

# Music development plan summary: Melbourn Village College



MELBOURN  
VILLAGE COLLEGE

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	January 2026
Date this summary will be reviewed	July 2026
Name of the school music lead	Mr Johny Thomson
Name of school leadership team member with responsibility for music (if different)	Mr Johny Thomson – Performing Arts Lead
Name of local music hub	Cambridgeshire Music
Name of other music education organisation(s) (if partnership in place)	The CAM Academy Trust

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.

At MVC, the Key Stage 3 curriculum aims to introduce pupils to a broad range of music from a wide variety of historical and geographical contexts. In doing so, we aim to promote and develop a sense of cultural understanding and international mindedness in our students.

The Key Stage 3 topics covered also foster transferable skills such as listening, creative and critical thinking and the development of confidence in presenting and performing. These broad skills are then expanded upon at Key Stage 4.

### KS3 Music

#### Overview of content

Throughout KS3, pupils' learning and assessment is centred around the three core areas of Music; these are comprehension, composing and performing.

Through a broad range of listening, creative and performing tasks based on a breadth of topics, pupils develop knowledge and skills progressively over time. The level of musical vocabulary and skills expected during lessons becomes gradually more challenging throughout the Key Stage.

In order to promote pupils' memory of the content learned, language linked to the musical elements is continually used, paraphrased and referred back to, throughout the Key Stage.

#### \*Formative Assessment

In addition to summative assessments which take place at the end of each topic listed in the tables below, the checking of learning takes place in every lesson through an ongoing dialogue between the teacher and pupils, typically through live marking and feedback.

During listening based activities, adapted and open questioning is regularly activated in order to check pupils' comprehension of musical vocabulary. During practical based activities, constructive peer and teacher verbal feedback is engaged, with 'What Went Well' and 'Even Better If' based comments, in order to establish pupils' areas for development/ next steps. In advance of all summative assessments, every pupil has the opportunity to gain feedback and develop their work.

#### Music programmes of study: Key Stage 3 National curriculum in England

The text in italics in the table below indicate where in the programmes of study the NC objectives are embedded.

Yr 7 Programme of Study		
Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn – 1	<p><b>Instruments of the Orchestra</b></p> <p>Pupils learn to recognise the sound, musical features of and styles associated with the core instruments of the string, brass, woodwind and percussion families.</p> <p>Pupils then apply their learning through creating and performing a motif</p> <p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p>	<p>*Please find information about <b>*Formative Assessment</b> above</p> <p><b>Summative assessment</b></p> <p>(for Instruments of the Orchestra)</p> <p>Keyboard assessment (Practical)</p>
Autumn – 2	<p><b>Introduction to World Music</b></p> <p>Pupils learn about the traditional musical instruments and musical features and characteristics associated with:</p> <p>Africa, India, Indonesia, China, Japan and Latin America</p> <p>Pupils also learn about the use of music in society, within each area/ culture.</p> <p>Pupils then apply their learning through creating a short piece of music inspired by each World Music area/ culture.</p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p>	Keyboard assessment (Practical)

	<p><i>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i></p> <p><i>identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</i></p>		
Spring – 1&2	<p><b>Western Art Music</b></p> <p>Pupils learn a historical narrative of Western Art Music, including the great composers, instruments and styles associated within the Medieval, Renaissance, Baroque, Classical and Romantic eras.</p> <p>Pupils then apply their knowledge and understanding through a range of short composing tasks.</p> <p><i>listen with increasing discrimination to a wide range of music from great composers and musicians</i></p> <p><i>develop a deepening understanding of the music that they perform and to which they listen, and its history</i></p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p>	Written test & Composing assessment	
Summer – 1	<p><b>Solo Musical Performance</b></p> <p>With the choice of singing or playing a musical instrument, pupils learn repertoire as homework, then perform during lessons. Constructive feedback (WWW EBI) is then shared, informing practice to be done in time for the next lesson.</p> <p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p>	Practical assessment	

