

Music development plan summary: Brockington College

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	January 2026
Date this summary will be reviewed	August 2026
Name of the school music lead	Samantha Ward
Name of school leadership team member with responsibility for music (if different)	Victoria Carr (Assistant Principal)
Name of local music hub	Leicestershire Music HUB
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 at Brockington College, we aim to nurture students' creativity while developing their confidence, self-expression, and teamwork skills. Our curriculum is rooted in practical music-making, with theoretical knowledge taught alongside to provide a secure foundation for further study. All students receive one hour of music teaching per week in Years 7, 8, and 9, and at Key Stage 4 they may choose to continue their musical journey through the BTEC Tech Award in Music Practice.

Across KS3, pupils progressively develop fluency in notation, keyboard technique, ensemble performance, composition, and music technology. Learning is carefully sequenced so that Year 7 foundations in rhythm, pitch, and musical structure are built upon through increasingly complex ensemble work, compositional techniques, and production skills in Years 8 and 9, preparing pupils effectively for KS4 pathways. Singing forms a regular part of KS3 lessons through ensemble work, songwriting, and performance activities.

Progress in KS3 is assessed through practical performances, compositions, and listening tasks, enabling teachers to track musical development over time, identify next steps, and adapt provision to meet pupils' needs.

In line with national guidance and the Model Music Curriculum (2021), students follow a broad and balanced programme encompassing performance, composition, and music technology, supported by regular listening and appraising activities. Across units, students regularly use keyboards and have opportunities to sing, play ukuleles and percussion, and explore DAW software and DJ decks. The curriculum is reviewed regularly to ensure it remains responsive to students' needs and is supported through our partnership with the Leicestershire Music Hub.

KS3 Units of Work

Year 7	Year 8	Year 9
What is Music? – Introduction to keyboards and staff notation	Riffs and Chord sequences – Developing composition skills through chord sequences and basslines, supported by performance	Music Tech 1: Creating Remixes – Using DAW software to create remixes of recognised music
Tall tales and Soundscapes – Introduction to composition	Film Music – Developing theoretical knowledge through composition or melodies with accompaniments, being able to perform these.	Classical Music – Developing keyboard skills through performing classical keyboard pieces
Band skills 1 – Introduction to ensemble skills	Band skills 2 – Development of ensemble skills through popular song	Music that changed the world – Developing composition and theory knowledge through songwriting
		Band skills 3 – Development of ensemble OR Music Tech skills through popular song

At Key Stage 4, students may choose to continue their musical studies through the BTEC Tech Award in Music Practice. The qualification is assessed through a combination of internally assessed and externally moderated portfolio work, comprising practical outcomes supported by written commentary. At the start of the course, students explore a range of musical genres while developing core skills in composition,

production, and performance. Building on this foundation, all students further refine their compositional skills before specialising in either production or performance. Formal instrumental or vocal tuition is not a prerequisite for the course; however, students are actively encouraged to develop their practical skills throughout the programme.

KS4 BTEC Components

Year 10	Year 11
<p>Component 1: Teaching</p> <ul style="list-style-type: none"> • World Music: Samba – large ensemble performance skills • Popular Music: 1960s Rock and Roll – solo and small ensemble performance skills • Popular Music: 1980s Synthpop – DAW skills and remixes • Classical Music: Minimalism – composition skills • Music and the moving image: Film music – composing to a brief • Popular Music: 1990s Britpop – solo performance skills 	<p>Component 2: Assignment Brief</p> <p>Presentation of two portfolios, composition and a choice of either production or performance. In these, skills are developed and progress evidenced through audio, videos and commentary, producing two final outcomes. Pupils are assessed on their development and final pieces.</p>
<p>Component 1: Assignment Brief</p> <ul style="list-style-type: none"> • Task 1 – portfolio of four genres covered in teaching • Task 2 – portfolio of three music products, pupil choice 	<p>Component 3: Teaching</p> <p>Pupils complete a ‘walking talking mock’ of assignment tasks related to creating a remixed piece from selected genres and songs. Pupils specialise in either production or performance, using composition skills to support.</p>
<p>Component 2: Teaching</p> <p>Development of practical skills across composition, production and performance.</p>	<p>Component 3: Assignment Brief</p> <p>Set and assessed by the exam board, pupils create their own version of one song in one of the given styles. Work is submitted at Easter of Year 11 for assessment.</p>

SEND Provision

Music is taught inclusively at both key stages within mixed-ability groups. All students have equal access to music lessons, regardless of demographic background, SEND status, or disadvantage. Pupils with additional needs are supported to engage fully and achieve in line with their individual requirements, with reasonable adjustments made where necessary. The music curriculum has been carefully designed to remove barriers to participation and ensure that no student is disadvantaged due to socio-economic circumstances. In addition, subsidised instrumental and vocal tuition is available to all students through our specialist peripatetic teachers, supporting equitable access to high-quality musical experiences.

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.

Performance opportunities sit at the heart of our co-curricular provision. Each year, students participate in a wide range of events, from informal showcases to our annual full-scale musical, open to all pupils in Years 7 to 10. Students are encouraged to contribute both on stage and behind the scenes, including technical and production roles. Through this process, pupils develop confidence, collaboration, and leadership skills, taking increasing ownership of performances so that by opening night they are able to run the show with minimal staff support. Previous productions have included *The Addams Family*, *Shrek*, and *Mary Poppins*. Alongside these larger events, opportunities such as Open Mic Night, the Christmas Showcase, and performances within school services enable students to share their talents in a variety of contexts. We aim to ensure that all students have at least one opportunity to perform each term, whether through formal or informal events.

