

Music development plan summary: *Maiden Erlegh Chiltern Edge*

Overview

Detail	Information
Academic year that this summary covers	2026 – 2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Becki Brown (teacher of music)
Name of school leadership team member with responsibility for music (if different)	Owen Root
Name of local music hub	

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.

All students in Key Stage Three (years 7, 8 & 9) have one timetabled music of an hour per week in the music room. The music room is equipped with a grand piano, a variety of electronic keyboards, ukuleles, electric, acoustic and bass guitars and a variety of tuned and untuned percussion instruments. There are a few student computers in the music room, used by primarily key stage four but increasing the use with key stage three. The scheme of work is designed to reflect both the national curriculum and elements of the model music curriculum. Once the model music curriculum is further embedded in primary schools, it is hoped that the students will enter secondary school with a wider understanding of music and greater skills in performing and composing. This scheme has been completely rewritten since the current music teacher joined in September 2022.

The three years of the key stage are designed to ensure access to, study of and performance/composition of classical music, popular music and music from around the world. The autumn term in each year focusses on introducing, developing and refining students instrumental and ensemble skills. The spring term in each year focuses on melody and rhythm and then the summer term is focussed on creativity. A wide range of musical style and genres are covered through this as can be seen below. A variety of whole class ensembles, small group, paired work and solo work is utilised. There is a balance of performing, composing and responding to music. All lessons are taught by the same teacher to ensure consistency of approach. Work has been ongoing with the other music teachers across the trust to design a trust curriculum for music. Formal listening assessments are being embedded, and homework includes theory work (often using the Teaching Gadget website) plus listening tasks.

Key Stage Three Scheme of Learning in Music

	Autumn Term	Spring Term	Summer Term
Year 7	Instrumental & band skills (Introducing)	Melody and rhythm (Introducing)	Musical stories
Incorporating	Find your voice and Just Play, including baseline assessment (listening and practical)	Learning about notations through Stomp rhythms and Pentatonic, medieval and calypso melodies	Programme music, learning themes from classical pieces and then composing our own. Includes work on learning about the instruments of the orchestra.
Assessed through	Baseline assessment (listening and practical) Ensemble pieces with 2 or 3 songs together with chords accompaniment	Rhythmic group compositions and individual / pair melodic compositions	Solo or pair keyboard assessment of performance piece, solo or pair composition programme music piece
Year 8	Instrumental & band skills (Developing)	Repetition and development in melody and rhythm	Soundtracks
Incorporating	Hooks and riffs, bass lines and working towards band performances of rock'n'roll piece	Polyrhythms, improvisation, minimalism	Music for stage and screen, learning motifs and then composing to film clips

Assessed through	Instrumental blues group performances, also Pachelbel two hands performance piece.	Performing as drum circle, Tubular bells and composing melodies over blues backing	Performance of film motifs / themes and composition work to silent clips
Year 9	Instrumental & band skills (Refining)	Rhythms & melodies of the World	Creativity
Incorporating	Comparing and contrasting Beatles & Britpop Battle of the Bands competition	Reggae and Samba music	Classical / popular fusions and 4 chord song writing
Assessed through	Vocal and instrumental group performances. Battle of the Bands with whole year group final	Melodic / band performances and rhythmic composition work	Re-arranging / remixing Classical themes into popular music and composing own songs

Key stage four music has been re-established at MECE with groups in both years 10 & 11 studying Eduqas GCSE. Students receive 5 hours of music per fortnight. There are 12 students in year 10 (14% of the cohort) and 22 in year 11 (22% of the year group) compared to the national average which is usually about 5%. The course is divided into three parts: Performance (30%), Composition (30%) and Listening and appraising (40%). There are two set works for the listening paper: Badinerie by Bach and Africa by Toto. Students use computers and the noteflight website to annotate their compositions.

Summer 2026 exam results in music were excellent. All students achieved grades between 4 and 9.

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.

Outside the classroom, we currently have a piano teacher and a guitar and drum teacher who teach weekly individual lessons to a small number of students. These are paid for by the families of the students involved. Due to the economic situation, numbers of students who can take music lessons are smaller than once they were.

The music rooms are open at lunchtimes for students to make use of. Lunchtime activities include choir, KS3 music club, GCSE practice time and school production rehearsals. There are a few student bands who make very good use of this facility and a good number of individuals who find music to be their spiritual home. The current music teacher is part time, and the music room is only open the days she is in.

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.

Additional opportunities outside the classroom include the school production, held jointly with drama in December of each calendar year. Since the current music staff have been in post shows have been A Christmas Carol (Dec. '22), Mary Poppins Jr (Dec. '23) & Bugsy Malone (Dec. '24). Matilda will be in the school show in Jan '27. Last year we had our first MECE Christmas Concert which was very successful with students from all year groups in the school performing to a large audience, this will take place again in 2026.

For the past four years, and again this academic year, we have held our House Music Competition as a highlight of the year. Students rehearse in their lesson times, and lunchtimes, for four weeks in the summer term followed by class finals. A mixture of solo and group pieces are then performed in front of the whole of year seven and judges select the winners. Battle of the Bands finals have been held in Autumn 2023 and 2025 with another one planned for Autumn 2026. Again, rehearsals were held in class time and lunchtimes and class finals led to the grand final in front of the whole of year nine with winners being selected by judges.

Additional performance opportunities have included soloists and ensembles at Prize Giving, Open Evening, assemblies and a Performing Arts Evening in Spring 2023.

In the future

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

Ideally, there would continue to be GCSE groups in both years 10 and 11. As student involvement and resources are increased in music, it should be possible to have a greater number of ensembles formed. It would be lovely to offer students the opportunity to experience professional musicians performing and we will look into this.