

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	14 th September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Michael Rule
Name of school leadership team member with responsibility for music (if different)	Gemma Bartlett
Name of local music hub	Leicestershire
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

Curriculum Intent

The Music Department at Brook Mead Academy approaches music not only as a practical skill but as an academic and cultural art form and encourages our scholars to see the subject from these viewpoints. Our schemes of work and enrichment activities provide opportunities for scholars to develop their accuracy and fluency in performing, composing and appraising music, as well as appreciating and utilising the many other benefits of the subject such as perseverance and resilience through rehearsal, self-expression and pride in their achievements. The curriculum fosters a lifelong love of music and a means to explore the place of music in the many diverse cultures of our school, city and world. The curriculum also equips scholars with a range of transferable skills that are valuable in the modern workplace, such as teamwork, communication, creativity, and discipline. Through opportunities to perform, compose, and engage in music technology, scholars develop technical proficiency through professional-level expectations.

Our extra curricular opportunities and music scholarship programme gives scholars access to an enriched musical education regardless of background. We offer peripatetic lessons on a variety of instruments and our facilities and resources allow scholars to thrive as developing instrumentalists. Opportunities to perform in front of both small and larger audiences are provided through classroom performances and our termly concerts.

Curriculum Overview 2026-2027

Key Stage 3

	Year 7	Year 8	Year 9
1	<u>Rhythm Meets Melody – African Melodies</u> - Elements Focus: Rhythm and Tempo, Dynamics, Melody and pitch - Performing: whole class singing, rhythm exercises, class xylophone ensemble - Listening and Appraising: various listening exercises linked to learning and applying the music elements - Music Theory: Rhythm, pulse, ostinato, note values, 4/4/ time signature, pitch, notes on the stave.	<u>Genres - Jazz and Blues</u> - Elements Focus: Harmony, Structure - Performing: class guitar workshop, group rehearsal and performance of the 12 bar blues in the key of A - Composition: group composition using the 12 bar blues structure - Listening and appraising: The origins of jazz and blues, jazz styles (Dixieland, swing/big band, bebop, cool jazz), jazz instrumentation, identifying theoretical elements - Composer/Performer study: Ella Fitzgerald	<u>World Music - The Music of the Caribbean</u> - Performing: class guitar workshop, group rehearsal and performance of <i>Three Little Birds</i> by Bob Marley - Listening and appraising: Styles of music from the Caribbean (Mento, Ska, Rock Steady, Reggae, Dub), instrumentation, identifying theoretical elements - Composer/Performer Study: Bob Marley
2	<u>Melody – Keyboard Skills</u> - Elements Focus: Rhythm and Tempo, Dynamics, Melody Instrumentation - Performing – keyboard skills, C major scale, finger numbers and positions - Knowledge – pitch, notes on the stave, keyboard layout and finger numbers. Orchestral instruments. - Composer/Performer Study: Ludwig van Beethoven	<u>World Music – Indian Classical Music</u> - Elements Focus: Melody, Harmony, Texture - Performing – keyboard skills - Indian scales and ragas, improvisation - Composition – own raga based melodies under tala and drone - Knowledge – raga, tala, drone, instruments of India - Composer/Performer Study: Anoushka Shakar	<u>Band Project – Performing a Cover</u> - Performing: group performance of a cover - Knowledge: chord sequences, song structures, melodies, riffs, basslines - Composer/Performer study: scholar choice
3	<u>Harmony – Ukelele</u> - Elements Focus: Melody and Harmony - Performing: group performance using Ukeleles as the main instrument, chord sequences, strumming technique, accuracy	<u>Western Classical Music – Baroque to Romantic</u> - Elements Focus: Melody, Harmony, Structure, Dynamics - Knowledge – instruments of the orchestra over time, developments over musical periods, ground bass	<u>Popular Music and Songwriting</u> - Composing: using knowledge from previous unit, using music notation software to compose a rock/pop song - Knowledge: chords, triads, inversions, drum

Music development plan summary

	on stringed instruments. Whole class singing. Knowledge: harmony, chords and chord charts,	- Composition: using music technology to compose a piece using a ground bass - Composer/Performer Study: J.S. Bach	loops, bass lines, lyric writing, word setting
4	Music Technology – Melody, Form and Structure - Composing: chord based structured piece using music technology - Knowledge: Using Ableton, chords and loops, musical structures: binary, ternary, rondo,		Film Music - Performance: Keyboard skills: Use of the left and right hands, use of correct finger numbers, Following treble notation, Playing sharps and flats - Knowledge: Clefs, Octaves, Key signatures, Sharps and flats - The place of music in film and key terms: ➤ Soundtrack ➤ Emotional purpose ➤ Diegetic and non-diegetic Composer / Performer Study: John Williams

