Music development plan summary:
The Henry Beaufort School
Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	Nov 2026
Date this summary will be reviewed	Sept 2027
Name of the school music lead	A. Seddon
Name of school leadership team member with responsibility for music (if different)	E. Colebourn
Name of local music hub	Hampshire Music Service
Name of other music education organisation(s) (if partnership in place)	Hampshire Music Service

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.

The Music Curriculum at The Henry Beaufort School is taught in mixed teaching groups throughout Year 7 & 8 where students have 3 and 2 hours of curriculum time per fortnight, respectively.

Students go through the options process of opting for GCSE Music in Jan/Feb 2027. Once they have chosen their options they complete

- Year 9 (5 hours a fortnight) where they are prepared to start their GCSE studies.
- Year 10 & 11(5 hours a fortnight) where they study the OCR exam board for GCSE Music

Please see the following documentation that sets out what is taught to each year group, where opportunities are for students to sing, play through paired work, group work and whole-class ensemble teaching:

- Music Curriculum Map 2026-27 (Appendix 1)
- Yr 7 & 8 Music Curriculum Map with HB2 2026-27 (Appendix 2)

The Henry Beaufort School Music Department has a strong partnership with Hampshire Music Service who provide excellent opportunities for all young people through our Cultural Capital Days. Please see the document which outlines these and other opportunities throughout the year for all year groups:

- 5 Year Curriculum with Careers, CC, DIS 2026-27 (Appendix 3)

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.

The Henry Beaufort School has a strong partnership with Hampshire Music Service who provide instrumental/vocal tuition through their peripatetic teaching. This includes 1 to 1 teaching or paired lessons in:

- Voice, Drum Kit, Percussion, Electric Guitar, Acoustic Guitar, Ukulele, Bass Guitar, Violin, Viola, Cello, Piano, Keyboard, Trumpet, Cornet, French Horn, Euphonium, Tenor Horn, Trombone, Tuba, Flute, Clarinet, Alto Saxophone, Tenor Saxophone and Music Theory.

All instrumental/vocal tuition is charged in 9 weeks blocks to parents. Lessons are subsidised by 50% for pupil premium/disadvantaged students. All students receiving tuition at school can opt to be entered for external examinations with the following exam boards:

- ABRSM
- Trinity
- RSL

Hampshire Music Service staff also award their own HMS stages which provides a free grading system for students and parents to see progression.

We also started a new initiative in September 2024 (Rock 2 The Beat) that will increase the opportunities for students to receive tuition and have teacher led ensemble music making opportunities in bands. This was very successful and so we will continue with this for 2026-27.

Whole class ensemble music making happens in all year groups through the year. Typical examples are:

- Singing in all year groups
- Samba in Year 7, 10 & 11
- West African Drumming in Year 8, 9, 10 & 11
- Balinese Gamelan workshops for all students in Year 8 as part of our Cultural Capital Days (we ask for a monetary contribution to these workshops but subsidise all pupil premium/disadvantaged students)
- Steel pans in Year 10 & 11
- Taiko Japanese Drumming workshops and performances for all students taking GCSE Music in Year 9, 10 & 11 (we ask for a monetary contribution to these workshops but subsidise all pupil premium/disadvantaged students)
- Whole class ensembles rehearse for performances at termly concerts in Y9-11

The Music staff at school provide the following free Extra-Curricular activities:

- *Resonate* Choir (Tuesday lunchtimes Year 7-11: open to all students)
- Chamber Choir (Wed after school Year 7-11: open to all students)
- Jazz Band (Thursday lunchtimes Year 7-11: open to all – targeted students are the more able achieving Grade 4+)
- Orchestra (Wed after school Year 7-11: open to all students – targeted students are all those learning an instrument whether that is at school or privately)
- Whole School Production – Legally Blonde – we are performing this at the Theatre Royal, Winchester in January 2027.

