

## ***Music Development Plan – Maritime Academy***

### **Music Development Plan: Maritime Academy 2025/26**

Academic year that this summary covers	September 25-26
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Katie Twyman
Name of the local music hub	Medway Towns Music centre
Name of other music education organisations (if any)	N/A

### **Part A – Curriculum Music**

Maritime Academy is a growing school, currently catering to Years 7, 8, 9, and now Year 10 as we begin our first cohort of students undertaking GCSE Music, with a class of 18. Music lessons are primarily delivered by a subject specialist, except for two Year 7 groups and three year 8s taught by a non-specialist with instrumental skills. Our curriculum overview and maps are published online.

### **Curriculum Intent**

*'We believe that in Music, we inspire students by studying a wide range of genres and challenge them to think, speak and act like musicians. Music has the power to transcend differences and allow students to explore a variety of cultures whilst developing their own sense of creativity and self-confidence. From studying Music, we aim to develop students' musical knowledge and skills, through a mixture of performing, analysing and composing music across the curriculum.'*

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Students engage in a balanced and integrated approach to **performing, composing, and listening**, using appropriate musical vocabulary and notation throughout. This not only reinforces key theoretical knowledge but also prepares students for further study at GCSE and beyond. Music is taught to all KS3 students through weekly one-hour lessons.

### **Curriculum Structure and Delivery**

We predominantly follow the *Building Bricks* scheme of work, with adaptations in Year 9 to support a smooth transition into OCR GCSE Music. Our curriculum is designed to be progressive and sequenced, with core concepts revisited and built upon through a spiral approach across Key Stage 3.

- **Year 7:** Students begin by establishing key foundational skills through topics such as; Elements of Music, keyboard skills, rhythm, carnival of the animals, folk music and world music.
- **Year 8:** Learners develop further through topics including; rock music, musicals variations, basslines, reggae and samba.
- **Year 9:** The focus shifts toward preparation for GCSE with units such as; Music through the decades, soundtracks, solo artist, new directions, music for media and the big music project.

Each unit integrates theory, listening, practical work, and composition, ensuring a holistic learning experience. Students are encouraged to explore the historical and cultural contexts of music, celebrating diversity through performance and creation.

### **Assessment and Progression**

Assessment in music is ongoing and built into regular practical work. Students take part in practical assessments every other term, with self-assessments taking place in the alternate terms. Alongside this, written assessments covering contextual understanding, listening, and theory are completed in line with the school's assessment calendar. This approach gives a clear view of each student's progress and helps to identify where support is needed.

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Maritime Academy benefits from a strong digital learning infrastructure. All students have access to One:One devices and utilise platforms such as Class Notebook and **BandLab**, a digital audio workstation (DAW) for composition and production. Through BandLab, students develop foundational MIDI and sequencing skills, providing early exposure to techniques needed at GCSE and eventually at KS5.

### **Resources and Facilities**

Our department is well-equipped to deliver an engaging and diverse music curriculum:

- **Instruments:** 15 keyboards (with headphone access for paired learning), acoustic and electric guitars, bass guitar, ukuleles, a range of world percussion, and a full drum kit.
- **Pianos:** Full-size electric pianos are available in each teaching space, plus two studios and an upright piano for practice and lessons.
- **Technology:** Two dedicated music classrooms each house 13-15 computers
- **Rehearsal Rooms:** We also have three independent practice studios for individual and small-group work.

These resources are available not only during lessons but also for extracurricular activities after school, ensuring students have ample opportunity to explore and extend their musical development.

### **Part B – Co-curricular Music**

Our curriculum is supported with extra-curricular clubs that aim to enrich students with opportunities to learn in new ways. At Maritime Academy we have an enrichment programme called “Horizon” in which the students are given the chance to experience a 12-week agenda delivered by a member of staff allowing the experienced staff member lead that session/s. Previously there has been a staff member outside of the department leading a music-based horizon choice and there is the potential for that to happen again.

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To support musical development beyond the classroom, one extracurricular club will run weekly throughout the year, initially focused on choir and transitioning into a production-focused club in the lead-up to performances. This club will support vocal development and ensemble work, eventually shifting to rehearsals for school shows and productions. In addition to this, practice rooms will be available after school each day for students to use independently, allowing them to develop their instrumental or vocal skills, rehearse pieces, or work on their own music projects. These opportunities are essential for encouraging personal progression, creativity, and confidence in performance. All activities will be overseen by the subject lead and based in the main music room (G02) and surrounding practice spaces.

