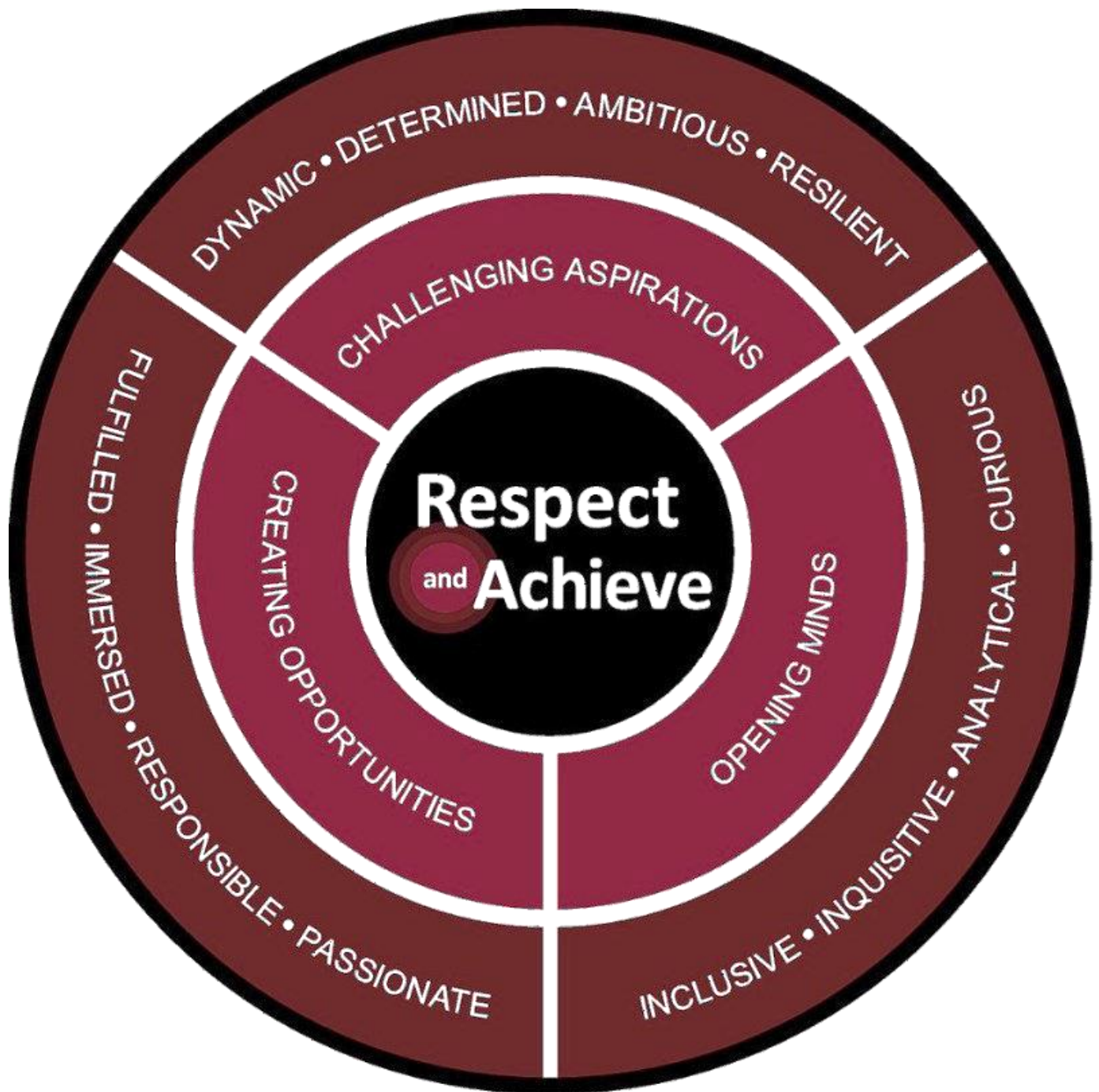






Glebelands
Respect and Achieve



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Learning Partners
academy trust



Head of Department Welcome

Thank you for your interest in joining the Music Department at Glebelands School.

Music and Performing Arts is a vibrant and increasingly important part of life at Glebelands. We believe that music should be accessible to every student and that every young person should have the opportunity to discover their own musical voice, whether they are an experienced musician or picking up an instrument for the first time. Our aim is not simply to teach students how to perform or compose, but to develop confident, curious and independent young people who have a lasting appreciation of music beyond the classroom.

I currently work independently, delivering all music lessons and extra-curricular activities to all key stage 3 and 4 students. I care very deeply about providing enjoyable musical opportunities for all students, in and outside of lessons. I am open to trying new ideas in my teaching, but also acknowledge student feedback on their learning experiences in order that I can adapt future provision.

I work closely with the head of drama, using fortnightly teaching and learning meetings to develop pedagogical thinking and subject knowledge.

As a new music teacher, either ECT or experienced, you would be encouraged to contribute ideas and skills to help the department grow, in order that our students gain confidence in their own musical identity across the Performing Arts.