The Music staff encourage students to form their own ensembles and rehearse regularly in music department (supervised by SED/SAU). This is all rehearsed during break/lunch and after school – students can book music practice rooms for these times.

The Music staff also form new ensembles to capitalise and build on the 'current' talent (i.e. Clarinet Quartet, Flute Ensemble, String Ensemble). All rehearsed during break/lunch and occasionally after school.

Please see the following documents for more detail about these opportunities:

- 5 Year Curriculum with Careers, CC, DIS 2026-27 (Appendix 3)
- SMSC Evidence 2026-27 (Appendix 4)
- Cultural Capital Days 2026-27 (Appendix 5)

Students are encouraged to make use of the excellent provision of Hampshire Music Service through:

- Instrumental loans (this is available to any student irrespective of where their tuition takes place)
- Instrumental loans are also part of the new 'Rock 2 The Beat' provision
- Attending the evening/weekend pyramid of ensembles that rehearse at The Henry Beaufort School (Winchester Area string ensembles/orchestras/choirs/ jazz band/woodwind ensembles). Due to the wide area that students travel from to attend The Henry Beaufort School, students also regularly attend the Basingstoke pyramid including the Basingstoke Area Youth String Orchestra

Students also audition for and participate at both County and National level through attending:

- Hampshire County Youth Orchestra
- Hampshire County Youth Wind Ensemble
- Hampshire County Youth Choir
- National Youth Orchestra
- Junior Royal College (on Saturdays)

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.

Students will have a wide variety of musical experiences throughout their five-year learning journey. These will include:

Performances from individuals/bands/large ensembles/whole GCSE classes at concerts, options evening, information evenings, celebration assemblies, leavers assembly. We pride ourselves on being a fully inclusive department and therefore performances from students can be from any year group, including those who do not learn at school and those who have not opted for GCSE Music. We embrace and actively encourage music from all cultures/genres, and we celebrate diversity. These performances include:

- All of Year 7 singing in class throughout the year and encouraged to attend Chamber & Resonate Choir
- All ensembles listed in the Extra-curricular list above performing in the Winter, Spring and Summer Concerts
- GCSE performance evening – Nov 2026 for Year 9, 10 & 11

Other opportunities for practical music making and performing are:

- Workshops at Options Evening for Year 9 GCSE students
- Whole year group workshops in Balinese Gamelan for Year 8 as part of our Cultural Capital Days in November 2026
- Trips to experience the wider expressive arts through the Year 7 Cultural Capital Day in Feb 2027
- Trip for Year 10 & 11 students who have opted for GCSE Music to see a professional concert (at The Grange Festival, Alresford, The Anvil, Turner Sims, The Mayflower and visits to local 6th form Colleges for lunchtime concerts)
- Regular theatre visits to Barton Peverill 6th Form College to see free matinee performances of their musical productions (last ones March & July 2026)
- Whole school production, Legally Blonde – will be performed at the professional theatre in Winchester. Auditions and rehearsals for this production started in March 2026 and therefore includes students in Year 8-11 for the performances in January 2027. Students will also be part of the backstage crew (costume, make-up, props, stage design etc…)

Please see the following document for more detail about these opportunities:

- 5 Year Curriculum with Careers, CC, DIS 2026-27 (Appendix 3)

In the future

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

The Music Department at The Henry Beaufort School believes in high quality music making opportunities for all students. In the future we plan to:

- ensure that we maintain high quality music education for all students in all year groups.
- provide a wide variety of practical music making opportunities for all students that inspire and motivate them to have a lifelong love of music.
- continue to develop and widen the musical ensembles that we have to embrace music from all traditions and backgrounds (ranging from a school orchestra to performances on world music instruments, opportunities for bands from 'Rock 2 The Beat') and to harness the current talent of the school through creating new ensembles (i.e. clarinet ensemble)
- continue to plan a whole school production every two years that we audition and rehearse at school but perform in a professional setting.
- Continue to develop links with local 6th form providers

