

Music development plan summary: Gosford Hill School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	01/09/25
Date this summary will be reviewed	01/09/26
Name of the school music lead	Mr A Purtell
Name of school leadership team member with responsibility for music (if different)	Mrs H Gillingham
Name of local music hub	Oxfordshire

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: Curricular Music at Gosford Hill School

Access and expectations

- Music is taught weekly throughout the year at Key Stage 3, with good numbers of GCSE uptake in Key Stage 4, and Music A Level offered at KS5. Musical learning is fully inclusive and very rarely interrupted by interventions. Teacher, self and peer assessment effectively support learning throughout our curriculum.

Music curriculum planning

- The school music curriculum is well-sequenced and ambitious for our students, and all music lessons are rich in subject-specific vocabulary. Music technology is used effectively, e.g. Bandlab is used to create dance music in Year 9, with further tuition in using Ableton and Musescore at GCSE level.

Musical creativity

- Music teaching enables pupils to become confident and skilled at expressing their musical creativity and developing their own style, drawing from an understanding of a broad range of genres and traditions. Music technology is used effectively.

Curriculum Overview Key Stage 3

	Year 7	Year 8	Year 9
<i>Unit 1</i>	FANFARES Elements of Music	WALTZ Composing music in 3/4 time for a waltz	VILVADI'S FOUR SEASONS Using tonality to change mood
<i>Unit 2</i>	CREATING SCARY MUSIC Elements of Music	GROUND BASS Improvising on the 12 bar blues chords and blues scale	COMPOSING A CHRISTMAS SONG Composing your own festive pop song
<i>Unit 3</i>	FILM MUSIC Call and response composition.	THE BLUES Performing and composing using the blues chord sequence	THEME AND VARIATIONS Creating variations using different elements of music
<i>Unit 4</i>	VLTAVA Creating music for a river using a minor scale	MUSIC FROM THE CARIBBEAN Chords and bass line patterns in Reggae music	BATT LE OF THE BANDS PART 2 Arranging and performing pop songs
<i>Unit 5</i>	4 CHORD SONGS Chords on ukeleles and keyboards	BATTLE OF THE BANDS Arranging and performing pop songs	DANCE MUSIC AND REMIX PROJECT Using Bandlab to create dance music

- Key Stage 4 students receive 5 hours of teaching per fortnight. Students study for GCSE following the Eduqas Music C660QS syllabus which is made up of listening (40%), composing (30%) and performing (30%).
- Students have the opportunity to compose using Musescore, Bandlab or Ableton music software, as well as using their own instrument or voice.
- Lessons usually combine a mixture of theory and practical work using an instrument.
- GCSE students are expected to perform as part of the annual Christmas Carol Concert, and are also encouraged to attend at least one lunchtime musical ensemble. GCSE students are also given the opportunity to attend Henley Festival in the summer term.
- Students have access to the music practice rooms at lunchtimes and after school.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 10	AOS 1 - Musical Forms and Devices	AOS 1 - Musical Forms and Devices	AOS 1 - Musical Forms and Devices	AOS 4 - Popular Music	AOS 4 - Popular Music	AOS 4 - Popular Music
	Elements of music: Melody, tempo, instruments of the orchestra, dynamics, texture. Composition skills	Set work 1: Badinierie (J.S.Bach) Elements of music Musescore/ Ableton training for composition work. Composition 1 work begins. Solo performance work ongoing, recorded for homework every 3-4 weeks.	Continue with Composition 1. Solo performance work ongoing, recorded for homework every 3-4 weeks.	Melody, tempo, instruments in rock and pop, tempo, dynamics, texture. Solo performance work ongoing, recorded for homework every 3-4 weeks.	Set work 2: Africa (Toto) Ensemble performance work starts, recorded for homework every 3-4 weeks. Dictating melody and rhythm practise.	AOS content continued Ensemble performance work ongoing, recorded for homework every 3-4 weeks. Dictating melody and rhythm practise. *Year 10 practice listening exam on AOS1+4 and dictation skills*
Year 11	AOS 2- Music for Ensemble	AOS 2- Music for Ensemble	AOS 3 - Film Music	AOS 3 - Film Music	Revision for exams.	
	Elements of music used within jazz and blues, chamber music and musical theatre: Melody, tempo, dynamics, texture. Solo and ensemble performance work ongoing Begin Composition 2 (for a set brief - set by exam board)	Continue AOS content Solo performance recordings completed *Y11 Mock listening exam on AOS1, 2, 4 and dictation skills*	Elements of music used within music from film and TV. Ensemble performance work ongoing Complete 1st draft of Composition 2	AOS content continued Final deadline for composition 2. Ensemble performance recordings completed.	Exam technique and revision for listening exam.	Revision for exams/ course ends

- The Music Department follows the SEND policy for the whole school which can be found [here](#). However, we assess the individual needs of students within our department and adjust these access supports as necessary to allow all students equitable access to our Music Curriculum.

