



Music Development Plan 2026-2027

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Part A: Music Department Overview

This section addresses the context of Music at Bourne Grammar School, looking at staffing, student abilities upon entering the school, accommodation and equipment.

Staffing:

There are two full-time teachers who share the teaching, with each colleague teaching in each key stage.

There are eight peripatetic music staff working part-time to provide instrumental tuition. They also assist with any GCSE or A Level students that they teach.

DEPARTMENT ROLE	NAME
Director of Music	Mark Tomlinson
Teacher of Music	Matthew Jones
Peripatetic Piano Teacher	Kate Bidwell
Peripatetic Violin Teacher	Paul Weston
Peripatetic Singing Teacher	Elaine Bishop
Peripatetic Cello Teacher	Silke Paterson
Peripatetic Brass Teacher	Rob Taylor
Peripatetic Woodwind Teacher	Vicky Carter
Peripatetic Percussion Teacher	Kelly Gelder
Peripatetic Guitar Teacher	Ben Howman

Students:

Students joining Bourne Grammar School in year 7 have a diverse range of musical experience and music education depending on their schooling at KS1 and 2. As a selective Grammar school, our intake is based on academic ability (11+) and key musical skills are not tested, so we provide significant opportunities for students to develop skills in composing, performing and listening & appraising, through a broad curriculum and expansive extra-curricular programme. We have over 110 students currently having instrumental/vocal lessons in school weekly and over 175 students involved weekly in the various extra-curricular ensembles we offer.

Accommodation:

There are two full time teaching classrooms and 5 practice rooms. This accommodation is adequate and well resourced for the teaching that takes place in them. With KS3 topics changing nearly every term, there are 5 in total per year. They alternate between using the keyboards and practice rooms attached to MU2 and the iMacs in MU1. This gives all students the chance to make the most of the department's resources. As such, each teacher changes room every term as well.

Equipment:

MU1 – 24 iMacs all of which have Sibelius and Garageband programmes to compose music and are attached to a keyboard for ease of recording. This room is used for most KS4 and KS5 composition lessons – to create the scores needed for composition submission. The iMacs were replaced with new models in 2022, which has been beneficial to student work and quality of teaching.

MU2 – 15 desks with keyboards and instruments such as drum kit, samba kit, amplifiers, hand held percussion, glockenspiels etc. There is space at the back of the room to conduct weekly rehearsals for the various school ensembles and choirs.

One of the practice rooms is used as a recording studio and is fitted with an iMac with a Focusrite Sapphire audio interface, Rode NT1 condenser microphone and GarageBand to create high recording quality for GCSE and A Level coursework performances.

Part B: Music Curriculum

This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications that pupils can attain. An overview of the music curriculum is given, alongside the learning journey for KS3, which shows the golden threads and foundational skills of the musical elements and instrumental development that are intricately woven throughout. The curriculum is designed with a focus on sequencing to ensure a progressive and cohesive learning experience.

Curriculum Statement:

The Music department is committed to giving students the broadest experience of music possible. Through a rich in skills and diverse curriculum, we aim to ignite curiosity and channel creativity, as well as develop the students' self-confidence and perseverance. The three main skills of Performing, Composing and Listening & Appraising, are embedded in every scheme of learning, and through these the students are given the opportunity to be ambitious and achieve their musical potential.

Time Allowance:

Key Stage	Year Group	Lesson Length	How Often
KS3	7	All lessons are 1 hour	Two lessons a fortnight
	8		
	9		
KS4	10		Five lessons a fortnight
	11		
KS5	12		Nine lessons a fortnight
	13		

Musical Qualifications:

The students in years 10 and 11 study the Edexcel GCSE Music course.
The students in years 12 and 13 study the AQA A Level Music course.