Appendix 1: Five Year curriculum

Code:	P	C	I	A	T	N	S	M
Key Skill:	Performing	Composing	Improvising	Arranging	Theory	Notation	Singing	SMSC

Hours per fortnight	Scheme 1 5th Sept – 21st Nov (10 weeks)	Scheme 2 24th Nov – 6th Feb (9 weeks)	Scheme 3 9th Feb – 1st May (9 weeks)	Scheme 4 5th May – 10th July (9 weeks)
Yr 7 = 3	**Samba** *Key skills: P, I, C, N, M* — Rhythm 1	**Dance Music** *Key skills: P, C, N, S* — Singing 1	**Blues** *Key skills: C, I, T, S, M* — Rhythm 2	**Jazz** *Key skills: P, I, N, M* — Singing 2
Yr 8 = 2 opt Feb 2024	**African Music** *Key skills: P, C, I, M*	**Reggae** *Key skills: P, C, N, S, M*	**Cover Versions** *Key skills: P, A, T, M*	**Film Music** *Key skills: C, I, T, M*
Yr 9 = 5 SED x2 SAU x3	*Course Content:* SED: Modal Rock – (BandLab) SAU: My music project (solo performance, written work, listening/analysis and class talk) *Key skills: P, I, T, N, M*	*Course Content:* SED: Ensemble performance SAU: Dance Music – arranging music and composing (BandLab) *Key skills: C, T, N, M*	*Course Content:* SED: Jazz – 12 Bar Blues, Blues Scale, Improvising (BandLab) SAU: Minimalism (theory, listening, group practical – live performances of "In C" and "Tubular Bells" *Key skills: P, I, A, T, N, M*	*Course Content:* SED: Song Writing – composition SAU: Minimalism composition (BandLab). Minimalism listening/theory and practice questions *Key skills: P, C, T, N, M*
Yr 10 = 5 10C SED x1 SAU x4	*Course Content:* Area of Study 1 – *My Music* Area of Study 4 - *Film Music* + L for L History/Listening – AoS 4 *Key skills: P, T, N, M*	*Course Content:* Area of Study 1 - *My Music* Area of Study 5 - *Conventions of Pop* + L for L History/Listening – AoS 5 *Key skills: C, T, N, M*	*Course Content:* Area of Study 1 – *My Music* Exam style questions + L for L on AoS 4 & 5 History/Listening – AoS 4 & 5 *Key skills: P, A, T, N, M*	
	1 x fortnight lesson with SED (10C) & SAU (10D): Area of Study 3 - *Rhythms of the World* + Language for Learning, History & Listening			
10D SED x4 SAU x1	*NEA:* Composition 1 – free choice (15%) *Examinations:* None	*NEA:* Performance 1 – Solo Perf (15%) *Examinations:* Year 10 Listening Mock Exam	*NEA:* Performance 2 – Ensemble Performance (15%) *Examinations:* None	
Yr 11 = 5 SED x2 SAU x3	*Course Content:* Area of Study 2 – *Concerto Though Time* + LL History/Listening *Key skills: C, T, N, M*	*Course Content:* Recap of Area of Study 3 - *ROTW* & Area of Study 2 - *The Concerto Through Time* + LL History/Listening – AoS 2 *Key skills: P, C, T, N, M*	*Course Content:* Practice Papers + Exam style questions based on Areas of Study: 2, 3, 4 & 5 Language for Learning *Key skills: T, N, exam technique, revision*	
	2 x fortnight lesson with SED: Revision/listening + Ensemble Performance			
	NEA: Composition 2 and Ensemble Performance *Examinations:* Mock Listening Exam (Nov)	*ALL NEA's to be submitted by Easter 2026* *Examinations:* Mock Listening Exam (Feb)	*NEA complete* *Examinations:* FINAL Listening Exam (June) 40%	

Appendix 2: Curriculum Map Year 7&8

Key to show development of skills and knowledge throughout Year 7 & 8 leading to GCSE Music and/or a lifelong love of Music:

