Holcombe Grammar School

Music Development Plan

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	October 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mr John Zwanzig
Name of school leadership team member with responsibility for music (if different)	Mrs Fiona Williamson
Name of local music hub	Kent Music Hub
Name of other music education organisation(s) (if partnership in place)	

Music Curriculum Intent:

- Provide students with a range of opportunities to improve their knowledge and skills in performance, composition and appraising throughout their musical development and challenge them to listen to a broad range of music from a variety of genres and cultures.

- Provide students opportunities to participate in a wide range of musical experiences including trips and extra-extracurricular groups to ignite their passion for Music.

- Provide students with opportunities to experience a variety of instruments through listening, composing and performing activities and through instrumental lessons provided by the department.

- Provide students with opportunities to perform in a variety of extra-curricular bands including vocal groups, rock bands, jazz bands, and sound club, a club that explores DAWs and setting up live sound.

- Provide students with opportunities to perform in trust and community events in front of a wide range of audiences.

- Broaden students' knowledge of job opportunities within the music industry.

PART A Curriculum

The Model Curriculum

The music department has linked the curriculum to the Model Curriculum by:

Singing

- Singing is becoming more embedded in the KS3 curriculum with students given the options to sing or rap in KS4 and 5 performances.
- The Carol service involved more than 50 students singing and the department had more than 30 students singing for the Trust's arts competition.
- The music department has a small vocal group of around 5-10 students at the moment and are looking to increase the numbers in the future.
- The music department has a singing specialist within the department who is teaching students different techniques to keep their voice healthy

Instrumental Teaching

- Students are given opportunities to perform and compose using keyboards, Ukuleles and have the chance to use their own instruments during Music lessons.
- Breaktimes and Lunchtimes give students an opportunity to perform on piano, keyboard, drums, guitars and basses provided by the music department.
- The department also have a range of peripatetic teachers that offer piano, brass instruments, woodwind, guitar, bass and drums.

Use of Music Technology

- The music department has 15 computers that have Cubase 10.5 and use it from years 7 to 13. Students can use these computers at breaktimes and lunchtimes to make up their own music.
- The music department has a bespoke recording studio built by the department's 'Sound Club'. It has drum, vocal and guitar microphones that students can use to record their music. Students of all key stages have the opportunity to use the recording studio breaktimes, lunchtimes, and afterschool.

Listening

- Students are given opportunities to listen to music from a wide range of composers and performers. The music department adds any audio from the lesson onto the Teams Channel to allow students listen to further music from the topic.
- Students are given opportunities to listen to live music from many different genres through trips to a variety of musical performances.

Composing and Creating Music

- Students in key stage 3 have at least two opportunities to compose music in each year.
- Students in key stage 3 are given opportunities to improvise, compose and create music from a wide number of genres in lessons. Students start by improvising melodies using pentatonic scales; the blues scale; major and minor scales; and modes in key stage 3 which helps them to progress to more complex melodies at key stage 4 and 5.
- Students are taught simple harmony like chords 1 4 and 5 and this evolves to using more complex chords including extended chords by the end of year 9.

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Key Stage 3 Learning Journey

GCSE Music

2 Performances: One solo performance and one group performance

2 Compositions: One free composition and one brief set by the Exam Board based on the pieces of music studied during GCSE Music

Listening Exam based on 8 pieces of Music including *Instrumental Music* (Bach and Beethoven); *Vocal Music* (Queen and Purcell); *Music for Stage and Screen* (Star Wars and 'Defying Gravity' from Wicked); and *Fusions* (Esperanza Spalding and Afro Celt Sound System)

Year 9

- Topic 3 Electronic Dance Music: ***Composing*** an Electronic Dance Music song using Music Technology; ***Listening*** to a variety of songs from different styles of EDM
- Topic 4 Fusions: ***Composing*** a song that involves 2 styles of music.; ***Listening*** to songs that fuse two styles of music.
- Topic 2 Rock Music: ***Performing*** a Rock song; ***Listening*** to a variety of songs from different decades of Rock
- Topic 1 Film Music: ***Composing*** a Leitmotif and music for a scene from a film clip; ***Listening*** to a variety of theme songs from films including Star Wars