Key Stage 3 - Long Term Plan Overview:

TERM	YEAR 7		YEAR 8		YEAR 9	
	Teacher 1	Teacher 2	Teacher 1	Teacher 2	Teacher 1	Teacher 2
1 & 2	Musical Elements I: Introduction to MADTSHIRT (Mu2)	Musical Elements I: Introduction to MADTSHIRT (Mu1)	Musical Elements II: Developing MADTSHIRT (Mu2)	Musical Elements II: Developing MADTSHIRT (Mu1)	Musical Elements III: Further Analysis Using MADTSHIRT (Mu2)	Musical Elements III: Further Analysis Using MADTSHIRT (Mu1)
3	Composing Skills I (Waltz): BGS Waltz (Mu1)	Performing Skills I: Singing/Ukulele/Guitar (Mu2)	Composing Skills II (Minimalism): BGS Minimalism (Mu1)	Performing Skills II: Singing/Ukulele/Guitar (Mu2)	Composing Skills III (Ground Bass): Pachelbel's Canon (Mu1)	Performing Skills III: Singing/Ukulele/Guitar (Mu2)
	Composing Skills I (Waltz): Composition (Mu2)	Composing Skills I (Waltz): BGS Waltz (Mu1)	Composing Skills II (Minimalism): Composition (Mu2)	Composing Skills II (Minimalism): BGS Minimalism (Mu1)	Composing Skills III (Ground Bass): Composition (Mu2)	Composing Skills III (Ground Bass): Pachelbel's Canon (Mu1)
4	Composing Skills I (Waltz): Garageband (Mu1)	Composing Skills I (Waltz): Composition (Mu2)	Composing Skills II (Minimalism): Garageband (Mu1)	Composing Skills II (Minimalism): Composition (Mu2)	Composing Skills III (Ground Bass): Garageband (Mu1)	Composing Skills III (Ground Bass): Composition (Mu2)
	Performing Skills I: Singing/Ukulele/Guitar (Mu2)	Composing Skills I (Waltz): Garageband (Mu1)	Performing Skills II: Singing/Ukulele/Guitar (Mu2)	Composing Skills II (Minimalism): Garageband (Mu1)	Performing Skills III: Singing/Ukulele/Guitar (Mu2)	Composing Skills III (Ground Bass): Garageband (Mu1)
5	Programme Music I: Animal Composition (Mu1)	Song Writing I: Introduction – Words & Music (Mu2)	Programme Music II: Mars Composition (Mu1)	Song Writing II: Developing Melodic Lines With Lyrics (Mu2)	Dance Remix: I Need Your Love Remix (Mu1)	Cover Versions: Band Work (Mu2)
6	Song Writing I: Introduction – Words & Music (Mu2)	Programme Music I: Animal Composition (Mu1)	Song Writing II: Developing Melodic Lines With Lyrics (Mu2)	Programme Music II: Mars Composition (Mu1)	Cover Versions: Band Work (Mu2)	Dance Remix: I Need Your Love Remix (Mu1)

Key Stage 4 - Long Term Plan Overview:

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	FREE COMPOSITION DEADLINE		
YEAR 10	MMT 3 Lessons a fortnight	Introductions: Course Composition Skills (Mu1)	Setwork 2: BACH (Mu2)	FREE COMPOSITION (Mu1)	FREE COMPOSITION (Mu1)	FREE COMPOSITION (Mu1)	Setwork 6: SAMBA EM PRELUDIO (Mu2)			
				Setwork 4: AFRO CELT (Mu2)	Setwork 4: AFRO CELT (CATCHUP) (Mu2)	Solo & Ensemble Performance Pieces chosen				
	MPJ 2 Lessons a fortnight	Introductions: MAD TSHIRT Setwork 1: WICKED (Mu2)	Composition Skills & Free Composition Introduction (Mu1)	Setwork 3: KILLER QUEEN (Mu2)	Setwork 3: KILLER QUEEN (CATCHUP) (Mu2)	Setwork 5: PURCELL (Mu2)	FREE COMPOSITION (Mu1)			
				FREE COMPOSITION (Mu1)	FREE COMPOSITION (Mu1)	YEAR 10 EXAM				
YEAR 11	MMT 2 Lessons a fortnight	BRIEF COMPOSITION (Mu1) Solo Performance recordings	SOLO PERFORMANCE DEADLINE	Setwork 8: BEETHOVEN (Mu2) MOCK EXAM	BRIEF COMPOSITION (Mu1)	BRIEF COMPOSITION (Mu1)	FINAL COURSEWORK DEADLINE			
					PRACTICE QUESTIONS & SETWORK REVISION (MU2)	PRACTICE QUESTIONS & SETWORK REVISION (MU2)				
		MPJ 3 Lessons a fortnight		Setwork 7: STAR WARS (Mu2)	BRIEF COMPOSITION (Mu1)	PRACTICE QUESTIONS & SETWORK REVISION (MU2)			PRACTICE QUESTIONS & SETWORK REVISION (MU2)	Any problematic coursework Setwork Revision
	BRIEF COMPOSITION (Mu1)					BRIEF COMPOSITION (Mu1)			Any problematic coursework Setwork Revision	

Key Stage 5 - Long Term Plan Overview

		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
YEAR 12	MMT	Introductions: Course Baroque Setwork 1: PURCELL Film Composer: ZIMMER (Mu1)	Film Composer: NEWMAN (Mu1) Introductions: Exam Technique & Practice Questions	Rom Piano Setwork: CHOPIN NOCTURNE AS PAPER IN EXAM CONDITIONS	Rom Piano Setwork: GRIEG NORWEGIAN MARCH Exam Technique & Practice Questions	Rom Piano Setwork: CHOPIN BALLADE Introductions: Free Composition Coursework	Film Composer: GIACCHINO FREE COMPOSITION PERFORMING COURSEWORK REPERTOIRE CHOSEN
	MPJ	Introductions: Harmony Film Composer: ZIMMER (Mu2)	Baroque Setwork 2: VIVALDI (Mu1) Harmony	Harmony Film Composer: HERRMANN	Baroque Setwork 2: BACH	Harmony	Rom Piano Setwork: BRAHMS BALLAD Harmony FUPG EXAM
YEAR 13	MMT	Revising Baroque Setwork: PURCELL Revising Film Composer: ZIMMER FREE COMPOSITION	Rom Piano Setwork: GRIEG NOTTURNO Revising Film Composer: NEWMAN FREE COMPOSITION	Revising Rom Piano Setworks: CHOPIN MOCK EXAM FREE COMPOSITION	Revising Rom Piano Setworks: GRIEG PERFORMING COURSEWORK FREE COMPOSITION	Any problematic coursework Practice Questions	
	MPJ	CHORALE COURSEWORK Rom Piano Setwork: BRAHMS INTERMEZZO	CHORALE COURSEWORK Revising Baroque Setwork: VIVALDI	Revising Baroque Setwork: BACH FREE COMPOSITION	PERFORMING COURSEWORK FREE COMPOSITION	Any problematic coursework Practice Questions	