P	C	I	A	T	N	S	M
Performing	Composing	Improvising	Arranging	Theory	Notation	Singing	SMSC

Hours per fortnight	Scheme 1 5th Sept – 21st Nov (10 weeks)	Scheme 2 24th Nov – 6th Feb (9 weeks)	Scheme 3 9th Feb – 1st May (9 weeks)	Scheme 4 5th May – 10th July (9 weeks)
Year 7 = 3	**Samba** *Key skills: P, I, C, N, M* Extras: Rhythm 1 Improvising to aid composition plus rhythmic notation throughout SoW	**Dance Music** *Key skills: P, C, N, S* Extras: Singing 1 Singing and lyric writing – Spring Concert songs,	**Blues** *Key skills: C, I, T, S, M* Extras: Rhythm 2 Improvising to aid composition plus pitch notation throughout SoW	**Jazz** *Key skills: P, I, N, M* Extras: Singing 2 Jazz singing, pitch notation 2, rhythmic notation for swing
	Conventions, Processes & Devices: Rhythm, instrumentation, texture, tempo, structure, call & response, improvisation, break, ostinato, Brazilian carnival tradition	***Conventions, Processes & Devices:*** Pitch, melody, tempo, rhythm, electronic instruments, club context	***Conventions, Processes & Devices:*** Rhythm, instrumentation, texture, tempo, structure, call & response, improvisation, break, ostinato, Brazilian carnival tradition	***Conventions, Processes & Devices:*** Structure, tempo, texture, instrumentation, walking bass line, swing rhythm, improvisation, call & response, Afro-American roots, New York big band
	Practical Experience: Ensemble performance, composition, performance, rhythmic dexterity	***Practical Experience:*** Keyboard skills, staff notation, BandLab software, performance	***Practical Experience:*** Ensemble performance, composition, performance, rhythmic dexterity	***Practical Experience:*** Keyboard skills, improvisation, BandLab software, performance
	HB²: ***Reflective Learning: Planning*** ***Mutual Learning: Learning give & take***	***HB²:*** ***Resourcefulness: Using your initiative*** ***Getting Unstuck: Stickability***	***HB²:*** ***Reflective Learning: Planning*** ***Mutual Learning: Learning give & take***	***HB²:*** ***Getting Unstuck: Stickability***
Year 8 = 2 options Feb 2026	**African Music** *Key skills: P, C, I, M*	**Reggae** *Key skills: P, C, N, S, M*	**Cover Versions** *Key skills: P, A, T, M*	**Film Music** *Key skills: C, I, T, M*
	Conventions, Processes & Devices: Pitch, rhythm, structure, call & response, aural & performance traditions of African Music, ostinato, polyrhythms, vocal harmony	***Conventions, Processes & Devices:*** Melody, tempo, structure, harmony, rhythm, chords, syncopated rhythms, Rastafarian culture	***Conventions, Processes & Devices:*** ALL elements of music (particularly instrumentation, tempo, pitch), commercial music, music industry, copyright laws, arrangements	***Conventions, Processes & Devices:*** ALL elements of Music, video/audio relationship, diminished 7th, dissonance, trill, chromatic scale
	Practical Experience: Ensemble skills, singing, Djembe, performance, composition, rhythmic dexterity	***Practical Experience:*** Keyboard skills, playing chords, singing, BandLab software, composition, performance,	***Practical Experience:*** Ensemble skills, instrument/vocal specific techniques, arranging, performance	***Practical Experience:*** Composition, choice of "voices", Cubase software, performance.
	HB²: ***Reflective Learning: Planning*** ***Mutual Learning: Learning give & take***	***HB²:*** ***Mutual Learning: Empathy***	***HB²:*** ***Getting Unstuck: Noticing*** ***Getting Unstuck: Stickability*** ***Mutual Learning: Learning give & take***	***HB²:*** ***Getting Unstuck: Stickability*** ***Reflective Learning: Review*** ***Resourcefulness: Using your initiative***