Year 8

- Topic 3 Jamaican Music: ***Listening*** to music from different styles of Jamaican Music; ***Performing*** a song from Jamaica including chords and melody
- Topic 4 Music and the Media: ***Composing*** music for a product or advert; ***Listening*** to examples of music used for advertising.
- Topic 2 Minimalism: Patterns in Music: ***Listening*** to music from different styles that were influenced by Minimalism.; ***Composing***, developing and layering patterns of music using Music Technology
- Topic 1 Blues: ***Listening*** to a variety of songs from different styles of Blues.; ***Composing*** a Blues melody based on a Blues Scale and ***performing*** a 12 Bar Blues Chord Progression

Year 7

- Topic 4 World Music: ***Listening*** to a variety of music from around the world and dentifying key features of the music; ***Composing*** music using musical features from around the world
- Topic 5 Moods in Music: ***Listening*** to examples of Programme Music – music that tells a story; ***Composing*** music based on a picture from an artist from the British Isles
- Topic 2 Performance: ***Performing*** Beethoven's Fur Elise; Reading the notes of the Treble Clef
- Topic 1 Rhythms: Rhythmic Dictation; Reading Time Signatures
- Topic 3 Structures: ***Listening*** to music that uses different structures.; ***Composing*** and developing a piece of music in Ternary form
- ***Performing*** Rhythms; Reading rhythms

Skills Learnt throughout Key Stage 3 Music, GCSE Music and A-Level Music

Performing: learning how to read music and perform Pieces of music from different genres

Composing: Creating your own music based on the features of different genres of music.

Listening and Appraising: listening to different pieces of music and identifying the musical features

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Eduqas GCSE Music KS4 Learning Journey Pt1

Your journey continues in Year 11

Term 6
- Component 3: Listening and Appraising — **Appraising Skills Recall AoS 3 and 4**: Students develop appraising skills through MAD T-SHIRTT analysis and listening activities of set work 2 Africa
- Component 2: Composition — **Composition Final Work**: Students complete Free composition piece of coursework and accompanying log before the Summer break.
- Component 1: Performance — **Performance Refinement and Recording**: All solo performances should be recorded before the Summer break in order that they can be marked according to the Eduqas criteria.

Term 5
- Component 3: Listening and Appraising — **Appraising Skills Recall AoS 1 and 2**: Students develop appraising skills through MAD T-SHIRTT analysis and listening activities of set work 1 Badinerie
- Component 2: Composition — **Free Composition**: Learners develop Free Composition based on a brief of their choice.
- Component 1: Performance — **Performance development**: Students practice final GCSE solo performance pieces in readiness mock in term 6.

Term 4
- Component 3: Listening and Appraising — **Appraising Skills AoS4 Popular Music – Set work 2 Africa**: Students develop appraising skills based on popular music. Through the analysis of set work Africa
- Component 2: Composition — **Free Composition**: Learners begin Free Composition based on a brief of their choice.
- Component 1: Performance — **Performance development**: Students decide on final GCSE solo performance pieces in readiness mock in term 6. These are developed during practical lessons with regular feedback from Mr Z or Miss P

Term 3
- Component 3: Listening and Appraising — **Appraising Skills AoS3 Film Music**: Students develop appraising skills based on film music. Through MAD T-SHIRTT analysis and listening activities
- Component 2: Composition — **Composition – Skills development**: Students to develop compositional skills via portfolio and targeted music theory tasks.
- Component 1: Performance — **Performance Development**: Students continue to develop performance skills focusing on technique and accuracy working independently or in small groups

Term 2
- Component 3: Listening and Appraising — **Appraising Skills AoS2 Music for Ensemble**: Students develop appraising skills based on music for ensembles. Through MAD T-SHIRTT analysis and listening activities
- Component 2: Composition — **Composition – Skills development**: Students continue to develop compositional skills via portfolio and targeted music theory tasks.
- Component 1: Performance — **Introduction to Performance**: Students develop instrumental technique and practice skills to develop solo/ensemble performance skills independently or pairs