Music Assessment Overview

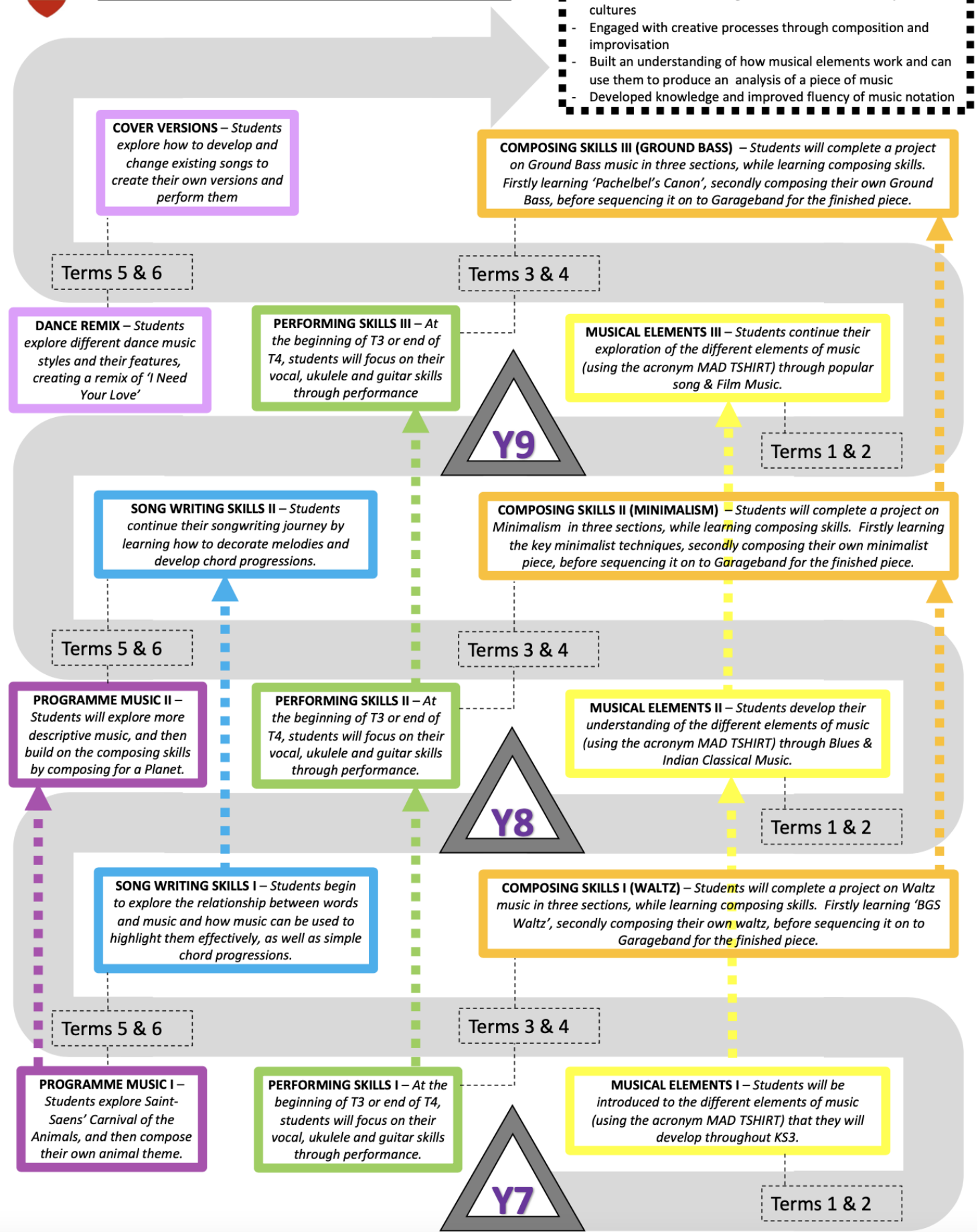
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7		Ode To Joy Performance	Waltz Composition		Animal Composition	Song Writing I Composition
Year 8	Indian Classical Music Composition And In The Mood Blues Performance		Minimalism Composition		Mars Composition	Song Writing II Composition
Year 9	Song Writing III Composition And James Bond Film Trailer GarageBand Recording		Ground Bass Composition		Ellie Goulding Dance Remix And Cover Version Performance	
Year 10	Wicked 12 mark Question	Bach 12 mark Question	Killer Queen 12 mark Question	Afro Celt 12 mark Question	EOY EXAM	Samba 12 mark Question
	Wicked Listening Questions	Bach Listening Questions	Killer Queen Listening Questions	Afro Celt Listening Questions	Purcell 12 mark Question	Samba Listening Questions
					Purcell Listening Questions	
Year 11	Star Wars 12 mark Question	MOCK EXAM	Beethoven Question	Revision		
	Star Wars Listening Questions		Beethoven Listening Questions			
Year 12	Purcell 10 mark Question	Vivaldi 10 mark Question	MOCK AS EXAM	Unfamiliar Pop/Theatre 10 mark Question Film 30 mark Question	Bach 10 mark Question	FUPG EXAM
		Film 30 mark Question	Unfamiliar Romantic 10 mark Question		Grieg 10 mark Question	Brahms 10 mark Question
	Unfamiliar Film 10 mark Question	Unfamiliar Baroque 10 mark Question	Chopin 10 mark Question			
Year 13	Unfamiliar Opera 10 mark Question	Unfamiliar Film/Pop/Theatre/Baroque/Opera/Romantic 10 mark Questions Purcell/Vivaldi/Bach 10 mark Questions Chopin/Grieg/Brahms 10 mark Questions	MOCK EXAM	Revision		
	Unfamiliar Film/Pop/Theatre/Baroque/Romantic 10 mark Questions					
	Film 30 mark Question					