Appendix 3: Cultural Capital and Career Opportunities

To show career links, employability or career pathways throughout the 5 years

To show links to Cultural Capital throughout the 5 years

Hours per fortnight	Scheme 1 Sept – Nov (10 weeks)	Scheme 2 Nov – Feb (9 weeks)	Scheme 3 Feb – May (9 weeks)	Scheme 4 May – July (10 weeks)
Yr 7 = 3	**Samba**	**Dance Music** Cultural Capital Day - trip to Titanic Museum + art gallery/workshop *Performances in Christmas Concert*	**Blues** Auditions for Whole School Production	**Jazz** Students to perform in Celebration Assemblies
Yr 8 = 2 opt Feb 2026	**African Music** Cultural Capital Day – world music workshops linked to puppetry	**Reggae** *Performances in Christmas Concert*	**Cover Versions** Auditions for Whole School Production	**Film Music** Students to perform in Celebration Assemblies

Hours per fortnight	AUTUMN		SPRING		SUMMER	
Yr 9 = 5	*Course Content:* Dance Music – arranging music and composing Modal Rock – Cubase + improvising Ensemble Performance	*Extras:* *Year 9 to lead Djembe workshops for Open Evening* *Language for Learning and notation* *Performances in Christmas Concert*	*Course Content:* Minimalism – composition Jazz – 12 Bar Blues, Blues Scale, Improvising Solo Performance	*Extras:* Auditions for Whole School Production *HMS world music workshop* *Performances in Spring Concert* *Theory and notation*	*Course Content:* Area of Study 3 – Rhythms of the World Song Writing – composition	*Extras:* *Performances in Summer Concert* *Language for Learning, theory and notation* Students to perform in Celebration Assemblies

Hours per fortnight	AUTUMN	SPRING	SUMMER
Yr 10 = 5	*Course Content:* Area of Study 1 – *My Music* (study of instrument & genre) Area of Study 4 – *Film Music* + L for L History/Listening – AoS 4 REVISION GUIDE issued to all Disadvantaged students *Year 10 & 11 trip to Peter Symonds College to watch a concert* *Performances in Christmas Concert*	*Course Content:* Area of Study 1 – *My Music* Area of Study 5 – *Conventions of Pop* History/Listening – AoS 5 Auditions for Whole School Production *HMS world music workshop* *Performances in Spring Concert*	*Course Content:* Area of Study 1 – *My Music* Exam style questions + L for L on AoS 4 & 5 History/Listening – AoS 4 & 5 Attendance at Concert (The Anvil) *Performances in Summer Concert* Students to perform in Celebration Assemblies
Hours per fortnight	AUTUMN	SPRING	SUMMER
Yr 11 = 5	*Course Content:* Area of Study 2 *The Concerto Through Time* + LL History/Listening – AoS 3 REVISION GUIDE issued to all Disadvantaged students *Year 10 & 11 trip to Peter Symonds College to watch a concert* *Performances in Christmas Concert*	*Course Content:* Area of Study 3 recap *ROTW* + LL History/Listening – AoS 2 *HMS world music workshop* *Performances in Spring Concert*	*Course Content:* Practice Papers + Exam style questions based on AoS 2, 3, 4 & 5 Exam technique + Language for Learning Students to perform in Leavers Assembly

ALL students in Year 7-11 are engaged in Cultural Capital opportunities in the Music Department throughout the 5-year curriculum irrespective of whether or not they have opted for GCSE Music through the following:

- Instrumental/vocal lessons: (**50% discount for all students who qualify for pupil premium + 10 disadvantaged students fully funded for paired lessons**).
    - Instrumental/vocal tuition at school is encouraged for all students in Year 7-11 whether or not they have opted for GCSE Music
    - Class passes are issued to all students having instrumental/vocal tuition at school to enable them all to leave other curriculum areas with permission