Term 1
- Component 3: Listening and Appraising — **Introduction to AoS1 Musical Forms and Devices – Set work 1 Badinerie**: Students develop an understanding of musical forms and compositional devices, how they are used within melodic and harmonic composition through the analysis of set work Badinerie in AoS1
- Component 2: Composition — **Introduction to Composition**: Students are introduced to rhythmic, melodic, and harmonic concepts. Students begin to create a portfolio of compositional ideas that can be developed over the next few terms in preparation for free composition.

Year 10

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Eduqas GCSE Music KS4 Learning Journey Pt2

Musical skills are for life-long enjoyment!

Your journey may continue in KS5

The home stretch

Term 5
- Appraising Exam - June — **Revision of all AoS1-4**: Revision on all areas of study and set works.
- Component 3: Listening and Appraising — **Revision of all AoS1-4**: Students revise content from AoS1; Musical forms and devices - Set work Badinerie. AoS4: Popular music – Set work Africa and AoS2-3 unheard pieces through MAD T-SHIRTT and listening activities

Term 4
- Component 3: Listening and Appraising — **Appraising Skills AoS4 Popular Music**: Students revise content from AoS4; Popular Music - Set work Africa and unheard pieces through MAD T-SHIRTT and listening activities
- Component 2: Composition — **Composition Final Work**: Learners complete both pieces of composition coursework and the accompanying log by March to be marked according to Eduqas criteria
- Component 1: Performance — **Performance Refinement and Recording**: All solo and ensemble performances should be recorded by March to be marked according to the Eduqas criteria.

Term 3
- Component 3: Listening and Appraising — **Appraising Skills AoS2 Music for Ensemble**: Students revise content from AoS4; Popular Music - Set work Africa and unheard pieces through MAD T-SHIRTT and listening activities
- Component 2: Composition — **Free Composition**: Students begin Free Composition based on a brief of their choice.
- Component 1: Performance — **Performance Refinement and Recording**: Students prepare their final solo and ensemble performances for recording. These recordings can be completed any time in Year 11 – and re-recorded where appropriate.

Term 2
- Component 3: Listening and Appraising — **Appraising Skills AoS3 Film music**: Students revise content from AoS1; Musical forms and devices - Set work Badinerie and unheard pieces through MAD T-SHIRTT and listening activities
- Component 2: Composition — **Composition – Skills development**: Students continue to develop compositional skills via portfolio and targeted music theory tasks.
- Component 1: Performance — **Performance Refinement and Recording**: Students prepare their final solo and ensemble performances for recording. These recordings can be completed any time in Year 11 – and re-recorded where appropriate.

Term 1
- Component 3: Listening and Appraising — **Appraising Skills AoS1 and Set Work**: Students revise content from AoS1; Musical forms and devices - Set work Badinerie and unheard pieces through MAD T-SHIRTT and listening activities
- Component 2: Composition — **Set Brief Composition**: Learners explore the Eduqas Set Briefs for their final composition. Compositional work is ongoing throughout terms 1 & 2
- Component 1: Performance — **Performance Refinement and Recording**: Students prepare their final solo and ensemble performances for recording. These recordings can be completed any time in Year 11 – and re-recorded where appropriate.

Year 11

Kent Music Hub Self-Assessment Curriculum

Area	Category	Band	Description	Achieved/ Comments
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups across Key Stages as guided by the National Curriculum.	The department mapped all the skills needed to access GCSE and the National Curriculum and mapped these skills through Key stage 3
		2	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum	
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local primary schools.	We currently work with the local Primary school on projects but the cohort comes from a variety of Primary schools including London.