KS3 MUSIC LEARNING JOURNEY

STUDENTS WILL HAVE...

- Gained an aural knowledge of music from various styles and cultures
- Engaged with creative processes through composition and improvisation
- Built an understanding of how musical elements work and can use them to produce an analysis of a piece of music
- Developed knowledge and improved fluency of music notation



Year Group Curriculum Descriptions:

The schemes of work across all 3 years of KS3 have been sequenced to give students the opportunity to study many different styles of music from Baroque Ground Bass to Blues to Minimalism. As can be seen from the learning journey above, Musical Elements, Composing Skills, Performing Skills, Programme Music and Song Writing, are all developed further as students move through into years 8 and 9. The range of topics is taken from the requirements at GCSE which subsequently allows students to transition more seamlessly into KS4.

Year 7:

Terms 1 & 2 begin with an 'Introduction to the Musical Elements', introducing the key building blocks of music which are the foundation for learning throughout all three key stages. Within this topic, the students begin learning the keyboard and explore the different sections of the orchestra. The development of singing also starts in the first term of Year 7, where students begin by singing as part of an ensemble during class lessons. This foundational experience helps them understand how to use their voice, the basics of vocal harmony and group performance.

Terms 3 & 4 in each year of KS3 is a composing skills topic which begins in year 7 with the Waltz. Following exploration of the stylistic features of a Waltz, the students learn how to compose their own rhythms and melodies to build their own stylistic composition. Depending on the rooming of the teacher, either at the beginning of this topic or the end, there is also a short three week performing skills unit, allowing students to continue to build their keyboard skills, but also access the ukulele, guitar.

Terms 5 & 6 in both years 7 and 8 are built from Programme Music and Song Writing. Programme Music develops the students' use of MAD TSHIRT to analyse a piece of music, while planning and composing their own piece to showcase an animal and its characteristics. This is done in conjunction with studying Saint-Saëns's Carnival of the Animals. Song Writing again, takes the concept of creating melodies but adds lyrics as well, to increase difficulty and development from the waltz topic.

Year 8:

Terms 1 & 2 begin with developing the students' knowledge of the Musical Elements. This is done in conjunction with the topics of Blues music and Indian Classical Music. These two topics also involve the introduction of improvisation for the first time. New scales and new keys are introduced to show increased development from the musical elements learned in year 7.

Terms 3 & 4 in each year of KS3 is a composing skills topic which continues in year 8 with Minimalism. Following exploration of the stylistic features of Minimalist music, the students learn how to compose their own cells and develop them using the various minimalist techniques. Depending on the rooming of the teacher, either at the beginning of this topic or the end, there is also a short three week performing skills unit, where students explore Samba drumming and ensemble music making as a class.

Terms 5 & 6 in both years 7 and 8 are built from Programme Music and Song Writing. Programme Music develops the students' use of MAD TSHIRT to analyse a piece of music, while planning and composing their own piece to showcase the planet Mars and its characteristics. This is done in conjunction with studying Holst's Mars: the Bringer of War. Song Writing build from the year 7 version by introducing compound time, more progressive chord progressions and decoration of melodies.

