Music Development Plan Summary: Exmouth Community College

The National Plan for Music Education states that schools should provide high-quality music education through their music curriculum, co-curricular opportunities, and musical experiences. Key features of the plan include:

- Access to lessons across a range of instruments and voice
- A school choir or vocal ensemble
- A school ensemble, band, or group
- Space for rehearsals and individual practice
- A termly school performance
- The opportunity to experience live performance at least once a year

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	August 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Harry Dearsly
Name of school leadership team member with responsibility for music	Philippa Rowe
Name of local music hub	Devon Music Hub

Part A: Curriculum Music

From September 2026, the College follows a two-week timetable based on 95-minute lessons. Music is taught once per fortnight at KS3, with three 95-minute lessons per fortnight at KS4. Students in KS5 receive five 95-minute lessons per fortnight.

The overriding aim of the Music curriculum is for students to:

- Acquire performance techniques and develop musicianship.
- Develop creativity through composing and arranging music.
- Enjoy music through active participation and performance.
- Understand how music reflects diverse cultures, traditions, and historical contexts.

The curriculum is sequenced to enable students to progressively develop their performing, composing, listening, singing and notation skills, building musical knowledge, confidence, and independence over time.

Key knowledge is developed through a carefully sequenced curriculum that balances performing, composing, and listening activities across Key Stage 3. In Year 7, students develop keyboard skills through the study of Swan Lake, compose using the conventions of the 12-bar blues and explore the instruments of the orchestra. In Year 8, students perform and arrange Hip Hop music, compose Reggae choruses, and study music from around the world. In Year 9, students develop ensemble skills through Battle of the Bands, compose film music using music technology, and explore influential musical works in Music You Should Know. Throughout Key Stage 3, students develop practical musicianship, creativity, listening skills, singing skills, and an understanding of a wide range of musical styles, genres, and traditions.

Students at KS3 learn to read and perform from staff notation, chord charts, lead sheets and tablature (TAB), perform with increasing fluency and accuracy on a wide range of instruments including keyboards, djembes, ukuleles, guitars, bass guitars and drum kit, and develop their singing skills through small group and whole-class activities. Students use the elements of music to compose in different styles and structures, making use of Digital Audio Workstations (DAWs) and other music technology to create, record and refine their work. They listen to and appraise music from a range of historical periods, cultures, and traditions while understanding musical context and influence. The curriculum is designed to build on prior learning, with students tracking their development across the six strands of the Model Music Curriculum and the cumulative knowledge encountered.

Students are supported through high-quality teaching and learner-friendly PowerPoint presentations that break down complex musical concepts into manageable steps. Resources are designed to support classroom learning and independent study, alongside guidance sheets, notation aids, instrument-specific resources, and keyboard templates. Students with SEND receive appropriate support and adaptations to enable them to access, participate in, and succeed in music lessons.

At Key Stage 4, students follow the Eduqas GCSE Music course, which gives them a solid, hands-on foundation in performing, composing, and listening. Students build confidence on their instrument or voice through both solo and group performances, working on their technique, timing, and expression. In composition, they learn how to create their own original music using music software and notation, writing one piece to an exam board brief and another in a style of their own choice. Alongside practical work, students develop their listening and analysis skills across four main areas: Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music. By studying specific set works (Africa by Toto and J.S. Bach’s Badinerie) and a wide range of genres, students learn how music is put together and prepare thoroughly for the final listening exam.

At Key Stage 5, students progress to Eduqas A Level Music, which helps them grow into independent and skilled musicians. The course is flexible, allowing students to choose whether they want to focus more on performance or composition based on their individual strengths. Performers prepare a substantial recital programme focusing on stage presence and technical control, while composers create a portfolio of original pieces in both classical and contemporary styles. The listening and appraising part of the course takes a deeper look at music history and theory, covering the development of the symphony, twentieth-century styles, and a chosen specialist area like Jazz, Musical Theatre, or Rock and Pop. This blend of practical skill and musical understanding gives students the tools they need for university, music college, or a future in the music industry.

Part B: Extra-Curricular Music

Students have access to peripatetic tuition in strings, woodwind, voice, piano/keyboard, guitar, ukulele, bass guitar, and percussion. Lessons are available individually or in small groups. Pupil Premium funding is used to support eligible students in learning an instrument.

Students across all year groups are encouraged to participate in our wide range of extra-curricular music activities, which take place during lunchtimes and after school. These include:

- Concert Band: our school orchestra, open to students playing a wide range of instruments.
- Livewire: an opportunity for students to form bands, rehearse repertoire, and prepare for live performances.
- Soundwave: our school choir, developing vocal technique, ensemble skills, and performance confidence.
- DJ Club: developing skills in DJ equipment, mixing techniques and live performance.
- Chamber Ensemble: a small ensemble for woodwind and string players.
- Music Technology Club: Exploring music production, recording, and live sound engineering.
- Keyboard Club: developing keyboard skills, musicianship, and performance techniques.

These activities provide students with opportunities to rehearse, collaborate, perform, lead, and develop their musical skills beyond the classroom environment.

Part C: Musical Experiences

September: Showcase performances by ensembles and examination students at Open Evening.

December: School production of Harry Potter. In previous years Music students have performed as part of productions such as Mary Poppins, and similar collaborations may take place in future productions.

December: Musical showcase of students from all year groups, enrichment clubs and students involved with the school's peripatetic offer.

December: Public Community Carol Service at Withycombe Raleigh Church, performed by ensembles and soloists.

Spring Term: Performance opportunities for examination students, ensembles, chamber groups, and solo performers, enabling students to highlight their progress and develop confidence as performers.

Summer Term: Expressive Arts Showcase in collaboration with Dance, Drama, and other creative subjects.

Summer Term: Transition concerts with primary schools at the ECC Theatre.

Summer Term: Quad Concert and community celebration event, showcasing student musicians and ensembles.

In the Future

We plan to reintroduce an international performance tour, providing opportunities for our ensembles to perform abroad and experience different musical cultures.

We will continue to develop performance opportunities beyond the College through participation in local festivals, community events, and public performances.

We are committed to providing opportunities for students to experience live music and will continue to organise visits to concerts, performances, and other musical events whenever possible.

We also aim to expand our peripatetic tuition offer by introducing brass instrument lessons, increasing the range of instrumental study available to students, and supporting progression into our extra-curricular ensembles.

Our long-term goal is for our Performing Arts faculty to become a centre of excellence for Arts Education.