Part B: Extra-curricular music

Co-curricular Music at Gosford Hill School

Co-curricular musical opportunities are an important aspect of Gosford Hill School culture. Strong emphasis is placed on participation in the many musical activities of the school. There is a vibrant culture of music-making at the school.

Co-curricular music clubs are timetabled during lunchtimes and after school. Lunchtime clubs include Orchestra, Choir and Soul Band, and Kidlington Schools Brass Band is run after school jointly with Mr Probert from the Oxfordshire Music Service.

Pupils are actively encouraged to join instrumental ensembles in school as well as local, county and national opportunities where appropriate for their playing experience.

Ensembles perform regularly within school and within the wider community at local primary schools and St Mary's Church, Kidlington.

The choir continues to participate in the [Oxford Bach Choir](#) outreach project, performing at Merton College Oxford and University Church, Oxford, and this year as part of this project will perform at one of the opening musical events of the new Stephen A. Schwarzman Centre in Oxford.

There is weekend and evening provision for music through our partner hub, [Oxfordshire County Music Service](#), through which students can join in various levels of orchestras and choirs, wind bands and jazz bands.

Several students participate in county ensembles such as [Oxfordshire Intermediate Orchestra](#), [Oxfordshire Youth Wind Orchestra](#), [Oxfordshire Youth Brass Ensemble](#) and [Oxfordshire County Youth Orchestra](#), local brass bands such as [Yarnton](#) and national ensembles such as the [National Youth Choir](#).

Instrumental lessons are delivered by a team of experienced and specialist teachers who deliver weekly lessons in instruments and singing.

Singing and instrumental lessons for [woodwind, strings, percussion, brass, guitar, piano/keyboard, voice and drum kit](#) are all available at Gosford Hill School.

The school accesses internal and external sources of funding to make instrumental lessons accessible and affordable for all pupils, including the most disadvantaged and children with SEND.

Pupil Premium funding is available for students to be able to access instrumental lessons at reduced or no cost, allowing all students at Gosford Hill School the opportunity to develop their musical skills on an instrument.

Demonstrations are provided at the start of the year for beginner students of all ages to find out more about particular instruments and to inspire students to participate in playing an instrument.

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.

Musical experiences at Gosford Hill School

There are a large number of diverse performance trips and event opportunities at Gosford Hill School for students across all year groups. We actively promote and facilitate all pupils (including the most disadvantaged and children with SEND) to participate.

There are musical events both large and small running through the year which include: the Christmas Carol concert, Christmas Lunch, Battle of the Bands for Year 8 and Year 9, summer festivals, workshops with the Oxford Bach Choir, year group celebration assemblies, and whole school shows (last year was *We Will Rock You*, and this academic year is *Matilda*). Several students also perform regularly outside of school with County Music Service ensembles.

2024-2025 trips and performance opportunities:

- Open Evening
- Primary school visits with orchestra and Soul Band
- Christmas lunch at school
- Christmas Carol Concert, St Mary's Church
- Oxford Bach Choir workshops and end of year concert
- Year 8 and Year 9 Battle of the Bands
- School production of *We Will Rock You*
- Henley Festival trip (Matteo Bocelli and Jamie Cullum)
- Creative Arts Trip to Verona
- Whole School end of year assembly

In the future

In the future, we are looking to better integrate of the skills and knowledge in the KS3 and KS4 curriculum, so that students are more confident with continuing to study music beyond KS3 if they wish. The focus remains on engaging all students and fostering a

love of music while ensuring the musical understanding required is embedded in each unit of work.

We will continue to work closely with the Oxfordshire Music Service to identify ways to support our students with their instrumental and vocal work.

We are also hoping to work more closely with our local feeder primary schools, bringing ensembles to perform and exploring further workshop and collaborative opportunities.

As part of the River Learning Trust music network, we are looking forward to more collaboration with our other partner schools.