Summer – 2	<p><b>Introduction to Free Composition</b></p> <p>Building on their knowledge, understanding and skills developed earlier in the year, pupils create a short piece of music with one, complete and full section.</p> <p>(30 secs +)</p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p> <p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p>	Keyboard (or other instrument) assessment	
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### Yr 8 Programme of Study

Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn – 1	<p><b>C Jam Blues</b></p> <p>Pupils learn how to play the C Blues scale in the right hand and primary (1, 4 &amp; 5) chords in the left hand (the 12 bar Blues).</p> <p>Pupils then have the opportunity to improvise using these skills.</p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p> <p><i>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i></p> <p><i>identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</i></p>	Keyboard (Practical) assessment

	<p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p>		
Autumn – 2	<p><b>Minimalism</b></p> <p>Pupils learn about the composers and musical features of contemporary classical music. (Reich/ Adams/ Richter).</p> <p>Pupils then practice rhythmic and structural conventions through creating their own 'Minimalist' style pieces.</p> <p><i>develop a deepening understanding of the music that they perform and to which they listen, and its history</i></p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p>	Keyboard and/or Percussion assessment	
Spring –1&2	<p><b>Jazz Music</b></p> <p>Pupils learn a historical narrative of Jazz Music, including the influential pioneers, sounds, instruments and musical features associated with Early Jazz, Bebop, Modal, Latin and Modern Jazz genres.</p> <p>Pupils then create music building on skills developed during the Blues topic.</p> <p><i>listen with increasing discrimination to a wide range of music from great composers and musicians</i></p> <p><i>develop a deepening understanding of the music that they perform and to which they listen, and its history</i></p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p>	Written test & Composing assessment	

	<p><i>identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</i></p>		
Summer – 1	<p><b>Pop Music Band Project (1)</b></p> <p>Working in chosen/ guided ensemble groupings of 3 – 7, pupils learn beginner/ intermediate (differentiated) level song parts.</p> <p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p> <p><i>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i></p>	Singing/ instrumental assessment	
Summer – 2	<p><b>Development of Free Composition</b></p> <p>Pupils create a piece in binary form.</p> <p>(45 secs +)</p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p>	Keyboard (or other instrument) (Practical) assessment	

Yr 9 Programme of Study		
Half term	Topics studied; skills and knowledge	How this will be assessed
Autumn – 1&2	<p><b>Film Music</b></p> <p>Pupils learn about the great film composers and listen to various extracts of ground-breaking and inspirational soundtracks.</p> <p>Pupils learn about soundtracks from the following genres:</p> <p style="text-align: center;">Horror Action Science Fiction Romantic</p> <p>THEN</p> <p>Pupils apply some of the musical/ theoretical concepts learned in devising their own, short film motif(s)/ soundtrack.</p> <p><i>develop a deepening understanding of the music that they perform and to which they listen, and its history</i></p> <p><i>listen with increasing discrimination to a wide range of music from great composers and musicians</i></p> <p><i>identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</i></p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and tradition</i></p>	Keyboard (Practical) assessment
Spring – 1&2	<p><b>Pop Music</b></p> <p>Pupils learn a historical narrative of 1960s – 2020's Pop Music.</p>	Written assessment

	<p>Including, some famous and influential artists and bands, genres and subgenres as well as developments in music technology and the way/s music was and is now accessed.</p> <p>THEN</p> <p><b>Pop Music Band Project (2)</b></p> <p>Working in chosen/ guided ensemble groupings of 3 – 7, pupils learn intermediate/ advanced (differentiated) level song parts.</p> <p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p> <p><i>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</i></p>	<p>&amp;</p> <p>Singing/ Instrumental Assessment</p>	
Summer –1&2	<p><b>Consolidation of Free Composition</b></p> <p>Pupils create a piece in ternary form.</p> <p>(1 min +)</p> <p><i>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions</i></p> <p><i>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</i></p>	<p>Keyboard (or other instrument) (Practical) assessment</p>	

### Homework

Homework set will be in the form of ‘flipped learning’, where pupil’s either listen to extracts of music relevant to their forthcoming lessons/ topics, or, to prepare ‘actual’ musical parts relevant to practical tasks based on relevant topics.

