are developed across each year and Learning tasks are mastered in sets of three and students who do not master a concept on the first go are able to demonstrate mastery by a third test (or support is given). New units of work are introduced mainly through listening-based lessons where music is analysed using a focus of musical elements; we use this opportunity to introduce a range of musical vocabulary to students which they record in their music books; students will improve their literacy by correcting musical terminology when it is misspelt.

Each October, one or both classroom Music teachers will go to the annual Hampshire Music Service's Music Conference where the newest developments in music education are showcased and taught (though Music Hub links); training is then adapted for classroom use through discussion in department meetings. We are looking forward to incorporating the next Conference's singing workshop outcomes into our new KS3 curriculum. There is also a local Music teachers CDG group which meet termly and for a day's training in January each year; developments are adapted in a similar way for use in the classroom.

Students at GCSE level use the AQA exam board and instrumental teachers give students the means to apply for ABRSM or Trinity graded exams.

Part B: Extra-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.

We intend for our curriculum to support our extra-curricular ensembles (and vice-versa). Whenever students are spotted performing well, we encourage them to perform at a higher, more impactful level in our concerts and to join ensembles such as choir, ukulele group and orchestras. Students who perform in our orchestras or sing in choir are always encouraged to use their skills in lessons so that outcomes better reflect their true abilities.

The school offers students the opportunity to pay for private music lessons by a team of music teachers who see students for lessons throughout the week. Lessons are not subsidised by the school but help with financing LAC or PP students is considered on a case-by-case basis. 2025-26 will be our second year with this scheme and we are keen to expand the number of students that learn an instrument at Crofton School.

The school pays some of these teachers for ensembles that they run in the weeks leading towards school concerts. The typical ensembles that run each year have been Senior Orchestra, Junior Orchestra, Choir (made up of students involved in the production and singing concerts), Senior Choir, Ukulele Group, Brass Group, Guitar Group, String Group, Flute Group, Clarinet and Saxophone Group (although the existence of some of these ensembles is dependent upon changing numbers each year). Students from any year group can join any of these ensembles (except for our senior singing group, Colla Voce, which is for year 9-11 only).

Crofton School takes its links with the community seriously and supports external groups that rehearse on the premises (such as the Portchester, Fareham and Gosport Area Brass Bands, and Stagecoach). Additionally, strong links are in place with our feeder schools: periodic checks are made to discuss KS2 curriculum and how it prepares students for life at Crofton School. A yearly 'Cluster' Concert gives Junior and Infant School students an opportunity to perform with our students and, additionally, we perform to our feeder schools each year for a special Summer Concert performance.

Part C: Musical experiences

Yearly concerts are calendared including an 'Open Mic' concert for pop/rock performers (in October), the 'Night at the Musicals' concert for solo and ensemble singers (led by Drama in November), Christmas Concerts at Holy Rood Church (for our main ensembles and more), the Spring Charity Concert for soloists and small instrumental groups (in March) and the Summer Concerts (for our main ensembles and more).

Additional performances are given to and alongside Crofton's catchment feeder schools in the summer term and the Drama department takes the lead in the yearly summer Musical Production (or Performance Arts Concert). There are also occasional performances in assembly and other opportunities for students to perform on our Summer Activity days and more.

Music practice rooms are open at lunch and after school with Music Teachers on hand to support students who want to play in bands, rehearse, or use the iMacs to produce their own music.

The Drama department organise regular trips to the theatre to see musicals with Music teachers supporting.

In the future

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

We are continually reflecting upon our curriculum and extra-curricular plans for Music and have re-written our 2025-26 curriculum to ensure a clear progression of skills throughout Key Stage 3 that will prepare students to confidently tackle compositions at GCSE! Additionally, we now have plans to use AI to enhance our curriculum and even occasional cover lessons.

The school has changed the way it offers private music tuition on the school site so that there is now greater freedom to give more students access to instrumental lessons. We are pleased that we now offer all of the instruments that we did before we made this change.

Further information (optional)

AQA GCSE Music specification:

<https://www.aqa.org.uk/subjects/music/gcse/music-8271/specification/specification-at-a-glance>

Hampshire County Council music hub:

<https://www.hants.gov.uk/educationandlearning/hampshiremusic>