

THE HAYLING COLLEGE

Music at The Hayling College

Curriculum • Performance • Participation • Progression

Happy • Healthy • High Performing

Our vision for music

Music is a practical, creative and academic subject. We want pupils to experience the satisfaction of making music, develop as performers, composers and listeners, and understand music from different styles, periods and cultures.

Our approach reflects the National Curriculum and National Plan for Music Education: pupils should have opportunities to sing, play, create and make music together, with routes for those who wish to progress further.

Curriculum music

Music is part of the Key Stage 3 entitlement at Hayling, with curriculum music in Years 7, 8 and 9. Learning is practical wherever possible and develops connected knowledge in performing, composing, listening and musical understanding.

Published Hayling curriculum materials include keyboard skills, notation, orchestral understanding, songwriting/composition and music technology. The Performing Arts Faculty will quality assure the precise 2026–27 sequence before website publication.

- Perform with increasing accuracy, fluency, expression and confidence.
- Compose, develop and refine musical ideas using instruments, voice and technology.
- Listen analytically and identify musical elements, structures and expressive choices.
- Build musical vocabulary, notation and knowledge of historical, social and cultural contexts.
- Rehearse, collaborate, respond to feedback and experience ensemble discipline.

Our musical journey

At Key Stage 3, pupils build core musicianship and confidence before applying knowledge with increasing independence. Pupils who choose Music at Key Stage 4 deepen performance, composition and listening/appraisal through their qualification.

Progression is not simply playing harder pieces: pupils increasingly make purposeful musical decisions, listen with discrimination and use musical language accurately.

Music beyond lessons

Music is part of the wider Hayling Experience. Performing Arts opportunities include the school production, rehearsals and performances. The September co-curricular programme will publish current clubs, ensembles and rehearsal opportunities.

We want pupils to experience music as participants and audiences. Performance develops confidence, collaboration, resilience and belonging.

Instrumental, vocal and technological development

The National Plan for Music Education emphasises progression beyond curriculum lessons and partnership with Music Hubs and specialist providers. Our developing offer will make routes into instrumental and vocal tuition increasingly visible.

Technology is part of modern music-making. Hayling's published curriculum has included digital audio workstations alongside keyboards and composition, enabling pupils to compose, arrange, record and edit.

How we know pupils are learning

Teachers assess what pupils can perform, create, hear, explain and improve. Assessment may include practical performance, composition, listening, retrieval and reflection. Feedback helps pupils refine musical decisions.

Where can music take me?

Music develops creativity, discipline, listening, collaboration, communication and confidence. It can lead to performance, composition, production, sound engineering, teaching, events, broadcasting, theatre, film, games and the wider creative industries.

Our Music Development Plan

DfE guidance asks schools to publish and annually update a summary Music Development Plan. The national model organises provision across curriculum music, co-curricular provision and musical experiences.

For 2026–27, a separate Music Development Plan summary should sit alongside this parent-facing page.

- Quality assure Years 7–9 against the National Curriculum and Model Music Curriculum.
- Publish the September co-curricular music offer and routes into tuition.
- Map performance and musical-experience opportunities across Years 7–11.
- Strengthen links with the local Music Hub and external partners.
- Monitor participation and remove barriers for disadvantaged pupils and pupils with SEND.
- Make progression into KS4/post-16 music and creative careers clear.