Homework for pupils learning to sing or play a musical instrument is differentiated but should be regular and often.

## KS4 Music

### Course followed:

#### OCR GCSE Music

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

### Overview of content:

In OCR GCSE Music, we aim to develop the knowledge and skills needed to excel in the three core areas of the course syllabus. These are Performing, Composing and Listening & Appraising. In lessons, students learn about the musical instruments and features belonging to each area of study, including 'The concerto through time', 'Rhythms of the world', 'Film Music' and 'Pop Music.' Students learn music theory and harmony skills and develop the ability to compose using Sibelius software. The Performance aspect of the course is mostly covered during one-to-one music instrument or singing lessons.

### Programme of Study:

Year	Half term	Topics studied; skills and knowledge	How this will be assessed
10	Autumn - 1	The elements of Music The concerto though time, Rhythms of the world, Film music and Pop Music	Quiz's in lesson/ Teacher observation Quiz's in lesson/ Teacher observation
	Autumn - 2	Composing (practice attempt) Solo Performance mock (1)	Graded using official GC's Graded using official GC's
	Spring - 1	The concerto through time	Listening paper marked at end of topic
	Spring - 2	Rhythms of the world  Ensemble Performance mock (1)	Listening paper marked at end of topic Graded using official GC's
	Summer - 1	'Free' Composing coursework (1)	Official coursework
	Summer - 2	'Free' Composing coursework (1)	Official coursework
11	Autumn - 1	The concerto though time, Rhythms of the world, Film music and Pop Music	Quiz's in lesson/ Teacher observation

	Autumn - 2	Composing coursework (2) (to a brief set by OCR) (2) Solo Performance mock (2) Listening and Appraising	Official coursework (2)  Graded using official GC's Full mock exam (90mins)	
	Spring - 1	The concerto though time, Rhythms of the world, Film music and Pop Music Ensemble Performance mock (2)	'Write a book' Teacher assessed Graded using official GC's	
	Spring - 2	Performance coursework (Solo and Ensemble)	Official coursework (1 & 2)	
	Summer - 1	Final coursework amendments Listening and Appraising: Revision	Official coursework (all) Quiz's and Test papers	
	Summer - 2	<i>Period of Formal Examinations</i>		

### Homework:

As an ongoing routine, pupils are expected to be completing the following:

- a) Practicing their first study instrument or voice, following guidance from their one-to-one music teacher (2 hours + per week)
- AND
- b) Revisiting the learning (vocabulary/ listening and appraising) done in lessons, using the OCR GCSE Music Revision Guide issued at the start of the course and BBC Bitesize

Students who have access to the software needed from home are also strongly encouraged to practice composition (although the official coursework is completed as guided learning hours in music lessons).

### How it is assessed:

**Performing** – Two music performances (one Solo; one Ensemble) internally assessed and externally moderated (30%)

**Composing** – Two music compositions (one 'Free'; one 'to a brief') internally assessed and externally moderated (30%)

**Listening and Appraising** – Summative Listening exam paper (90 mins) externally marked and moderated (40%)

## Part B: Co-curricular music

### **MVC Choir**

An inclusive Choir, open to Years 7 – 11 is available to all pupils, on Wednesdays 15.00 – 16.00

*(Directed by Mr Thomson)*

### **MVC Show Band**

An inclusive ensemble for all instrumental musicians, open to Years 7 – 11, is available on Tuesdays 15.00 – 16.00

*(Directed by Mr Thomson)*

### **MVC Peripatetic Lessons (one-to-one lessons)**

MVC offers one-to-one music tuition in the following disciplines:

Violin  
Flute  
Clarinet  
Saxophone  
Voice  
Piano  
Guitar  
Drums

A brochure is available at reception or see Mr Thomson for more details.

**Learning outside the classroom:**

GCSE Music students (in both Year 10 and 11) are strongly encouraged to take part and in some cases take a lead in either or both Choir and Show Band cocurricular clubs, both held at college.

