

Music development plan: Carisbrooke College

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	February 2026
Date this summary will be reviewed	January 2027
Name of the school music lead	Beth Peckham
Name of local music hub	Isle of Wight & Hampshire
Regional Partnerships	South Coast Music Partnership – Lead School

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.

Vision for Music at Carisbrooke College

Music at Carisbrooke College is inclusive, ambitious and rooted in wellbeing. Our vision is that every student:

- Experiences high-quality classroom music
- Has access to performance, instrumental and enrichment opportunities
- Develops musical confidence, resilience and independence
- Can progress into GCSE, post-16 study and music-related pathways
- Feels a strong sense of belonging and personal value through music

Music contributes significantly to the school's wider priorities around student progress, SEND inclusion, mental health and community engagement

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.

Curriculum intent and sequencing

- Music is taught weekly at KS3 by a subject specialist
- GCSE Music (Edexcel) offered at KS4 with strong uptake
- Curriculum is spiralled and progressive, revisiting:
 - The Elements of Music
 - Ensemble and solo performance skills
 - Listening, analysis and contextual understanding
 - Composition techniques and creative decision-making

Teaching and learning

Teaching is underpinned by:

- Clear assessment of prior knowledge and musical capability
- Explicit modelling of musical skills and practice routines
- Retrieval practice (theory warm-ups, listening recall)
- Structured reflection on progress (KS3 progress mats, recordings, feedback)
- High expectations for independence, rehearsal and practice

Students are guided to:

- Reflect on strengths and next steps
- Take responsibility for their musical development
- Develop conscientious rehearsal and practice habits

Assessment

- Regular formative assessment:
- Practical performance checks
- Listening and theory quizzes
- Peer and self-assessment
- GCSE coursework tracked using live progress monitoring
- Cross-site moderation ensures accurate standards

Delivery

Music is delivered in dedicated specialist spaces, with appropriate resources to support high-quality teaching and learning.

Music teaching is supported by:

- A designated music classroom
- Practice and rehearsal spaces
- Access to instruments and music technology

Resources include:

- Classroom instruments for whole-class teaching
- Technology for composition, recording and assessment

Space and resources are managed to:

- Support inclusive, practical learning
- Enable ensemble work and rehearsal
- Minimise barriers for SEND learners

Technology

Music technology is fully embedded across KS3 and KS4 to support learning, creativity, assessment and progression. Students regularly use music technology to compose, perform, rehearse and reflect on their work. Digital tools support:

- Composition and arrangement (e.g. notation and loop-based software)
- Recording and playback for performance evaluation
- Listening, analysis and retrieval practice
- Technology is used to remove barriers to learning, particularly for SEND and less experienced musicians, by allowing:
 - Slowed-down modelling
 - Layered parts
 - Alternative ways of demonstrating musical understanding
- At KS4, technology supports:
 - Composition development
 - Coursework drafting and refinement
 - Independent practice and reflection

This ensures all students can access high-quality musical learning regardless of prior experience or instrumental background.

Whole-Class Instrumental Teaching (WCIT)

All KS3 students experience whole-class and large-group instrumental learning as part of the curriculum.

- Students learn to perform using a range of classroom instruments, including:
- Keyboards
- Guitars / ukuleles
- Percussion, including djembes, cajons and drum kits
- Whole-class instrumental work is:
- Carefully scaffolded
- Differentiated through layered parts and varied roles
- Inclusive of beginners, SEND learners and high prior attainers
- Ensemble performance is a key feature, developing:
- Rhythm and timing
- Listening and teamwork
- Musical confidence and resilience

These experiences provide a strong foundation for progression into instrumental lessons, ensembles and GCSE Music.

Singing

Singing is a central and unifying element of music education at Carisbrooke College.

- Singing is used regularly in curriculum lessons to:
- Develop pitch, rhythm and musical memory
- Support aural skills and listening analysis
- Build ensemble awareness and musical confidence
- Singing supports:
- Technical musical development
- Wellbeing and emotional expression
- Inclusion and participation for all students
- Beyond the classroom, singing is a major feature of enrichment through:
- Song Café (Choir)
- School of Rock (after-school club)
- KS4 Band (lunchtime club)
- School productions
- Community and heritage performances

Singing provides a consistent and accessible entry point to music for all pupils and strengthens musical learning across the curriculum.

Relevancy

The music curriculum is designed to be relevant, engaging and reflective of the students and community at Carisbrooke College.

- Musical styles, genres and repertoire are selected to:
- Reflect students' interests and cultural backgrounds
- Link to contemporary and real-world musical contexts
- Support GCSE areas of study and progression routes
- Students engage with:
- Live music and performance
- Music from stage, screen and popular culture
- Local, regional and national music-making opportunities
- Strong community and industry links help students see:
- Clear pathways into further study and careers
- The value of music beyond the classroom
- Their own place within the wider musical landscape

This ensures music learning is meaningful, aspirational and closely connected to students' lives and futures.

Adaptive Teaching and Inclusion

Inclusive practice

Music teaching is adapted to meet the needs of all learners, including SEND, EAL and high prior attainers.