### **Part C – Musical Experiences**

At present, there are several opportunities planned to enrich students' musical experience beyond the classroom. These include both in-school performance events and external trips to see live music and theatre. Students will have the opportunity to take part in a Christmas concert, as well as contribute to a full-scale school production later in the academic year, in collaboration with the Performing Arts department. These events are designed to give students real performance experience and help them see the relevance of their learning in a live, practical context.

In terms of trips, students will have the chance to attend at least one musical or musical theatre performance around the Christmas period, with the possibility of an additional trip later in the year. These experiences are vital in helping students understand music in different cultural and professional contexts. Where possible, free or low-cost opportunities—such as Future Makers concerts at venues like the Royal Albert Hall—will be prioritised to ensure accessibility, with students typically only required to cover travel costs. We continue to prioritise making musical experiences meaningful and accessible, knowing that real engagement often happens beyond the classroom.

### **Future plans**

Changes made for year 2025 – 2026

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- KS3 curriculum reviewed and changes made. This is based off teacher recommendations as well as student voice but also based on results from previous year.
- Network meetings within trust and Medway schools to ensure GCSE moderation taken place
- All instruments working and ready for Sept 2025.
- All clubs were introduced and continued through the year.
- GCSE cohort ready for September with approx. 17 students.
- Gaps between PP and SEN addressed – found that these students perform well in practical tasks and need support with theory more so – in line with co hort.

	2026-2027	2027-2028	2028-2029
Intent	<p>To ensure success of GCSE exam year.</p> <p>Review and improve KS3 curriculum based on previous year's results.</p> <p>If there is a gap with PP and SEN students this needs to be reviewed from the plan from previous year and updated.</p> <p>Continue Music ambassador for Year 10&amp;11 to support with department and shows.</p>	<p>First 6<sup>th</sup> Form cohort, ensure the correct certificate introduced.</p> <p>Review and improve KS3 curriculum based on previous year's results.</p> <p>If there is a gap with PP and SEN students this needs to be reviewed from the plan from previous year and updated.</p> <p>Continue Music ambassador for Year 10&amp;11&amp;12 to support with department and shows.</p>	<p>Embed KS5 curriculum fully and review its first full cycle. Make refinements based on student outcomes and feedback.</p> <p>Evaluate and improve KS3 and KS4 curriculum models in light of full 11-18 progression.</p> <p>Continue Music ambassador programme for Years 10-13, potentially with student-led clubs or mentoring.</p> <p>Establish sustainable extra-curricular</p>

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	<p>Ensure clubs run efficiently using the best teaching staff for those clubs.</p> <p>Create more opportunities for trips and school concerts particular for KS4. Continue to develop relationships with feeder schools and collaborate with primary schools.</p>	<p>Ensure there are KS3, 4 and 5 clubs to differentiate skill level.</p> <p>Create more opportunities for trips and school concerts particular for KS5. Continue to develop relationships with feeder schools and collaborate with primary schools.</p>	<p>model with regular clubs across KS3-KS5, encouraging student leadership where appropriate.</p> <p>Expand partnership work with local primaries and other secondaries (e.g., MAT schools or music hubs) to offer wider performance and transition opportunities.</p>
Implementation	<p>Invest time into building interest for the Year 12 course and collate resources for resources etc.</p> <p>Continue to monitor equipment with a greater focus on building the guitars and bass guitars as well as acoustics.</p> <p>Use network meetings as a chance for moderation of coursework and mock results and collect example work for the GCSE cohort.</p>	<p>Continue to build the department ensure world music instruments are a full ensemble.</p> <p>Continue to moderate and to moderate 6<sup>th</sup> Form coursework.</p>	<p>Consolidate resource bank and curriculum mapping for 11-18 delivery, ensuring progression and support for all learners, including PP and SEN.</p> <p>Audit and refresh department equipment as needed, ensuring sufficient access for practical lessons at KS5.</p> <p>Use data from KS5 assessments to moderate and refine internal marking, and feed into trust or borough-wide moderation.</p>

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Impact	Develop transition materials and opportunities for students going into KS4 (year 10) to support higher learning.	Foster relationships with past year 11 so they can come in to deliver presentations to our younger years.	First full KS5 results to inform curriculum direction and student support.  Evidence of increased student independence and ownership over their musical development.  Positive uptake of music across all key stages, showing clear progression and impact of extracurricular and curriculum changes.
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