



GOSFORD HILL
SCHOOL

Music Department



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Our vision and aims (Intent):

- Inclusive Ambition: Our curriculum is designed to be ambitious and inclusive for all, ensuring that all pupils – regardless of prior musical experience or starting point – can access high-quality music-making and develop their creative potential.
- Musical Fluency: We aim to develop a rich and varied experience where students understand the constituent parts of music-making, enabling them to explore the musical world with emotional sensitivity and technical confidence.
- Cultural Capital: Students are exposed to a broad chronological and geographical range of music, from 17th-century Fanfares and the Development of the Symphony to 20th-century Rock and Pop, Blues, and Film Music.
- Sequential Mastery: We provide a carefully sequenced journey that builds foundational notation and keyboard skills in Year 7, progressing towards sophisticated composition and personal performance at GCSE and A Level.



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Our approach to teaching (Implementation):

- Disciplinary Pillars: Teaching is centred on the three core musical pillars: Performing, Composing, and Appraising.
- Scaffolded Learning: We use a "building block" approach, where basic stave notation and "5-finger technique" in Year 7 provide the scaffolding for advanced triad patterns, chord inversions, and rhythmic complexity in later years.
- Model Music Curriculum (MMC): Our schemes of learning are aligned with national recommendations, integrating singing and formal notation to ensure students possess the literacy required for KS4 set works.
- Authentic Experience: Students learn through doing – utilising keyboards, vocal work, and music technology to bridge the gap between musical theory and practical application.
- Expert Guidance: Lessons are designed to prepare students for the rigours of GCSE and A Level by embedding "Big Ideas" such as ternary form, minimalism, and harmonic progression from the very beginning of Key Stage 3.



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How we measure success (Impact):

- Creative Autonomy: Success is evidenced by students' ability to move from guided "scary music" ostinatos in Year 7 to independent, conceptually deep compositions at Key Stage 4 and 5.
- Technical Proficiency: We measure impact through students' increasing fluency in reading notation and their ability to perform accurately and expressively across a variety of genres.
- Critical Appraisal: Impact is shown through pupils' ability to identify patterns in music and use specialist vocabulary to critique both professional works and their own performances.
- Pathway Readiness: Our curriculum successfully prepares students for advanced study, equipping them with the academic depth and practical skills needed to embark on further music qualifications
- Community Engagement: Beyond the classroom, impact is seen in students' confidence to share their musical voice and participate in the wider cultural life of the school.