	Singing	1	There are opportunities for singing throughout KS3 and 4 curriculums.	Singing has been included in Year 7 and 8 schemes of work including some techniques for health singing.
		2	Singing is embedded into KS3 schemes of work, including the teaching of healthy singing.	
		3	The school is considered at 'singing school' as it plays an integral role to school life and serves the local community.	Singing has been more involved in school life including over 50 year 7 students singing for the Holcombe Carol Service. Over 30 students were involved in singing for the Trust Has Talent student competition and the school musicals. The music department is currently looking for more ways to embed singing into student life

	Assessment	1	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Students are assessed formally 3 times during one topic but there is an expectation of informal assessments each lessons usually through verbal help and demonstration.
		2	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	

		3	The department has a bespoke assessment policy that assesses musically and appropriately and is in alignment with school assessment strategy.	The department has a robust means of assessing composition and performance ability but is currently improving the means of assessing aural musicality

	Timetabling	1	All curriculum music lessons are timetabled for 60+ minutes.	Students in Key Stage 3 have 1 lesson per week.
		2	Curriculum music in your school has the minimum of one weekly session per year group throughout the year	
		3	All curriculum music lessons take place in a specialised music environment.	The music department is currently housed in a wooden hut with 4 separate rooms and an office. One room has 15 keyboards which are connected to headphones; another room has 15 computers with Cubase 10.5 and a midi keyboard. The third room is currently used as a rehearsal area which has many guitars and basses along with percussion instruments and two drum sets. The office has been turned into a recording studio with connections to the final “live room” which has two drum sets, many amplifiers and microphones for vocal, instrumental and drum recordings.

Part B: Extra Curricular Music

- The music department currently has peripatetic teacher for piano, guitar, bass, drums, brass and woodwind instruments and is looking to develop more modern tuition in DJing, producing and rapping to help students to access the music industry in the future. There is funding available provided by Kent Music and the department for pupil premium students and students playing brass instruments.

- The music department has clubs for a small vocal ensemble and is currently attempting to improve the number of students involved in it. There is currently a keyboard club; a Jazz band; 3 key stage 3 Rock bands; a sound club which teaches students how to produce music using Cubase and live sound; and a composition club run by specialists in that subject. All bands and clubs have had the opportunity to perform in a variety of concerts and assemblies.

- The music department has been working with Dynamics and Kent Music to increase the number of instrumental loans for Brass and woodwind instruments, and to involve students in local music centres in weekends. We have had previous students involved in hub ensembles, local bands and national orchestras.

- The music department is currently working towards including rapping and DJing in the future to help an increasing number of students to perform and access the music industry. We are examining how we can include members of the industry to run clinics on how to rap and DJ at a professional level.

Part C: Musical Events

- The department has given students opportunities to experience trips to musical performances and concerts throughout the year. We are currently providing trips to see “My Neighbour Totoro” in London; the Royal Philharmonic Orchestra playing Motown songs at the Royal Albert Hall; “Les Misérables” in London and have taken students to musicals like “Back to the Future”, “Wicked”, “Spirited Away” and “Hamilton”; Performances by the Royal Philharmonic at the Royal Albert Hall and a performance by the Ronnie Scotts All Stars Jazz band in Dartford.

- Students have opportunities to perform in Assemblies; The Christmas Carol Service and the Holcombe Founder’s Day concert. Students can choose the songs and types of ensembles they would like to use to perform. Students from the sound club have been asked to help with setting up and running live sound for previous concerts including the Founder’s Day Concert and the Carol Service.

- Students have helped the music department to record a song for the Trust’s Arts Student Competition which involved over 70 students participating by singing and playing instruments. Students were also involved in recording a song for the Commonwealth Music Relay in previous years. We have had students performing in the Rochester and North Kent Music and Drama Festival and the Medway Young Musician of the Year competition.

- The music department worked with New Horizon’s Children’s Academy in Chatham to record their songwriting project and have invited students from the school to watch rehearsals for the Founder’s Day Concert in July 2023.

- The department is looking for ways to perform to the local community in the future including performances for local hospices and community events.