Eduqas GCSE Music

	Year 10	Year 11
Term 1	(Rehearsal time for both ensemble and individual performances are worked in throughout Year 10) Intro to the Musical Elements Musical forms and devices: - Musical structures - Musical devices used in composition - The history of classical music Set Work- Badinerie Bach: - Analysis using MAD TSHIRT - Whole class performance - Analysis and appraisal of the piece, including in-depth analysis of baroque composition - Extended writing	Music for Ensemble: - Focus on different types of small ensemble - Musical textures - Instrumentation by genre - Chamber Music - Musical theatre Composition to a Brief: - Choosing a brief - Creating and developing musical ideas
Term 2	Popular Music: - Rock and pop styles - Chord progressions and harmony	Ensemble Performance Recording: - Performance technique - Expression and communication - Communication and working together

Music development plan summary

	Set work- Africa Toto: Analysis using MAD TSHIRT - Whole class performance - Piece analysis and appraisal	
Term 3	Film Music: - Instrumentation and contrast - Relationship between story and music – leitmotifs, diegetic and non-diegetic composition Free composition project: - Free choice of composition based on skills learn throughout the year - Creating a brief - Creating and developing musical ideas	Reteach, revision and consolidation. In-depth Exam practice.

Allocation of curriculum time:

Key Stage 3	1 x weekly 50 minute lesson for 18 weeks
Year 10	1 x 100 minute lesson and 1 x 50 minute lesson per week
Year 11	1 x 100 minute lesson and 1 x 50 minute lesson per week

All areas of the music curriculum take into account the impact that successful Key Stage 2 music teaching may have on starting points at Key Stage 3, the impact of the recommendations of the Key Stage 3 National Curriculum, the Model Music Curriculum and the National Plan for Music. The Key stage 3 curriculum is planned to provide the necessary grounding for success at GCSE level (Eduqas GCSE Music) which is offered at Brook Mead Academy.

Whole class, small group and individual opportunities for learning musical instruments and to use music technology are embedded in the curriculum as follows:

Year 7

Whole class: Singing, tuned percussion

Group/Individual: Ukelele, Piano, using Ableton

Year 8:

Whole class: singing, Bollywood riffs, Pachelbel's Canon

Group/Individual: Guitar, piano, singing and lyrics composition, using Musescore

Year 9:

Whole class: singing

Group/Individual: Guitar, bass, drums, piano, singing, songwriting.

Music development plan summary

Part B: Extra-Curricular Music and Instrumental Lessons

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Music tuition is available to all scholars and Brook Mead Academy currently offers lessons on the following instruments:

Violin, Viola, Cello, Flute, Clarinet, Trumpet, Trombone, Piano, Singing, Drums, Guitar.

Our Music Scholarship programme offers a number of free music tuition to scholars. Scholarship places are applied for and priority is given to scholars eligible for the pupil premium, followed by an assessment of wider needs and prior music experience. Scholars with SEND are welcomed on to the scheme. Scholars are lent their instrument and are given a 25 minute lesson each week. Progress is measured through their practice journal. When ready, all scholars are given the opportunity to take ABRSM and Trinity grade exams.

Through the academy's Brook Bonus Time offer, sessions offered by the music department have included Ukulele and Guitar group, BMA Singers, BMA Music Ensemble (orchestra).

The music department offers rehearsal time before school and at lunchtimes each day for scholars to work individually and independently on their music work, or for scholar-led ensembles to rehearse.

Scholars are encouraged to join Leicestershire Music Hub ensembles. We currently have a number of scholars who play as part of the Leicestershire Schools Symphony Orchestra.

Part C: Musical Events

Music Concerts are held at the academy 3 times a year – winter, spring and summer.

As part of school productions, scholars develop and demonstrate their ensemble and singing skills.

Brook Mead Academy takes part in the annual trust-wide Christmas Music Concert, performing to an audience of 400.

Scholars also perform at events such as open evenings.

In the future

The academy has agreed to joining a project between the Leicestershire Schools Music Hub, the Philharmonia Orchestra and other schools in Leicestershire to form a schools orchestra. This is work in progress.

The music department would like to offer scholars the chance to attend live musicals and music performances, taking advantage of Leicester's rich musical and theatre-based venues in order to introduce scholars to professional performance experiences and to enrich scholars' life experiences and cultural capital.

Music development plan summary

We would also like to explore opportunities for performing outside of school to give scholars the experience of the professional musician.