

Music development plan summary: The Marlborough Science Academy

Dear reader,

The document below outlines the Music development plan for The Marlborough Science Academy for the academic year 2025-2026. This is a summary of how our school delivers music education to all our students across curricular and extra-curricular music. This information is to help students and parents and carers understand what our school offers and who we work with to support our students music education.

I hope you enjoy reading this music development plan, and should you have any further questions, please feel free to email me at Marlborough e.felkers@marlborough.herts.sch.uk

I am proud to work at Marlborough, and with our music team and all our students to aid them through school music to build a life-long-love of music, whatever that might look like in the future.

Yours Musically,

Mr Felkers

Head of Music

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	April 2026
Date this summary will be reviewed	January 2025 then termly throughout the year
Name of the school music lead	Mr Felkers
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Hertfordshire Music Service
Name of other music education organisation(s) (if partnership in place)	

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 students can achieve.

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As a school we deliver high-quality provision in curricular music across KS3 and KS4. Our KS3 curriculum has been revised to ensure to include the key features of the [national plan for music education](#). Our school music curriculum is also informed by the [model music curriculum](#) (March 2021), which is a piece of non-statutory guidance for teaching music from Key Stages 1 to 3. As a school we are proud that our school timetable curriculum includes 2 hours of KS3 music over a fortnightly timetable. This allows for the music department to plan 6,7 or 8 week Schemes of Work (SOWs), depending on the half term. During lessons we give access to group music making experiences across a range of instruments, and voice. We have a specialist music room which contains a suite of iMac computers and keyboards. In addition, the department has three practice rooms. The music department is very well stocked with a grand piano, thirty guitars, thirty ukuleles, three upright pianos, a modest stock of orchestral instruments, classroom percussion, and excellent instruments and resources for aspiring Rock and Pop musicians.

We offer instrumental lessons in:

- Flute
- Clarinet
- Saxophone
- Acoustic Guitar
- Electric Guitar
- Bass Guitar
- Drum-kit
- Keyboard
- Piano

The KS3 curriculum is scaffolded so that prior learning is built upon lesson by lesson but also topic by topic, so students not only broaden their skill sets by trying new instruments but also deepen their musical learning and abilities by developing specific skills. KS3 Homework is set on a fortnightly basis

KS4 curriculum consists of one Level 2 courses: OCR GCSE Music (which is graded 1 to 9) <https://ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf>

<https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>

Our school timetable curriculum includes 5 hours of KS4 music over a fortnightly timetable. This allows for the music department to plan for GCSE.

Across all KS4 pathways students engage with performance, creation and production skills but are able to 'specialize' within the realms of the courses on a specific instrument, voice or via performance or production outlets. All KS4 pathways allow for

progression to KS5 to carry on and pursue musical learning at a higher level at both vocational level

and A level. The KS4 curriculum is developed in-line with course requirements, but also so that prior learning is built upon. Planning is adapted on a lesson by lesson basis to suit the needs of the learners and this planning is judged and assessed by the classroom teachers based on learning outcomes. This is discussed with students in lessons. Home Learning is weekly and is set on Edulink.

Please click to link directly to our KS3 and KS4 curriculum overview published on the school website which details specific schemes of learning and example repertoire per scheme.

<https://www.themarlboroughscienceacademy.co.uk/learning/the-faculties/arts-and-technology/music/key-stage-3-music#>

<https://www.themarlboroughscienceacademy.co.uk/learning/the-faculties/arts-and-technology/music/key-stage-4-music#>

Students with Pupil Premium status are given first priority on instrument use and teacher support. There is more information on how we support students with pupil premium status in part B of this document. Students who do GCSE, qualify for a 50% subsidy for their instrument lessons, which is covered by the school.

All students enjoy live music at least once a year; this can include attending the school show, , attending the charity review

Part B: Extra-curricular music – Music Tuition, Choirs and Ensembles

This section is about opportunities for our students who play music, outside of lesson time, including extra tuition available, and our school choirs, ensembles and bands, and how students can make progress in music beyond the core curriculum.

As mentioned in Section A, we relish our partnership with the Hertfordshire music hub as they deliver inspiration workshops and opportunities for our young people to thrive in music.

The support that the Hertfordshre Music Hub gives the school in terms of our peripatetic music provision is outstanding. The standard of our teachers is of the highest quality; they are vetted through rigorous application. This is evident in how much our students enjoy their instrumental lessons, which in time is shown through the excellent data obtained in our KS4 results.