- Practice room passes are issued to students **(often disadvantaged/ vulnerable/SEND)** to enable students to use their musical interest/expertise effectively and to channel their energies and attention into something productive and creative. This supports behaviour, well-being and mental health

- Group music making - new partnership from Sept 2024 with Hampshire Music Service – Rock 2 The Beat. This will continue this initiative in 2026-27.
  - Students can sign up to receive tuition and ensemble direction on a range of popular instruments (voice, drum kit, electric guitar, bass guitar, keyboard) to form bands who will rehearse weekly under the direction of staff from Hampshire Music Service

- Extra-Curricular activities:
  - *Resonate* Choir (Year 7-11: open to all students – **targeted students include boys and disadvantaged**)
  - Chamber Choir (Year 7-11: open to all students – **disadvantaged students having singing lessons at school**)
  - Jazz Band (Year 7-11: open to all – targeted students are the more able achieving Grade 4+ **including disadvantaged**)
  - Orchestra (Year 7-11: open to all students – targeted students are all those learning an instrument whether that is at school or privately – **including disadvantaged**)

- Participation in Concerts and Musicals/Shows:
  - Auditions for whole school production March 2026 – we will perform 'Legally Blonde' at the Theatre Royal January 2027 – cast in Jan 2027 will be Year 8-11) **including disadvantaged**
  - Opportunities to perform at Whole School Events (assembly, open evening etc… - events held throughout the year) Year 7-11 – student encouraged to book practice rooms to rehearse their own ensembles **including disadvantaged**
  - GCSE performance evening for students in Year 9, 10 & 11 – Nov 2026 **including disadvantaged**
  - Spring & Summer Concerts (March & July 2027) – opportunity for students in Year 7-10 Rising Stars to shine through. **Disadvantaged** and boys encouraged to perform

- Participation in performances in Year 7-10 End of Year Celebration Assemblies **including disadvantaged**

- Students encouraged to form their own ensembles and rehearse regularly in music department (supervised by SED/SAU) **including disadvantaged.** All rehearsed during break/lunch and after school.

- SED/SAU form new ensembles to capitalise and build on the 'current' talent (i.e. Clarinet Quartet, Flute Ensemble, String Ensemble) **including disadvantaged.** All rehearsed during break/lunch and occasionally after school.

- Cultural Capital Days –
  CC Day 1 – focus of Year 8 for Expressive Arts Nov 2026 (see Cultural Plan 2026-27)

CC Day 2 – focus of Year 7 for Expressive Arts Feb 2027 (see Cultural Plan 2026-27)

Appendix 4: Music and SMSC

Evidence of SMSC throughout the five-year curriculum				
Year Group	Spiritual • Reflective about own beliefs, religious or otherwise, which inform their perspective on life & their interest/respect for the feelings, values & faiths of others. • Enjoyment & fascination in learning about themselves, others & world around them. • Imagination & creativity in learning • Willingness to reflect on their experiences	Moral • Recognise right & wrong. Apply to own life & thereby respect English civil & criminal law. • Understand consequences of behaviour & actions • Investigate& offer reasoned views about moral & ethical issues. Understand & appreciate the viewpoints of others on these issues	Social • Use range of social skills in different contexts, including working & socialising with pupils from different religious, ethnic & socio-economic backgrounds. • Willingness to participate in variety of communities & social settings, including volunteering, cooperating with others and ability to effectively resolve conflicts. • Acceptance & engagement with British values of democracy/ law /liberty, and respect & tolerance of those with different faiths & beliefs. Demonstrate skills & attitudes that will allow full & positive contribution to modern Britain.	Cultural • Understand & appreciate the wide range of cultural influences that have shaped their heritage & those of others. • Understand & appreciate the range of different cultures in school & further afield as an essential element of preparation for life in modern Britain. • Knowledge of British democratic parliament & its role in shaping our history, values & continuing development in Britain. • Participate / respond to artistic, sporting & cultural opportunities. • Explore, understand & respect different faiths & cultural diversity. Understand, accept, respect, celebrate diversity showing tolerance and positive attitudes towards different religious, ethnic, and socio-economic groups in local/national/global communities.
Year 7	**Basic Skills** - developing use of communication and cooperation in group work. Developing imagination and creativity through composition tasks in **Samba**. Developing creativity and imagination through improvisation in **Jazz**. Students develop the ability to empathise and respect other people's values and feelings through work on lyrics in **Blues Music**. Listening activities and practical tasks teach the importance of WHY that style of music sounds the way it does and WHERE it comes from as well as WHAT it is.	In every scheme of work all students contribute to group performances and compositions, knowing that the final outcome will be dependent on their input, effort, and creativity during lessons. Students then have the opportunity to listen back to their work and the work of others. They then have the opportunity to refine and improve their work based on self or peer evaluation.	During the scheme of work on **Samba** students learn about the background and context of the style and the importance of the music in the Brazilian community. They experience this through whole class performance work which develops their understanding of working with others, belonging, and participating.	All students participate and respond to music every lesson through listening activities, class discussions, performing and composing. This includes music from a diverse range of styles and develops students understanding of cultural context.