We currently offer peripatetic tuition in voice, piano, keyboard, saxophone, flute, violin, electric and classical guitar, and drum kit. Lessons are delivered either by self-employed teachers or through the local music hub. All tuition takes place during the school day, and instruments can be provided where needed to remove barriers to participation.

Outside of lesson time, students can take part in Brockington Vocal Group and Brockington Band, both of which are open to all pupils wishing to develop their musical skills and perform collaboratively. Brockington Vocal Group is led by Mrs Ward and supported by our School Chaplain, and performs regularly at school services. The group also participates annually in the Leicestershire Music Hub's Mass Choir event at De Montfort Hall, providing students with the opportunity to perform in a professional venue alongside peers from across the county. Brockington Band, led by Mr Wright,

offers instrumentalists of all experience levels the opportunity to rehearse and perform together in a supportive and informal setting.

In addition, the Music Department is open for individual practice at break and lunchtime, as well as before and after school. Students are issued Performing Arts Passes, enabling access to practice rooms and instruments and encouraging independent rehearsal and skill development.

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.

Our extra-curricular programme is designed to be inclusive, offering opportunities for all students regardless of skill level or prior experience. Provision includes both in-school activities and external trips and experiences, with access supported by our SENCo and Pupil Premium Lead to ensure that all students are able to participate, whatever their needs or circumstances.

Each year, music and drama staff, alongside other interested colleagues, deliver a Christmas Showcase for all year groups and a Summer Musical Theatre production for students in Years 7–10. These events provide pupils with opportunities to develop singing skills, both solo and ensemble, alongside broader performance and stagecraft skills. Recent productions have included *Shrek* and *The Addams Family*, with this year's production being *Matilda*.

In addition, Brockington Vocal Group performs at Harvest, Christmas, and Easter services each year. Supported by our School Chaplains, students lead reflection songs and help set the tone for services through carefully selected repertoire. Working in partnership with the Leicestershire Music Hub, members of the Vocal Group and participants in the Christmas Showcase are also invited to take part in the annual Mass Choir performance at De Montfort Hall during the spring term. This experience provides students with the opportunity to perform in a professional venue and work alongside experienced vocalists and choral directors, and is consistently a highlight of the musical calendar.

Our Open Mic Night, held each spring term, encourages students to develop solo and small ensemble performance skills. Pupils rehearse independently to prepare pieces of their own choosing, creating an informal platform to showcase music that reflects their personal interests and identities.

Brockington Band also performs at both the Christmas Showcase and Open Mic Night, offering instrumentalists of all ability levels the opportunity to develop ensemble skills in a supportive environment. In spring 2026, students will additionally take part in a project led by the Leicestershire Music Hub, working alongside musicians from the National Youth Jazz Orchestra to learn new repertoire and collaborate with professional artists.

These experiences are further enriched through trips to professional performances. In recent years, students have attended productions including *Hamilton* in London, *La Bohème* at the Royal Opera House, and *The Woman in Black* at Curve Theatre in Leicester.

Through this balance of classroom learning, co-curricular provision, and live performance experiences, Performing Arts at Brockington embody our vision of

learning to live life to the full. Students are inspired to develop confidence, creativity, and collaboration, fostering a lifelong appreciation of music and performance that extends beyond their time at school.

In the future

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

Moving forward, the Brockington College Performing Arts Department is committed to ensuring that our curriculum and co-curricular activities continue to reflect the evolving needs and interests of our students, as well as the wider music landscape. We intend to achieve this by:

- **Regularly reviewing our curriculum offering at KS3 and KS4.** This includes the genres of music studied and the KS4 course provision. Changes already planned for 2026–27 include the introduction of a Scratch DJ unit in Year 9, supported by the Leicestershire Music Hub, and the development of the Riff and Chord unit in Year 8.
- **Addressing gaps in music theory knowledge.** It has been identified that many of our musicians and singers have a learning gap in relation to music theory. To address this, we are planning a dedicated theory curriculum to be offered as part of our co-curricular programme.
- **Strengthening partnerships with local music organisations.** We aim to build stronger links with organisations such as the Leicestershire Music Hub, LUX Choir, and Enderby Wind Band to provide further opportunities for our students.

Impact will be monitored through participation rates, student voice surveys, and progression data, reviewed annually by the music lead and SLT.

Further information

Here you can find further information, including links to our local music hub partners, other local music education organisations and contacts.

Private instrumental/vocal lessons [Musical Tuition - Brockington College](#)

[Leicestershire Music - Leicestershire Music](#)

- [Join a Music Group - Leicestershire Music](#)
- [Join a Choir - Leicestershire Music](#)
- [Instrumental Lessons \(Parents\) - Leicestershire Music](#)
- [Leics Learn Theory Online - Leicestershire Music](#)

[Welcome to Enderby Band | Enderby Band Organisation](#)

[The Wind Band | Bands | Enderby Band Organisation](#)

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

[The power of music to change lives: a national plan for music education - GOV.UK](#)