Kent Music Hub Self-Assessment

Area	Category	Band	Description	Achieved/ Comments
Tuition and Ensembles	Instrumental and vocal tuition (1-1 and small group)	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings on an annual basis.	The music department currently has a Guitar/ Bass teacher, Piano teacher, Woodwind teacher, Brass teacher and Drum teacher. We are currently looking to include a string teacher but are finding it difficult to get enough students to make these lessons viable.
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. Opportunities for your pupils to perform in both formal and informal settings on a termly basis.	
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Regular opportunities for your pupils to perform in both formal and informal settings, at ie: once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	The music department has improved the number of students participating in instrumental lessons. The target for this year is to had between 10-15% of students taking instrumental lessons.

	Instrumental vocal ensemble provision	1	The school provides an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble. The instrumental ensemble is regularly attended by a minimum of 5 pupils. Vocal ensembles are inclusive. Ensembles are led by a competent musician. There is an annual showcase/concert which could be in collaboration with another department.	The music department has several Rock bands involving students from years 7 to 13. We are currently building a Jazz/ Rhythm and Blues band which involves over 10 students. We have a small vocal ensemble and are looking to add more students in the future.
		2	The school has more than one instrumental ensemble. The instrumental ensembles are regularly attended by a minimum of 10 pupils. The vocal offer provides opportunities for progression eg: close harmony groups or senior choirs and practises healthy singing. It is planned that the ensembles rehearse and perform a range of styles and genres. There is an opportunity for the ensembles to perform to parents or peers	There are ensemble opportunities for any student taking 1:1 lessons. We are currently developing the numbers of students taking part in vocal groups.
		3	School provides ensemble opportunities that cater for all instruments taught in 1-1 lessons. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers. Non-departmental staff take part in rehearsals and concerts alongside pupils or could sing in a staff choir.	

Area	Category	Band	Description	Achieved/ Comments
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff (head of department/lead music teacher) who holds qualifications for music at degree level, not a senior leader who has responsibility for music and advocates for the subject across the school	There is a dedicated head of department at the school who is currently line managed with a member of the Senior Leadership team.
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	

		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	

	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	Students are given the opportunity to choose their own repertoire for any performances. Student voice is considered when choosing music for any ensemble performances. For example, performers in the Jazz band will listen to several songs before they choose the performance piece.
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	Student voice is taking into account the curriculum. The Music department changed a topic in year 9 to Electronic Dance Music to give students interested in Electronic Dance Music a chance to learn the key features and how to compose in this style. Students can choose performance pieces in all key stages for any performance related topic as long as it suites the topic.

	Value of Music	1	Music only plays a small role or no role at all in school life	Music is playing a bigger role in school life with students performing a broad range of music in concerts and assemblies.
		2	Music occasionally plays a role in school life	
		3	Music is an important part of everyday life	Music is becoming more embedded with performances at assemblies and a variety of concerts. We have provided music from the trust's arts competition each year. This music department is currently looking for more opportunities for students to learn instruments, use modern technologies like DJing and Producing, and performances in school and in the community.

	Inclusion	1	Schools signpost learners to KM bursary for 1-1 learning All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	The music department has worked with Dynamics, the Medway Music Hub, and Kent Music to help fund instrumental lessons for PP students and instruments that are becoming less popular like Brass and Woodwind. The department uses a wide range of strategies including providing at least 3 pieces of different levels of difficulty; demonstrations for students who are finding pieces difficult.
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.	The department is looking at more financial support to run more clubs at lunchtimes and provide more instrumental lessons for students. There are many opportunities for students to listen to music from a range of cultures and traditions including Western Classical Music, Popular Music and Traditional Music from around the world.

Area	Category	Band	Description	Achieved/ Comments
School life and opportunities	Resources and equipment (physical)	1	There are limited instrumental resources within the school, possibly only a part set of class instruments. The department has access to a limited number of computers/Macs/iPads etc. which may be sourced from/be in another department.	The department has 15 computers with Cubase 10.5 which has some relevance. There are a range of instruments for students to use including keyboards, drum sets, basses, acoustic and electric guitars,15 ukuleles
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources). The department has computers/Macs/iPads etc. solely for their use. There is relevant and up to date software that is accessible for whole classes to use simultaneously. There are resources to support the everyday running of the music department including upkeep of instruments. There is a dedicated space for 1-1/small group music tuition within the school.	
		3	The school has a wide range of instruments (owned or hired) which are used regularly during curriculum time and 1-1 instrumental provision. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning. The department has a technology suite/studio and if required the expertise for running this space is outsourced (music technician). There are dedicated spaces for 1-1/small group music tuition within the school.	The music department has integrated Cubase into the curriculum. The department has a studio.