**Parental support and extension:**

Parents and carers can help pupils by encouraging them to practice their first study instrument or singing voice regularly, following guidance as instructed by their one-to-one music teacher.

Access to a laptop or desktop computer with some music composing software e.g. Sibelius is a plus but not essential for the completion of coursework requirements.

## Part C: Musical experiences

Students are encouraged to take part in various college and external performance events, including the Christmas Concert and Summer Concert events (large performances held at MVC).

Last year's (December 2025) Christmas Concert programme –

### Programme

#### Introduction

Once in Royal David's City

Traditional

1: SOLO

2 – 4: ALL

2 He came down to earth from heaven,  
Who is God and Lord of all,  
And His shelter was a stable,  
And His cradle was a stall;  
With the poor, and mean, and lowly,  
Lived on earth our Savior holy.

3 And through all his wondrous childhood  
He would honour and obey,  
Love and watch the lowly maiden  
In whose gentle arms he lay.  
Christian children all must be  
Mild, obedient, good as he.

4 For he is our childhood pattern:  
Day by day like us he grew.

He was little, weak and helpless,  
Tears and smiles like us he knew;  
And he feeleth for our sadness  
And he shareth in our gladness.

ALL

O Come All Ye Faithful

Traditional

1 O come, all ye faithful, joyful and triumphant!  
O come ye, O come ye to Bethlehem;  
Come and behold him  
Born the King of Angels:  
O come, let us adore Him, (3x)  
Christ the Lord

2 God of God, light of light,  
Lo, he abhors not the Virgin's womb;  
True God, begotten, not created:  
O come, let us adore Him, (3x)  
Christ the Lord.

3 Sing, choirs of angels, sing in exultation,  
Sing, all ye citizens of Heaven above!  
Glory to God, glory in the highest:  
O come, let us adore Him, (3x)  
Christ the Lord.

4 Yea, Lord, we greet thee, born this happy morning;  
Jesus, to thee be glory given!  
Word of the Father, now in flesh appearing!  
O come, let us adore Him, (3x)  
Christ the Lord.

Choir

The Lord's Prayer

A Mallote

The Lamb

J Tavener

Reading: Samuel

A Reading from the book of Luke

(2:8-16 8)

MVC Choir

Silent Night

F Gruber

O Little Town of Bethlehem

P Brooks

Joy to the World

I Watts

MVC Chamber Ensemble

God Rest Ye Merry Gentleman

arr. A Balletto

In the Bleak Midwinter

“ ”

Violin Solo: Ruby

Carol of the Bells

M Leontovich

Cello Solo: Charlie

Angels We Have Heard on High

J Chadwick

Solo: Anna

Little Donkey

E Boswell

Solo: Kate

Walking in the Air

H Blake

Solo: Florence

White Christmas

I Berlin

Choir

Jingle Bells  
Walking in a Winter Wonderland

JL Pierpont  
M Osmond

MVC Show Band

Last Christmas  
All I Want for Christmas Is You

Wham  
M Carey

**Performers**

**MVC CHOIR**

Eliana, Lola, Evangeline, Addi, Ganika, Isabelle, James, Rosie, Kara, Arianna, Anabelle, Lilian, Lily-Rose & Nola

**MVC CHAMBER ENSEMBLE**

Eleanor, Sam, Ruby, Lola, Aliya, Toby, India, Charlie & Benjamin

**MVC SHOW BAND**

Lola, Charlie, Jack, Josh, Eleanor, Toby, Benjamin, Leo & Aliya

**SOLOISTS**

Addi, Eliana, Rosie, Ruby, Charlie, Anna, Kate & Florence

## In the future

- Continue to offer a rich and varied instrumental lesson programme
- Continue to offer a weekly extra-curricular Choir and Show Band club
- Continue to produce at least two annual, whole school music performance events
- Raise the profile of Music and Performing Arts though implementing further opportunities outside of the classroom including whole-school musical productions – in March 2026, the Broadway Musical Production “Annie”
- Recruit a new singing teacher (2026)