



Music development plan summary: Worthing High School

Overview

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	23/10/25
Date this summary will be reviewed	19/7/26
Name of the school music lead	Mr D Martin
Name of school leadership team member with responsibility for music (if different)	Mrs E Hopkins
Name of local music hub	West Sussex Music
Name of other music education organisation(s) (if partnership in place)	Bsharp Guitar School

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 KS3 Music is taught for one hour per fortnight by one specialist teacher. No students are supported in music by TLAs at the moment.

The curriculum is designed to lay foundations and equip students for the BTEC Tech Award in Music Practice offered in KS4. Some of the content of the Model Music Curriculum is covered.

In KS4 the BTEC Tech Award in Music Practice is taught in 5 1 hour lessons per fortnight. <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice-2022.html>



Year 7: Music Making Skills

Term 1 – Singing Skills

In whole class and small ensemble activities, students encounter a variety of vocal warm ups, games, rounds, part songs, and other repertoire to develop confidence in using their voices musically. They learn how to listen to and compare songs that have the same chord progression using music vocabulary. Repertoire includes Amici – Wake Me up When it's All Over, Kendrick – The Cup Song, Bastille – Pompeii and Vance Joy – Riptide. (BTEC Tech Award Component 2)

Term 2 – Ukulele Skills

Students learn how to tune and hold the ukulele, play C Am and F. They will accompany their own singing and that of their peers. and perform as a classroom orchestra. They will improvise and compose short patterns they, in some cases, might develop into songs or sections of a song. They will listen to compare and analyse songs such as cover versions of Kings of Leon – *Use Somebody* and Sam Smith – Stay with me, using music vocabulary to Identify/describe/explain/evaluate sonic and compositional features.

(BTEC Tech Award Component 2)

Term 3 – Keyboard Skills

Students learn how to make smooth and accurate performances of 12 Bar blues patterns and Jack Ass Blues using a 'five finger' pattern. Students will learn to compose short blues scale melodies using the 'five finger pattern'. Some students will develop these into extended pieces. Students will learn to identify and describe how the Sonic and compositional features of the style are used. Contextual issues will be briefly explored eg poverty and racism. (BTEC Tech Award Component 1+3)

Year 8 – Understanding Tonality and Expression

Taking Beethoven - *Moonlight sonata* as a starting point, students will analyse and explain using music vocabulary, how a late classical/early romantic composer uses tonality and expression to evoke a mental image. The basic music theory of triad construction (major/minor and diminished) and a brief performing task based on Saint Saens - *The Carnival of the Animals*, lead to students to a vocational brief; composing a theme for a Animal documentary series. (BTEC Tech Award Component 1,2+3)

Term 2 – Using chords in performance and composition

Students will explore how chords are fundamental to composition and performance. They will investigate a music style and learn and use some of the compositional and



sonic features of the style to create a performance of Bob Marley, in ensembles using ukuleles, keyboards and voices - Three Little Birds. They respond to a commercial music brief; composing an advertising jingle for a juice drink product.

(BTEC Tech Award Component 1,2+3)

Term 3 – Music- Production skills using a DAW

Students will learn how to input midi chords using the piano roll of an online Digital Audio Workstation. Additional tracks using lead and pad synths will enhance the initial idea. Using the drum editor they will explore the role of each drum in the kit and drum editor. They will work to a vocational brief; designing and making a mobile phone ringtone. Once midi tracks are input, appropriate sounds selected, automation used to control panning and volume fx added and tracks balanced, students can their tracks mixdown as an mp3. (BTEC Tech Award Component 1,2+3)

Year 9

Term 1 – Production skills using a DAW 2

Through investigating the genre of music for video games/media, students will analyse how composers use the sonic and compositional features of video game sound tracks such as O'Donnell – *Halo* and *Tetris*. Building on DAW skills acquired in the previous unit students will create more elaborate sequences with more practiced skills in multitracking, quantising. They will respond to a vocational brief to create a sound track for a Video game concept (BTEC Tech Award Component 1)

Term 2 – Song writing skills

Oasis songs such as Don't look back in Anger and The Importance of Being Idle, enable students to understand how song structures chord patterns, riffs and hooks are essential to writing a good song. Using keyboards, ukuleles and guitars. Students will perform chord riffs and compose a chorus for a 'Britpop' style song. (BTEC Tech Award Component 1, 2 and 3)

Term 3 – Production Skills

Audio editing and midi mixing skills are developed further through editing an audio stem of *The Middle*. Students will change tempo, audio stretch, slice, splice, change pitch, add drum their own drum track, add and edit fx, Compose bass lines and chord tracks. Students will be given four styles to choose from in order to reimagine the song in a different style. (BTEC Tech Award Component 3)

Key Stage 4 – BTEC Tech Award in Music Practice

Autumn 1 – Introduction to BTEC Tech Award in Music Practice

This unit is preparation for the first **Pearson Set Assignment. Component 1 – Exploring music products and styles** is worth 30% of the final grade. Through, group performances, mini composition exercises, guided listening and analysis students will learn to Identify/Describe/Explain/Evaluate and utilise the compositional and sonic features of 1960's British Invasion Music and 1970's Rock/ Key learning



activities include an ensemble performance of The Beatles - *Love me Do*, A DAW production based on '*Satsifaction*'.

