

Seaton Valley High School

Music Development Plan Summary (2025-26)

This summary sets out how Seaton Valley High School delivers high-quality music education across curriculum music, co-curricular provision and wider musical experiences, aligned with the National Plan for Music Education. It reflects our provision for Years 9-11 (Key Stage 3 Year 9 and GCSE Music in Years 10-11), and our partnership work with the local music hub and Side by Side Arts.

Overview

Academic year that this summary covers	2025-26
Date this summary was published	1 September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Peter Dyers
Name of school leadership team member with responsibility for music (if different)	—
Name of local music hub	local music hub
Name of other music education organisation(s) (if partnership in place)	Side by Side Arts

Part A: Curriculum music

We deliver one hour per week of timetabled classroom music at Key Stage 3 (Year 9). Our curriculum is informed by the Model Music Curriculum (March 2021) and emphasises singing, listening, composing and performing. Provision is inclusive: lesson tasks are differentiated and barriers to participation are removed so that pupils with SEND and/or disabilities can access and progress alongside peers. Our published curriculum (web) details sequencing, pedagogy and SEND access arrangements.

Key Stage 3 (Year 9) - breadth, sequencing and progression

Year 9 consolidates and extends KS3 learning through six medium-term units that combine practical, creative and analytical work, preparing students for GCSE assessment objectives. Units include:

- Dance Music - riff writing, BPM/tempo awareness, structure and intro/outro design; composing in GarageBand; MC/rap/lyric writing; peer/teacher feedback cycles.
- Film Music - functions of music in film; ostinato, tremolo, dissonance, leitmotif and underscore; creating sound design and music to picture in GarageBand.

- Rock Music (The Beatles & Queen) - stylistic context, song analysis; performance studies such as 'Lucy in the Sky with Diamonds' and 'Bohemian Rhapsody' (progressive parts for different abilities).
- Drumming & World Percussion - drum kit skills; Samba (call-and-response, polyrhythm), African drumming (djembe techniques).
- Western Classical & Orchestra - families of the orchestra; conductor's role; Beethoven context; performance of 'Für Elise' with staged left-hand extensions.
- Songwriting & Composition - four-chord harmony, riff development, lyric writing and multitrack recording/mixing in GarageBand.

Assessment blends live formative feedback, peer critique and formal checkpoints (e.g., end-of-unit performances/recordings or listening tasks). Students are routinely encouraged to refine performances and mixes, building resilience and musicianship.

Key Stage 4 (GCSE Music, AQA 8271) - performing, composing, appraising

At KS4, students study AQA GCSE Music with a balanced emphasis on the three components: Performing (solo/ensemble), Composing (free choice and to a brief) and Understanding Music (listening/appraising). Schemes of learning for Years 10-11 ensure systematic coverage of Areas of Study with embedded performance and composition practice.

Year 10 coverage includes:

- Area of Study 2: Popular Music since 1960 - analytical listening (e.g., The Beatles, Queen), arranging and group performance; introduction to 12-bar blues and stylistic devices; ongoing 'Free Choice' composition portfolio.
- Area of Study 1: Western Classical Tradition 1650-1910 - Baroque/Classical/Romantic idioms; texture, ornaments, cadences; study pieces and exam-style listening.
- Ongoing Coursework & Exam Preparation - iterative feedback on performances and compositions; mock listening tasks; concert preparation.

Year 11 coverage includes:

- Area of Study 3: Traditional Music - Blues, Jazz, African, Caribbean, Samba and Fusion; genre-specific techniques (e.g., walking bass, syncopation, polyrhythm).
- Area of Study 4: Western Classical since 1910 - atonality/polytonality, minimalism, modern British/American repertoire; sonority and timbre studies.
- Coursework Completion & Exam Readiness - recording of assessed solo/ensemble performances; completion of both compositions (free choice and to a brief) with programme notes/aural guides; targeted revision for the written paper.

Assessment: GCSE performance recordings are captured under controlled conditions; compositions are developed through drafts with teacher feedback; listening skills are rehearsed via past-paper style questions. Where appropriate, peripatetic tutors

support students' recital preparations and may guide learners toward graded exam repertoire.

Curriculum partnerships and support

Our curriculum is supported by collaboration with the local music hub (advice, workshops, potential progression routes to area ensembles) and Side by Side Arts (specialist input and tuition). We utilise accessible technology (e.g., GarageBand) to enable high-quality composing and performance capture for all students.

Part B: Co-curricular music

Instrumental & vocal tuition

Through Side by Side Arts and visiting tutors, pupils can access one-to-one or small-group lessons (e.g., voice, piano/keyboard, guitar/bass, drum kit, orchestral woodwind/brass/strings, subject to demand). Lesson times follow a rotation system to minimise impact on other subjects. Students are encouraged to prepare for internal recitals and, where appropriate, external graded exams.

Choirs, ensembles and rehearsal spaces

We run an inclusive School Choir and a flexible School Band/Ensemble that adapts to cohort instrumentation. Practice rooms are available at lunch/after school for individual or band rehearsals, with safe storage for instruments. School instruments are available for loan (priority to beginners and those in financial need).

Charging and remissions

Peripatetic lessons are fee-paying; however, the school operates a clear remissions offer. Pupils eligible for Pupil Premium (or facing financial hardship) can receive subsidised or fully funded lessons and instrument loans, ensuring equitable access. Participation in school ensembles/choir is free.

Part C: Musical experiences

We provide rich termly performance opportunities and access to live music for all pupils. A typical year includes: a Winter Concert, a Spring performance event (e.g., showcase), and a Summer Celebration. Students perform as soloists and in ensembles; music features in assemblies and whole-school events. Trips/visiting artists ensure every pupil has at least one live-music experience each year, with subsidies for Pupil Premium learners.

- Termly concerts featuring choir, ensembles and soloists (Years 9-11).
- In-school workshops/recitals by visiting musicians (in partnership with the local music hub/Side by Side Arts).
- Curriculum-linked trips (e.g., orchestral concert; musical theatre performance), with financial support available to remove barriers.

In the future

From 2026 onwards, we will expand access and participation by:

- Broadening instrument lesson offer (subject to uptake) and strengthening vocal provision (e.g., optional harmony group).
- Enhancing the termly performance calendar and adding informal 'open-mic' opportunities to increase stage time and confidence for learners.
- Deepening partnerships with the local music hub and Side by Side Arts (e.g., joint workshops; pathways into area ensembles; in-school residencies).
- Increasing exposure to live music via additional trips and visiting artists each term, with targeted subsidy for disadvantaged pupils.

Further information

For curriculum maps, co-curricular schedules and lesson sign-up, please see the SVF website or contact the Music Lead.

Website: <https://www.svf.org.uk>

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