As a school we are proud that we give access to peripatetic lessons across a range of instruments and for voice. This is through the hub where we currently have teachers for piano, drum kit, woodwind (saxophone, clarinet and flute), and guitar (acoustic, electric and bass). We have the ability to teach any instrument a student desires via this company when it is requested. Students are able to play for fun or with more academic rigour. Some students learn aurally, using youtube tutorials as guidance, others learn by ear with music notation. This learning journey is decided through a discussion with parents, teachers and students for what best suits each child. We are really proud of this high level of communication that we have in place. When appropriate, students are entered for Graded Music Exams via the Associated Board of the Royal Schools of Music (ABRSM), Trinity or using Rock School London (RSL). Students are able to have one-to-one lessons, or opt for small or larger

group tuition, depending on individual student need and preference. The fees vary depending on how many students are in a lesson, and the length of time of lesson chosen by the parent. **All of the fees can be found on the HMH website.** Where possible, students can loan an instrument from the school.

Students who have Pupil Premium status are often entitled to subsidised music tuition. This includes students who receive Free School Meals, have a parent who is in receipt of disability allowance or have a parent who is currently serving in the armed forces. These subsidised lessons are easy to access. Parents sign up like any other and tick a box upon completion of the paper work (which asks if you child has any of these 3 Pupil Premium statuses). The school happily assists any parent or carer who has a child with pupil premium status to sign up for lessons where help is needed.

Our Music Clubs run every day during lunch and have always been excellently attended by different students across the school, where students participate enthusiastically and with excellent developing musicianship. Our school ensembles include:

1. School Choir
2. Woodwind ensemble
3. Musical Production Cast / Chorus (Year 7-10)
4. Student led rock bands across KS3 and KS4 (students organise themselves into bands and are able to practice at lunch and after school using the school music practice rooms.
5. Music production.

We open practice spaces regularly for students to further improve their practical work that begins in the classroom to give room for further improvement. This regular availability supports individual and small group rehearsal on any instrument and for voice. The practice spaces also allow for the nurture of independently formed rock bands. These groups then go on to perform in front of their peers, in out charity reviews, music festivals and Open evenings.

assembly. Some will go on to participate in competitions, such as The Battle of The Bands, or at the Marlborough M Festival.

Because of all the extra activities that happen across the Arts and Technology faculty, our school in the process for applying for Artsmark. Our work with primary schools

Part C: Musical experiences, events and performances.

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.

This is about all the other musical events and opportunities that we organise, such as performing in assembly, concerts and shows, and trips to professional concerts.

Our school groups perform internally and externally on a regular, termly basis. Highlights include at Students are also actively encouraged to perform during assembly time.

We hold termly in school and out of school performances outlined in this table below.

Music Calendar and plan for 2025 – 2026

Academic Calendar 2025- 2026	Performance opportunity	Students that are usually involved (participating or members of the audience).
September	Open evening (In school Event)	Students participating in performance for open evening. Students are both participants and audience members during music performances.

		Students are both participants and audience members during music performances in assemblies.
October		Students continue the school production rehearsals
November		- Students continue preparing for the production
December	<ul style="list-style-type: none"> - School Production - LRC Christmas Concert 	<ul style="list-style-type: none"> - Auditioned cast, chorus and band - Selected voices, bands, and jazz to sing and perform in LRC Christmas
January	Choir	Students start preparing for "Sing Disney" auditions
February	Choir	Students continue their preparations

March	<ul style="list-style-type: none"> - World theatre day rehearsals - Sing Disney auditions 	<ul style="list-style-type: none"> - Preparations for World theatre in collaboration with the drama department where our music ensembles perform - Sing Disney auditions are done
April		
May	World Theatre Day	Preparations continue
June	World Theatre Day	Performance
July		

When a music event or trip is open to parents or carers to attend, an online information letter is sent to parents via our parent gateway. If parents are not able to access these forms a paper copy can be requested. The letter will detail whether an event or trip is ticketed, seated or just a 'turn up' occasion. It will also explain if an event or a trip is free of charge or includes a fee and how to pay via gateway). Students with Pupil Premium

status receive discounts or fully funded places on trips, and their lunch is provided on the day if they are out of school for an event or trip.

In the future

This is about what The Marlborough Science academy is planning for in future years.

We continually build on and develop our music plan each academic year. We will continue to maintain our high-quality music provision, for example maintaining the amount of time students are able to access timetabled music lessons. We may introduce the teaching of new instruments in the future and will continue with our termly and frequent performances. In subsequent years there will be further performance opportunities as we will continue to work with Herts Music Hub as well as events at county level and reap benefits from workshops and events they provide. The curriculum is tweaked as necessary, to ensure teaching practice and materials are as up to date as possible. Extra-curricular experiences will continue to include annual or bi-annual school production.

We plan to maintain our strong musical links with our feeder primary schools and build on these where possible, and continue with workshop planning that occurs in school for both KS3 and KS4 students during the academic calendar.

We are also keen to increase the general number of pupils taking part in extracurricular music, both in a formal and informal way, and in particular to increase the number of disadvantaged pupils participating in these. Linked to this, increasing the number of disadvantaged pupils learning instruments in school is another important goal.

Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Cornwall's local [music hub](#) (As One Perform) plan for music education should be available on their website: <https://asoneperform.com/>