Autumn 2 – Component 1 - **Exploring Music Products and Styles (30%)**

In preparation for the Pearson Set Assignment, The sonic and compositional features of Synth-Pop, Bhangra and Serialism are explored through class performance (*Das Model*) guided listening activities, DAW production exercise (*It's a Sin*) and a serialism style composition.

Spring 1 – PSA - **Exploring Music Products and Styles (30%) Task 1**

Pearson Set Assignment is released in January. In preparation for task 1 students select 4 genres to research. They must create a presentation that shows their understanding of the Sonic and Compositional tasks of the chosen styles, illustrated with multiple music examples. The first task is completed over approximately 5 supervised hours.

Spring 2 – PSA - **Exploring Music Products and Styles (30%) Task 2**

For task two students have approximately five supervised hours to create three musical products. When complete both tasks are marked and students given 15 days to re-work and resubmit.

Summer 1 – Preparation for Component 2 – **Developing Music Skills (30%)**

The methodical and iterative process of skills audit, target setting, logging progress and reviewing is introduced and practice exercises conducted

Summer 2 – Preparation for Component 3 – **Responding to a Music brief (40%)**

Students are Introduced to the process of combining all prior learning and skills in to preparing a truncated practice of Component 3. They will use a past paper to research a song and a style from prescribed lists and makes notes on the Sonic and Compositional features. They will the produce a written proposal, compose the piece of music and evaluate the process.

Year 11

Autumn 1 – Pearson Set Assignment Component 2 – **Developing Music Skills (30%)**

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. A sample PSA can be found here

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2022/specification-and-sample-assessments/btec-tech-award-music-practice-2022-psa2.pdf>

Autumn 2 - Pearson Set Assignment Component 2 – **Developing Music Skills (30%)**

PSA continued

The PSA is finished, marked and feedback given. Students have 15 school day (three weeks) in order to re-work and re-submit. Preparation for Component 3 starts after the resubmission.

Spring 1 – Set Task – **Responding to a Music Brief (40%)**

Students respond to a commercial/vocational brief. They must research a song and a style from prescribed lists and makes notes on the Sonic and Compositional features. They will the produce a written proposal under exam conditions



Spring 2 - - Set Task – Responding to a Music Brief (40%) continued
Candidates compose a piece of music by mixing aspects of the song with the chosen style and evaluate the process as they work. They must ensure that they address the brief.

Summer 1 - Set Task – Responding to a Music Brief (40%) continued

Compositions are finalised and notes taken during the process are used to complete an evaluation under exam conditions.

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.

Music Tuition, Choirs and Ensembles

Small group/one to one opportunities for music tuition :

Singing – Miss Bramley - WSMusic@westsussexmusic.co.uk

Guitar – BSharp Guitar School - bsharpguitarschool@hotmail.com

Drums – Mr T Mueller - Thomas.Mueller@westsussexmusic.co.uk

Brass – Mr L Greenwood - nroffbrass@gmail.com

Keyboard – Mrs H Phillips helen.phillips70@icloud.com>

Strings - Mrs Harte-Stovell erinhartestovellviolin@gmail.com

Woodwind - Mr Smith - WSMusic@westsussexmusic.co.uk

Lessons are at cost however help with paying for lessons is available. Full information regarding West Sussex Music Trust lessons is available via this <https://www.westsussexmusic.co.uk/>. Group lessons cost approximately £9.10 (free lessons are available for some students) Individual 20 min sessions cost approximately £14.80 and individual 30 min lessons cost in the region of £22.20.



BSharp Guitar School: – guitar and drum workshops. Students are encouraged to form bands under the guidance of Mr Gladman. These bands perform at events.

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.

Opportunities for performance:

Autumn term: Christmas Showcase. A collaborative event with Dance and Drama. Soloists and ensembles audition to take part in a festive celebration. This event is free to attend and a free will charity donation is collected for a local homelessness charity.

Remembrance day : Student performs last post and reveille.

Summer term: Collaboration with Northbrook College – Skoolfest. Students compete with other schools in a battle of the bands format at the Worthing Pavilion. This is cost free for students to participate however Worthing Theatres charge an admission fee for audience. <https://wtm.uk/events/northbrook-met-presents-skoolfest/>

Summer Show case: A collaborative event with Dance and Drama. Soloists and ensembles audition to take part in a summer celebration This event is free to attend.

End of term assemblies: Singers and/or soloists contribute.

West Sussex Music Hub: Worthing Sings Live Event – singers join to make a large choir with other schools in Worthing Assembly hall. This is cost free for students to participate however Worthing Theatres charge an admission fee for the audience..

In the future

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

Developments for 2025/26

Currently the Subject leader for music is recovering from major open heart surgery and long-term cardiac illness. and is re-establishing ensembles and co-curricular opportunities in the coming terms, subject to guidance from Occupational Health.



It is hoped that the following ensembles will reform and perform in public concerts and showcases.

- 1) School Brass group relaunch.
- 2) School choir relaunch with input from West Sussex Music singing teacher

Further information (optional)

Our local music hub partner is West Sussex Music

<https://www.westsussexmusic.co.uk/about-us/>

Additional support is provided by BSharp Guitar School.

<http://www.bsharpguitarschool.co.uk/>

Partner Community Organisation

Lancing Brass of the Royal British Legion

<https://lancingbrass.org.uk/>

Northbrook MET college

<https://www.northbrook.ac.uk/>

BTEC support network partner:

The Angmering School

Mr D Godsmark - Subject leader for music, The Angmering School

<https://www.angmeringschool.co.uk/>