Year 9:

Terms 1 & 2 begin with extending the students' knowledge of the Musical Elements. This is done in conjunction with the topics of Film music and Song Writing. In Film Music, the students learn how Music can be used as an underscore to a film. They learn some of the key themes to James Bond and then create their own underscore to a James Bond film trailer. Song writing carries on from year 8, cementing the musical elements ready for the final big composing topic in terms 3 & 4.

Terms 3 & 4 in each year of KS3 is a composing skills topic which continues in year 9 with Ground Bass. Following exploration of the stylistic features of Ground Bass and Baroque music, the students learn how to compose their own bass line and then create various decorative melodies above to create a stylistic baroque piece. Depending on the rooming of the teacher, either at the beginning of this topic or the end, there is also a short three week performing skills unit, allowing students to continue to build their keyboard, guitar and ukulele skills.

Terms 5 & 6 in year 9 are built from Dance Remix and Cover Versions. Dance Remix allows the students to take a popular song, and arrange it into their own version, with more advanced editing techniques on GarageBand. Cover Versions, gives the students freedom to create bands and produce their own version of a popular song, using any of the instruments studied during key stage 3.

Years 10 & 11:

Students in Years 10 and 11 study the GCSE course set by Edexcel (1MU0), and the full specification can be found on their website. Students complete performance coursework (30%), composition coursework (30%) and a listening exam (40%) to achieve their Music GCSE. To prepare students for these 3 components, students will have had experience at KS3 (see Year 7, 8 & 9 overviews) and the curriculum follows this knowledge rich and wholesome approach at KS4.

Students study 8 set works of various musical styles, from a Bach Brandenburg concerto to Afro Celt Sound System's *Release*, and analyse them using the musical elements and the 'MAD T SHIRT' acronym learned at KS3, completing both a workbook and annotation of a score. Both of these provide the students with an excellent resource and knowledge base.

For the composition element, the students are set a series of tasks as an introduction to composing at GCSE and then use these skills to build their two coursework composition submissions. With the musical elements introduced and explored at KS3, we build on this firm basis, giving students the confidence to write about music more effectively and with more technical vocabulary.

Years 12 & 13:

Students in Years 12 and 13 study the A-Level course set by AQA (7272), and the full specification can be found on their website. Students complete performance coursework (35%), composition coursework (25%) and a listening exam (40%) to achieve their music A Level.

The performing coursework takes the form of a 10-minute performance, which can be made of up of different pieces and can be recorded separately. The composition component requires students to submit two chorales in the style of Bach as well as a free composition, which can take the form of anything from a baroque concerto to a film score or a musical theatre song. In their listening and appraising work, students explore the baroque solo concerto and works by Purcell, Vivaldi and Bach, as well as the romantic piano music of Chopin, Brahms and Grieg.

In what is an exciting and wide-ranging curriculum, students then have a choice for their other areas of study from topics such as music for media, music for theatre, pop music and jazz. Students are taught in-depth

analysis of a score and write analytically about music for the extended answer questions in the listening exam.

Special Educational Needs & Disabilities:

At Bourne Grammar School, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional needs to reach these outcomes. The Music department SEND policy outlines potential barriers that students with special educational needs and disabilities may encounter in music lessons, along with specific strategies to overcome these barriers.