Year 8	**Basic Skills** - developing use of communication and cooperation in group work. Developing imagination and creativity through composition tasks in **African Music and Reggae**. Listening activities and practical tasks teach the importance of WHY that style of music sounds the way it does and WHERE it comes from as well as WHAT it is.	Students are actively encouraged to experiment with ideas and be brave with the decisions they make, often learning from mistakes. In every scheme of work all students contribute to group performances and compositions, knowing that the final outcome will be dependent on their input, effort, and creativity during lessons. Students then have the opportunity to listen back to their work and the work of others. They then have the opportunity to refine and improve their work based on self or peer evaluation.	In a scheme of work on **Film Music** students learn about the impact of music on the wider/global community. Students develop a wider understanding of how music fits into the arts/media industry.	During the scheme of work on **African Music** students learn about the background and context of the style and the importance of the music in the African community. They experience this through whole class performance work which develops their understanding of working with others, belonging, and participating.

Year 9	**Basic Skills** - developing use of communication and cooperation in group work. Students develop their creativity and their ability to express themselves through music during a topic on **Song writing**. Listening activities and practical tasks teach the importance of WHY that style of music sounds the way it does and WHERE it comes from as well as WHAT it is.	Students are actively encouraged to experiment with ideas and be brave with the decisions they make, often learning from mistakes. In every scheme of work all students contribute to group performances and compositions. In year 9 students are given more independence in both their choice of style of music and instrument (**cover versions and song writing**) knowing that the final outcome will be dependent on their input, effort, and creativity during lessons. Students then have the opportunity to listen back to their work and the work of others. They then have the opportunity to refine and improve their work based on self or peer evaluation.	During the scheme of work on **cover versions** students develop their understanding of the variety of roles within the music industry. In **cover versions** and **song writing** students develop their understanding of the roles of musicians in ensembles and how they work together.	In a scheme of music on **Minimalism** students learn about the diverse range of performance practices, compositional techniques, and ways of notating music. They learn to understand and appreciate the experimental nature of this style of music.

Year 9-11 GCSE Music	Students will continue to implement and build on their spiritual, moral, social, and cultural experiences during the GCSE Music course through: **Performing:** • Understanding and respecting traditions and conventions from different musical styles. • Working with others in musical ensembles. • Identifying areas for improvement and developing the necessary skills. **Composing:** • Using creativity and imagination to create their own pieces of music within a certain style. • Understanding and respecting the cultural traditions within a specific style of music and developing the ability to fuse this with their own musical style in their compositions. **Written work** • Students develop an understanding of the key features of a particular style of music, which they then relate to their own work and justify the decisions they have made. **Listening Exam** • Students learn about the culture, conventions, traditions, history, and musical features from a wide and diverse range of musical styles and genres from 1600 to the present day. • Students learn how to apply their knowledge and understanding through analysing music that they listen to.