Strategies include:

- Differentiated entry points in practical tasks
- Scaffolded composition and performance stages
- Multiple modes of instruction (aural, visual, written, video)
- Sensory-aware approaches in practical lessons
- Alternative ways to demonstrate understanding (recorded, graphic, verbal)

Groupings and ensemble roles are planned strategically to:

- Support peer modelling
- Build confidence
- Maximise participation and success

SEND and pastoral collaboration

- Close liaison with SENDCo, inclusion and pastoral teams

- Use of EHCPs, personalised learning plans and pastoral data
- Ongoing monitoring and adjustment of teaching strategies

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.

Regular enrichment opportunities

- Song Café (Choir) – inclusive, cross-year participation
- School of Rock – after-school club for band-based rehearsal and performance
- KS4 ensembles – GCSE coursework support
- Song Jam – creative songwriting and improvisation
- Instrumental and vocal tuition coordinated on site

Co-curricular provision is shaped directly by student interest and need.

Clubs, ensembles and performance opportunities evolve in response to:

- Student uptake and attendance
- Requests for specific styles or instruments
- GCSE coursework requirements

Students are encouraged to:

- Suggest repertoire
- Take leadership roles in ensembles
- Reflect on performance experiences

This ensures enrichment provision remains inclusive, motivating and purposeful.

Instrumental pathways

- Strong coordination with peripatetic tutors
- Shared learning goals and progress tracking
- Support for students without access to private tuition

Partnerships

- Isle of Wight & Hampshire Music Hub
- South Coast Music Partnership (Lead School)

- Platform One College of Music
- London Sinfonietta
- English Heritage (IOW)

These partnerships enhance:

- Curriculum enrichment
- Performance opportunities
- Careers education
- Staff development

Carisbrooke College works collaboratively with other local and regional schools. Collaboration includes:

- Cross-school moderation
- Shared performances
- Island-wide music projects

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.

Performance and cultural experiences

Students perform regularly in:

- School concerts and productions, both on site and at external venues
- Community and heritage venues
- Professional performance settings
- Regional and island-wide events
- IOW Music Hub Islandwide events with other schools
- Community outreach

Trips, workshops and collaborations include:

- Theatre visits to support GCSE areas of study
- Live orchestral performances of set works
- Professional workshops with industry musicians
- Music careers events and work experience
- Partnership with local venues to provide valuable performance and work experience opportunities
- Ugandan 'Pearl of Africa' Choir visit for year group workshops and whole-school performances

- Collaboration with Isle of Wight Festival for performance opportunities
- Partnership with Platform One College of Music for regular workshops and work experience opportunities
- Partnership with Creative Island to offer creative career pathways opportunities and workshops with professionals

Impact

- High levels of participation
- Improved confidence, teamwork and resilience
- Strong GCSE engagement and outcomes
- Music recognised as a high-profile subject
- School appointed 'Lead School' for the Isle of Wight in July 2025

As a South Coast Music Partnership Lead School, Carisbrooke College:

- Supports regional music development
- Shares best practice
- Contributes to network events and training

Music, Wellbeing and Mental Health

Whole-school contribution

Music plays a key role in:

- Supporting student wellbeing
- Building resilience and confidence
- Creating positive school culture
- Strengthening community links

Student voice and leadership

- Opportunities for reflection, expression and leadership through music

Music Provision and Staffing

Music at Carisbrooke College is led by a designated subject specialist, with clear support from the senior leadership team and Creative Faculty leadership. Music leadership is embedded within whole-school improvement priorities

The music lead plays an active role in:

- Curriculum development
- Extra-curricular provision

- Partnerships and community engagement

Music leadership is recognised and supported through:

- Performance management
- Access to CPD and external networks

Music is a high-profile and highly valued subject at Carisbrooke College. Music is regularly showcased through:

- Concerts, productions and community events
- School celebrations and awards evenings
- School communications, newsletters and social media

Music contributes significantly to:

- Student wellbeing
- School culture and ethos
- Community engagement

Music's value is reflected in:

- Strong GCSE uptake and outcomes
- Significant investment of time in enrichment and performance
- Recognition of Carisbrooke College as a Lead School for Music

Ongoing professional development is a priority. The music lead engages in:

- Whole-school CPD (e.g. pedagogy, assessment, SEND)
- Subject-specific CPD (e.g. GCSE coursework, composition briefs)
- External training and regional networks

Opportunities include:

- Music Hub training and events
- Cross-school moderation and collaboration
- Lead School network meetings through the South Coast Music Partnership

CPD is used to:

- Refine curriculum design
- Improve assessment accuracy
- Strengthen inclusive practice

In the future

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

Priorities for 2025–2027

- Further refine KS3 assessment and progress tracking
- Embed adaptive teaching strategies consistently
- Expand ensemble and leadership opportunities for students
- Strengthen progression routes into post-16 pathways
- Develop staff wellbeing initiatives through music
- Sustain high-quality provision as a regional Lead School

Summary

Carisbrooke College offers a broad, inclusive and aspirational music education, underpinned by strong leadership, high-quality teaching and meaningful partnerships. Music makes a significant contribution to student progress, wellbeing and community engagement, and continues to grow in profile and impact.