	Budget	1	There is limited budget for music provision outside of funding from Kent Music that is used to resource the department to deliver curriculum music only.	There is a good budget for the department to develop resources to deliver the music curriculum and supports resourcing some extracurricular clubs including DJ gear, some instrumental lessons and recording equipment.
		2	The budget (including Kent Music funding/fundraising) is planned to support the delivery of the music curriculum and supports resourcing the school.	
		3	There is a significant budget (including Kent Music funding/fundraising) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	The music department is currently looking for extra funding to help students to broaden their musical experiences including concerts and clinics from members of the industry.

	CPD	1	The lead member of staff for music undertakes music specific CPD every year	The Head of music has researched a variety of music specific topics including Metacognition in music and how to help students who have performance anxiety. He has accessed CPD from EDEXCEL for GCSE and A Level and has shared the course with the department and heads of department from the trust.
		2	The lead member of staff shares upskilling other staff members within their own department as a result of their CPD attendance.	
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	Still ongoing. The department has signed up to a CPD event run by Kent Music Hub looking at rapping in the classroom.

School life and opportunities	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	The school has been engaged with the local Music Education Hub for the previous two years and has already met with members of Kent Music to look at ways we can deliver more opportunities for students to access music. He has attended most network meetings in the previous year and has provided resources for music departments in the trust and Medway community.
		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).	
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	Holcombe Grammar School has been accredited with Arts Mark Silver and the music department is currently working with the performing arts departments to achieve Gold.

MOVING FORWARD:

Part A Curriculum

- To find more opportunities for students to sing in music lessons, in clubs and in concerts. Currently we have small groups performing in Carol Services and concerts, but we would like to broaden the range of students in the future.

- To develop more means for students to develop their aural skills in lessons from key stage 3. The department is working with students to actively listen to a wide variety of music from many periods, styles and cultures.

- To communicate with local primary schools about their curriculum and look at how the music department's curriculum compliments these students' experiences in key stage 3.

- To give students a broad choice of performance mediums including DJing and rapping for GCSE Music.

Part B Extra Curricular Music

- To broaden the range of ensembles and clubs in the future by working with the Kent Music Hub and bringing in experienced local members of the industry to help run these clubs.

- To improve the number of students leaning instruments by using funding provided by Kent Music and the music department to pay for more group lessons on instruments like brass and woodwind instruments.

- To work with the Kent Music Hub and local members of the music industry to provide workshops in a variety of musical experiences to help to improve the number of students involved in lessons and clubs.

- To develop Rap and DJ clubs to give students a broad range of musical experiences in the future.

Part C: Musical Events

- To provide students with more opportunities to take part in local events and concerts. Most trips to concerts are in London rather than the local community.

- To provide students with more opportunities to perform in the local community including hospices and events

- To work in partnership with Dynamics and Kent Music to provide students with opportunities to perform in ensembles outside of school.

Actions for 2025/2026

Increase the number of opportunities for students to perform in events within the community. The music department will look for opportunities for students to perform around Medway.

Develop more long-term partnerships with outside agencies including Kent Music and Dynamics to give students opportunities to take part in ensembles outside of the school.

Develop more long-term partnerships with members of the industry to provide clinics in a variety of styles of music. We will be looking to include more contemporary techniques like Djing and rapping as this is a major component of the Music industry.

Develop more opportunities for students to sing in Key Stage 3 lessons to give students more confidence in their singing ability.

Develop the number of students taking instrumental music with the help and funding of the local Music hub. We are looking to improve the number of students playing Brass and Woodwind instruments.

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