Appendix 5: Cultural Capital and Character Development Days

Rationale: To provide our students with a broad and balanced curriculum while keeping future pathways open, we offer three Cultural Capital Days each academic year.

From Years 7 to 9, students engage in 10 hours of exposure to option-based subjects. This content is thoughtfully developed, drawing from the National Curriculum, the Key Stage 3 and 4 Citizenship curriculum, and key elements of the Department for Education's RSHE guidance. It is intentionally ambitious to challenge and support all learners.

In Years 10 and 11, the focus is life skills development. Students gain experiences such as exploring university life, understanding the societal impact of core subjects, and enhancing memory retention strategies. These experiences are designed to broaden their horizons and equip them with essential skills for future success.

Date	Year 7	Year 8	Year 9	Year 10	Year 11
Wednesday 12th November 2025	**Language Day** ***Paired with PE** Year 7 Languages Day – students will learn about the importance of languages, learn a new language in a taster session, try sports from around the world know about how language and culture intertwine. Learn how to become and global citizen and appreciate different cultures	**Expressive Arts Paired with Technology** **Year 8 students will develop their understanding of Expressive Arts by the exposure of theatre productions, musicians, and skills that be used in everyday life. They will explore music from a different culture and link with Technology** **To fit in with Chinese New Year students design and make Chinese lanterns and a noodle dish.**	**Humanities** Year 9 students will continue to develop their understanding of Hums outside of the classroom by attending a trip to Portsmouth moving between Gunwharf Quays (Geography), the Historic Dockyard (History) and St George's Church (RE)	**University of Winchester Taster Day** Students will spend the day focusing on 'life as a university student'. They will be exposed to lectures, speaking to students and having a tour of the university campus.	**MOCK EXAMS**

Personal Development - Cultural Capital

The HENRY BEAUFORT School

Wednesday 25th Feb 2026	**Expressive Arts** **Year 7 students will develop their understanding of Expressive Arts by visiting Southampton Gallery**	**Languages** ***Paired with HIU** Apprentice Task – students will undertake a task in which they will design a marketing campaign for a new cruise line.	**Design and Technology** Students find out how biscuits are made on an industrial scale, and then design their own to fit a design brief and make their own biscuits. Students also design and test bridges and make their own outfits by upcycling.	**First Aid Course** Students will learn basic skills of first aid including primary survey, recovery position, CPR, dealing with shock; whilst applying to real life scenarios.	**Memory Retention** Across the 3 core subjects, students will participate in activities to support memory retention. These will provide skills that students can apply for years beyond the classroom.
Wednesday 17th June 2026	**STEM Design and Technology** **Students investigate the history of Lego and take part in a Lego workshop at LegoLand, Windsor**	**Humanities** Year 8 students will develop their understanding of Hums outside of the classroom through School Fieldwork (Geography), Second World War Drama (History) and attend a Holocaust Survivor discussion (RE)	**PE – HB Festival of Sport** Interhouse sports tournament. Students will learn about sporting values and participate in different sports tournaments against other year 9 houses.	**Language in Law** Students will take on the role of barristers, crafting opening and closing statements for a real life case. **Budgeting for the future** Exploring minimum wage, payslips, national insurance, tax, government spending, household costs, insurance, needs and wants, lifestyle choices, budgeting, unexpected costs, and savings. **Bad Science** Exploration of 'Bad Science' exploration of scientific process and the difficulties of interpreting science in the news and media around us to develop students as Scientifically literate citizens.	

Cultural Capital Days continue to expose our students to a wide range of cultural influences. Students learn about our own heritage and others, understand different faiths and cultural diversity, take part in artistic, musical, sporting, and cultural opportunities.

Our students will continue to be exposed to Cultural Capital throughout their timetabled lessons and as part of our extra-curricular provision.