Links To Local Music Hub:

Bourne Grammar School collaborates closely with Lincolnshire Music Service, who provide our peripatetic visiting music teachers (as shown above in the staff section). LMS also provides cost-effective instrument rental for whole-class use and facilitates the engagement of instrument teachers to deliver programmes to classes, fostering whole-class ensemble participation. In the past, we have utilised these resources in diverse capacities, such as through clarinets and brass instruments. Our curriculum has developed since then and we have focused our relationship on getting our teachers into our local feeder schools. A link to Hub website can be found here: <https://lincsmusicservice.org/>

The Music Department actively seeks to identify and reduce barriers that may prevent students from accessing musical opportunities. Financial cost can be a significant barrier, particularly in relation to individual instrumental tuition, and we work with the Lincolnshire Music Service and the school to ensure that support is available where needed. For example, students eligible for Pupil Premium can access a scheme which subsidises 50% of the cost of instrumental lessons. We also provide a wide range of free ensemble and performance opportunities within school, ensuring that participation is not dependent on a student's ability to pay. Alongside financial barriers, we recognise that confidence, previous musical experience, access to an instrument at home and awareness of available opportunities can all affect participation. We therefore actively encourage students who may not initially see themselves as musicians to become involved, provide opportunities to develop skills and confidence from a range of starting points, and identify students with musical potential who may otherwise have limited opportunities to access and progress through musical experiences.

Part C: Extra-Curricular Music

This section addresses the opportunities that students at Bourne Grammar School have to sing and play music outside of the classroom.

Instrumental and Vocal Ensembles:

The Music department offers a wide range of instrumental and vocal groups for students to be a part of across all year groups. Rehearsals take place in the rehearsal space at the back of MU2 and these occur both before school during form time and at lunchtime.

MUSIC ENSEMBLE	DESCRIPTION
Senior Choir	A mass vocal ensemble for students from year 9-13, with a focus on learning music in 4 part harmony, refining the art of singing and as part of an ensemble
String Ensemble	An ensemble for string players of grade 3 and above, led by Paul Weston our peripatetic violin teacher
BGS Orchestra	Our flagship instrumental ensemble for students of any year group playing at grade 3 and above.
Junior Choir	A mass vocal ensemble for students from years 7-9, with a focus on learning how to sing as part of a group, introducing harmony and performance skills.
Junior Ensemble	An ensemble for students from beginners to grade 3, with a focus on getting students playing together for the first time, and developing their ensemble skills
Jazz Band	An ensemble for students who play standard jazz band instruments and are above grade 3 standard.
Junior Chamber Choir	A group of up to 16 students who wish for additional singing opportunities and are leaders of Junior Choir.
Senior Chamber Choir	A group of up to 16 students to wish for additional singing opportunities and are either leaders of Junior Choir or are key singers in Senior Choir

Peripatetic Lessons:

Bourne Grammar School works in partnership with Lincolnshire Music Service to offer peripatetic music lessons delivered by specialist instrumental teachers designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one basis. We also have an outstanding freelance piano specialist called Kate Bidwell, who offers piano tuition.

2026/27 Teaching Calendar

Lincolnshire Music Service tutors work in line with the Lincolnshire County Council's term dates - once published, they can be found on the Lincolnshire Music Service website. They will teach a maximum of 36 weeks during the course of an academic year.

Instruments

Students have the choice and opportunity to learn a vast array of different instruments from the list below:

Woodwind	Brass	Strings	Other
Flute Oboe Clarinet Saxophone Bassoon	Trumpet French Horn Trombone Euphonium Tuba	Violin Viola Cello Double Bass Harp	Voice Drums Piano Guitar

Booking and Payment of Lessons

The booking and payment of instrumental lessons is now done directly through Lincolnshire Music Service, via their SpeedAdmin portal: <https://uklinesmusicservice.speedadmin.dk/>

Piano lessons can be arranged by contacting the school, who will provide the contact details for our piano teacher, Kate Bidwell, to arrange lessons directly.

Full terms and conditions can be found on the Lincolnshire Music Service website or can be obtained directly from Kate Bidwell.

Instrument Hire

Instruments are available at hire charges substantially lower than commercial equivalents. The hire charge includes access to an improved repair service and insurance cover. Woodwind, Brass and String instruments are available at £17.50 per two BGS terms, from September 2026. All instrument hire is organised directly through a student's peripatetic teacher, once sign up has taken place.