We have a well resourced music department with a newly updated supply of instruments and equipment including contemporary rock and pop instruments, djembes, steel pans, p-brass and woodwind and strings. We use MacBook Pros, Logic X, MuseScore, YuStudio and GarageBand to record and notate music, with a mixture of dynamic and condenser microphones and audio interfaces. We utilise Apple technology to record and replay to students for formative assessment to help them reflect and make progress. This is an exceptional opportunity for a dynamic teacher to become part of the team. The successful candidate will align to both the school's and the department strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.





Music Curriculum Intent Statement

At Glebelands School, we believe that music is a powerful means of communication, creativity and self-expression that should be accessible to every young person. We aspire to create a vibrant, inclusive and ambitious musical culture where all pupils develop confidence, curiosity and a lifelong appreciation of music, regardless of their starting point or prior experience.

Through high-quality classroom teaching, inspiring musical experiences and a rich extra-curricular programme, we aim to nurture skilled, reflective and creative musicians who are prepared to participate fully in the cultural life of their community and beyond. We seek to foster resilience, collaboration, independence and excellence, empowering pupils to discover their musical potential and develop the confidence to perform, create and express themselves authentically.

Our curriculum is designed to ensure that every pupil experiences music through active participation. We believe that pupils learn music best by performing, composing, listening, analysing and creating, and our curriculum places these experiences at its heart. We are committed to providing a broad and balanced musical education that develops practical skills, musical knowledge and cultural understanding.

Through Key Stage 3, pupils build progressively on their understanding of the musical elements, develop fluency in staff notation, perform on a range of instruments, compose original music and explore music technology, production and the wider music industry. We encourage pupils to think critically, communicate creatively and engage with a diverse range of musical styles and traditions while developing confidence in individual and ensemble performance.

At Key Stage 4, pupils refine their skills as performers, composers and appraisers through rigorous study of the GCSE Music curriculum. They are challenged to work independently, demonstrate technical proficiency and develop a deeper understanding of music's historical, cultural and artistic significance.

Beyond the classroom, we provide a broad programme of ensembles, choirs, instrumental tuition, musical theatre opportunities and live performance experiences, ensuring that pupils can pursue their musical interests and talents at every level. Through partnerships with Surrey Arts and wider musical organisations, we strive to remove barriers to participation and ensure that music remains accessible to all.

Ultimately, our intention is that every pupil leaves Glebelands with:

- A secure foundation of musical knowledge, skills and understanding.
- The confidence to perform, create and express themselves creatively.
- An appreciation of music's role in culture, society and personal wellbeing.
- The ability to work collaboratively and think creatively.
- A lifelong engagement with music, whether as a performer, creator, listener or supporter of the arts.



About the Music Department

The music department is well-resourced, managed and growing contingent in the school community. The main teaching room is adjacent to 5 purpose-built practice rooms, each containing a piano and a drum kit, to provide students with opportunities to develop social and musical skills in groups. Students are encouraged to use practice rooms during break and lunchtimes under nearby supervision, in order that they explore their own musical curiosities.

Key stage 3 topics are selected in accordance with department resources, staff expertise and student voice. They complete ABRSM music theory for homework from grades one in year 7, grade two in year 8 and grade 3 in year 9, which is self-assessed with teacher input on a regular basis. Year 7 groups are split in half for performing arts lessons, where they attend 3 out of 6 half-terms in music. In year 8 and 9, students complete 2 lessons of music every fortnight. KS4 students take Edexcel GCSE music, demonstrating their output with performances, compositions, listening, appraising, recording and production. All students complete regular retrieval practice with recap quizzes at the start of lessons.

We perform highly successful and popular annual live music concerts in spring, and musical productions in summer. We have established a small chamber orchestra, choir and percussion ensemble, with a view to increasing participation and establishing more groups as the profile of music improves in both the school and local community. To facilitate for the future, we have initiated a community orchestra project, involving local primary and special schools in music tuition provided by Surrey Arts, to teach students how to play woodwind, brass and percussion instruments, to inspire them to take individual lessons, but also to participate in a large orchestra performance once every two years.

Facilities

- 1 large classroom with upright electric piano; smartboard and projector; 4 MacBook Pro laptops, audio interfaces and microphones for recording; passive monitors and amplifier; 65" smart TV with access to music and video streaming platforms
- 5 practice rooms with upright pianos (acoustic and electric); drum kits (acoustic and electric) and amplifiers for electric instruments
- Instruments including: contemporary pop & rock instruments (e.g. guitars, keyboards and drum kits); orchestral instruments (woodwind, brass, strings and percussion); world music instruments (e.g. djembes and steel pans), MacBook Pros, audio interfaces, DAW including Logic X and Charanga YuStudio (Yumu).



Music Key Stage 3 Curriculum

We follow the national curriculum for music, and have taken inspiration from the Model Music Curriculum (2021) to ensure that students make noticeable progress from key stages 1 through to key stage 4.

Schemes of work are separated into distinct disciplines: drum kit, keyboard, vocals, music production, music theory and creativity. All students are assessed on their ability and knowledge of these disciplines throughout KS3, leading to a project where they select either drum kit, keyboard or vocals as a focus. Students are expected to progress from debut standard in year 7, through to grade 1 in year 8, then grade 2 in year 9, in preparation for the prospect of GCSE music performance.