Part D: Musical Events

Performing Opportunities:

The Music Department's performing calendar is built around the Winter Showcase Christmas Concert in December, a big musical event in March and then Summer Soiree Concert in July. There are then additional performances at the school's Speech Night and Awards Evening in November and July respectively. A summary is shown in the table below:

MUSIC EVENT	WHEN	DESCRIPTION
Lunchtime Concert Series	Once a term	A termly event for students to perform solo in front of an audience. It's an intimate concert at Bourne Abbey church.
Speech Night	November	The BGS annual Speech Night, usually has two performances, either by one of the ensembles or by outstanding soloists.
Christmas Carol Concert	December	The annual Christmas concert, for all year groups, focusing on Christmas music and bringing the big ensembles together in Bourne Abbey Church
Largescale Music Event or School Musical	March	A 2 year school musical is now in place to accommodate the ever growing demand for bespoke music events. See
Awards Evening	July	The BGS annual Awards Evening, usually has two performances, either by one of the ensembles or by outstanding soloists.
Summer Soiree	July	The annual summer concert, that has a focus on years 7-10 due to the examination period, y11 and y13s absence and y12 work experience week. A focus is also given to smaller chamber ensembles.

A Developing Programme of Ambitious Musical Events

Providing significant opportunities for as many students as possible is at the heart of our mission as a Music department and so we began a series of bespoke large-scale concerts (often over multiple nights) from 2023 onwards.

The first was West End Wonders, an ambitious three-night concert run celebrating some of the world's most loved musical theatre songs. The event brought together large numbers of students from across the school and provided opportunities for singers and instrumentalists of a wide range of abilities to perform as part of a large-scale production.

This ambition continued into 2024-25 with West End Wonders JR, another three-night production, this time specifically showcasing students in Years 7-9, accompanied by the Senior Orchestra. This ensured that the performing opportunities created by West End Wonders were not a one-off, but became part of a developing programme that enabled younger students to experience performing on a large scale.

Alongside this, the department also worked collaboratively with Drama to deliver a highly successful production of the much-loved musical Guys & Dolls. This demonstrated the department's ability to contribute to major whole-school productions while continuing to maintain its own ambitious programme of musical events.

The 2025-26 academic year saw the programme develop further, moving beyond musical theatre into large scale choral and orchestral repertoire. Musical Expressions: An Evening of Choral & Orchestral Masterworks was built around Kim André Arnesen's stunning Stabat Mater - a substantial 45-minute work for choir, orchestra and organ. The programme was complemented by a range of other choral works and concerto movements, providing Year 13 instrumentalists with the opportunity for a significant final performance alongside the school orchestra before leaving BGS.

The year concluded with *Disney Magic*, which once again demonstrated the department's commitment to providing large-scale performance opportunities. The 100+ strong Junior Choir performed alongside the Senior Orchestra across a two-night concert run, giving a new generation of students the opportunity to experience performing as part of a major musical event.

Through large-scale concerts, ambitious repertoire and collaborative productions, students at BGS are being given performing experiences and opportunities that are exceptional. This is a significant achievement and demonstrates the exceptional ambition, expertise and commitment of both the Music staff and the students they work with.

Part E: Future Developments

Looking to the Future:

This section addresses the opportunities to develop Music further at Bourne Grammar School, and what is necessary to be able to do this. Here is relevant information on the improvements we plan to make for subsequent years in curriculum music, co-curricular music or musical experiences.

- Continuing to offer students at BGS the outstanding performance opportunities they have become accustomed to.
- We have ex-students and professional players that come in to support the department in our performances. We would like this to both continue and develop further so more students are playing with these professional players and also experiencing what former students are now learning themselves from specialist establishments.
- We have a very strong relationship with Bourne Abbey Church following the setting up of our lunchtime concert series there. It is our aim for more students to experience performing in this wonderful space, alongside the newly renovated Len Pick School Hall.