The curriculum draws upon a wide range of contemporary music, in order to make music accessible and relatable to young people. Students are given verbal feedback on a regular basis, with summative assessments taking place ahead of reporting points.

We follow a Teach Boost Teach cycle. We use Boost activities in lessons to correct misunderstandings in order that students can identify and address gaps in their knowledge and skill sets.

All students in key stage 3 are expected to complete ABRSM graded music theory for homework. This helps to improve their musical literacy, access and understand concepts in classroom settings, and in turn, encourage development of their problem-solving, communicative, artistic and creative skills.

Students are taught in mixed ability groups throughout key stages 3 and 4. The mixture of abilities helps to raise the profile of music, from competent or developing musicians acting as role models and assisting others in lessons, to complete beginners being able to access activities in performing, composing, singing and listening (developing interpersonal skills, and gross and fine motor skills). It also helps students to improve their respect for and support of others learning to make music. Learning tasks are differentiated to acknowledge a wide range of musical familiarity and interests.

During year 9, students may opt for GCSE music. The year 9 scheme of work draws together the study of multiple genres of music, that connects with their practical learning of drumming. After options choices, students are tasked with research their preferred career in the music industry and their favourite musician, based on their own musical experiences. This helps to ensure that they've the necessary knowledge and skills to study music at college.



Major Projects

Year 7

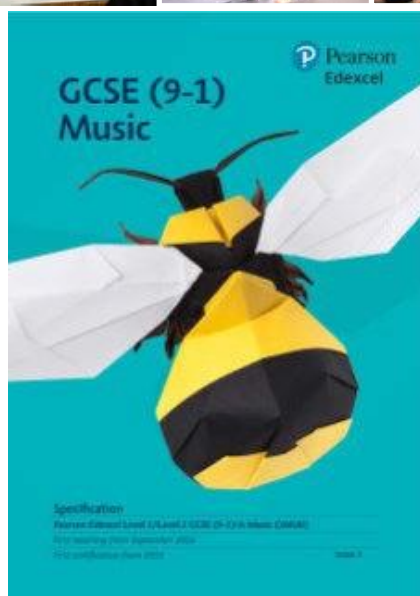
Mini Musical

Year 8

Film Music

Year 9

Battle of the Bands!



Music Key Stage 4 Curriculum

Students will study Pearson Edexcel GCSE Music, completing assessments in three units: performing, composing and appraising. Eight set works are studied from areas including: Instrumental Music 1700-1820; vocal music; music for stage and screen, and fusions. Students will study these with consideration of musical elements, musical contexts and musical language.

Students perform for a combined total of 4 minutes. They must perform at least one solo and one ensemble piece, both of which must last for at least 1 minute. Students may perform from a score or improvise on traditional instruments, music technology or voice (either singing or rapping). They will have an opportunity to perform pieces at a variety of internal and external music events throughout the 2-year course.

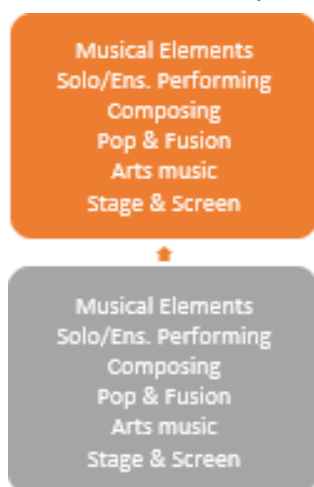
Students must compose two compositions of a combined total of 3 minutes duration. One composition brief is set by Pearson and the other is free, set by the student. Each composition must last at least 1 minute. To complete these, students will record and produce their compositions using music technology, notating their scores traditionally, or by producing a written account of no more than 500 words. Each performance and composition is marked out of 30 and is internally assessed and externally moderated.

Students must also complete a 1hr 45minute listening and written exam. Section A features: six questions related to six of eight set works; one short melody/rhythm completion exercise, and a question on an unfamiliar piece, its musical elements, context and language (68 marks). Section B features an extended response comparison between a set work and one unfamiliar piece (12 marks).

Our students have excellent opportunities to perform in our Rep Chorus, Year 7 & 8 Choir, MT Show Choir and Orchestra, in venues like G Live and Cranleigh Carnival.



Curriculum Map



2026 Results:

9 to 7 60%, 9 to 5 80%, SVA +1.3

High performing and composing NEA assessments.



What our students said when asked to finish the sentence 'I like Music because.'

'You help and support me in music.'

'I like learning about how to read and understand music.'

'I know how to listen to music critically.'

'Mr Forrester inspires us to be the best.'

'The music lessons you do are really fun and enjoyable!'

'Our teacher links the music we enjoy to our lessons.'

'I learn how to play lots of different instruments'.

'We have useful homework'.

'Mr Forrester runs amazing productions that build confidence.'

'Mr Forrester trained at Drama School and he passes that on to us!'

'We get to work in groups to make our own music.'

'We get to perform every year in G Live!'



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