The Wilnecote School: Our Curriculum

The Wilnecote School
ENSURING EXCELLENCE

The values which underpin our curriculum

We value and promote three main areas of achievement which are enabled both through curricular and co-curricular teaching and activities.

Academic Outcomes - With our parents, The Wilnecote School shares the very highest academic expectations of our students. We are committed to ensuring our students achieve outstanding individual outcomes which afford them the maximum opportunities in future phases of their lives and careers. To achieve the very best for outcomes for students we know we have to provide the very best curriculum both to ensure national requirements which are a passport to future progression are met but also so that individual needs are realised. We are committed to a broad and balanced 21st Century curriculum, taught by specialist teachers with a passion for their subject, for teaching and for the future of the young people in their classroom. High quality first teaching makes the biggest difference to a student's experience of school and their outcomes. Our curriculum offers our students a broad and balanced experience and effective progression routes into Post16 education, employment or training.

Nurturing Individual Talent – Achievement of the very best outcomes for students is The Wilnecote School's core business but we also recognise the chance we have as educators to broaden a student's experience beyond the mainstream. Extra-curricular opportunities abound and we strive hard to provide complementary activities, trips and visits to enhance cultural literacy, a valuable commodity in the wider world.

Excellent relationships - The Wilnecote School is a cohesive learning community and the way we behave towards one another is very important in maintaining its character. We take behaviour seriously. Good behaviour which facilities effective learning is encouraged, rewarded and reinforced. There is a very transparent and universal behaviour policy which is consistently applied and allows students to work in a calm and purposeful environment. Through form tutor support, daily assemblies, our PSHE programme and the wider curriculum, as well as through role-modelling from staff, we promote our safe community and the key messages of tolerance, understanding and respect, to ensure students have the space to develop personally as well as academically.

Our curriculum intent

The six principles which underpin our curriculum are seen below. They are regularly discussed at Senior Team meetings Academic Board and they drive the work of our Heads of Department

1) Curriculum structure

- At Key Stage 3 there should be 6 modules that will be delivered over the course of the year
- Assessment may be ongoing, but data must be input into SIMS as requested in the assessment schedule
- Regular opportunities should be offered for students to close the gaps in their learning
- Homework should be regular, meaningful and provide the opportunity to consolidate learning.

2) Curriculum design - Building on prior learning

- All subjects must ensure that they have a good understanding and knowledge of what is delivered KS2. This should be formed by regular contact with and visits to our key partner primary schools
- The KS3 curriculum must build on this knowledge and experience and continue to sequence and build to ensure competency, progress and over-learning where appropriate.
- All schemes must stretch and challenge.

3) Curriculum Coverage - The essential knowledge/skills

- The curriculum should be equal to in quality or better than the National Curriculum
- Topics considered by HODs to be a vital part of a student's entitlement, or an essential requirement of a broad and balanced curriculum should be addressed in schemes.

4) Wider Knowledge and Skills:

- The curriculum should emphasise the essential knowledge and skills for effective lifelong learning in each subject area. These may be academic or practical.
- The curriculum should consider the literacy and oracy skills required for a subject area in keeping with whole school policies. Schemes should include details of essential subject specific vocabulary, but should also aim to build students' wider vocabulary.
- Opportunities for extended pieces of writing and presentations should be evident throughout.

5) Curriculum Engagement:

- The topics covered and method of delivery should engender a love of learning, be engaging and exciting. Students should enjoy learning during their time at The Wilnecote School and aspire to continue learning beyond their time here

6) Extra-Curricular Activities:

- In order to foster a joy of learning it is essential that students experience learning beyond the classroom environment. Take the opportunity to build in extra-curricular visits and activities into schemes.

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Music

Introduction to the Faculty or Department

The Music Department are a passionate, experienced and enthusiastic team of individuals who combine their range of experiences to offer an engaging and enriching curriculum. As a team, we are dedicated to enriching the lives of the students and rigorously ensure lessons spark interest, develop knowledge and challenge students to achieve their full potential. Students are challenged in all lessons to be able to demonstrate understanding and creativity through listening, performance, composition, through collaboration with their peers and through evaluation of their work. The Head of Department is Steve Hyden, who joined the Wilnecote School in 2014. He has taught music from Primary through to A Level, worked as a music therapist and spent 10 years working in the media as music programmer and content advisor for several radio stations across the country as well as broadcasting in music radio and TV. Mr Hyden is also Academic Head of Year 9.

Music at The Wilnecote School is a creative, practical subject, which provides opportunities for our students to develop a broad range of subject knowledge, skills and understanding. As well as consistently guiding students to excellent music results in GCSE and as Music Practitioners, the Music Department provides many opportunities for students to perform and share their talents with the school, parents and carers and the wider community, this builds on their performance skills and also helps to develop their confidence and understanding as musicians.

We value a calm, purposeful atmosphere within the department, and have high expectations that students should enjoy working to the best of their abilities.

In line with the key recommendations in the **National Plan for Music Education** DfE Document, all key stage 3 students receive one hour of timetabled music curriculum per week.

National Plan for Music Education: Key Recommendations
Timetabled curriculum music of at least one hour each week of the school year for Key Stages 1-3
Provide access to lessons across a range of instruments and voice.
Develop a school choir and/or vocal ensemble.
Develop a school ensemble/band/group.
Provide space for rehearsals and individual practice.
Develop a termly school performance.
Provide opportunities to enjoy live performances at least one a year.
Ensure music lessons are delivered by a designated music lead and ideally a music specialist.
Ensure that singing is a core element in the provision
Produce and implement a high-quality music curriculum by adopting the Model Music Curriculum (2021) or implementing a curriculum that is at least comparable in breadth and ambition
Work in partnership with the local music hub and other providers.
As a school, highlight progression opportunities for children to access ensembles in the wider community provided by the music hub and their partners.

	The Music Department consists of two large, equipped classrooms and a third classroom housing a set of keyboards. In addition, there are several practice rooms as well as a recording suite. All students have access to keyboards, ukuleles and a range of percussion instruments as well as a range of acoustic instruments and professional recording equipment. As well as the Head of the Music, there is one other teacher - Hannah Johnson (who also specialises in Drama) as well as a team of peripatetic teachers of voice, brass, strings, woodwind, piano, guitar and drums, all are supported by James O'Hare, Performing Arts Technician throughout the week. We have a healthy uptake of music at GCSE and our instrumental tuition is becoming more successful with many students continuing to learn an instrument throughout their time at school. We believe that students deserve a broad and ambitious music curriculum, rich in skills and knowledge. Our curriculum will give students the opportunity to: • Develop a thorough understanding of music, through performing, composing, listening and analysing. • Develop self-confidence through performance, both through lessons and extra-curricular participation. • Encourage creativity through composition skills. • Understand the complexities of music through analysis of a wide range of genres from different musical and cultural perspectives. • Encourage personal development through ensemble performances and group compositions. • Understand how music can support the development of life skills, such as confidence, self-awareness, perseverance and discipline. • Develop their cross-curricular skills of problem solving, perseverance, diligence, teamwork, time management, responsibility and cultural history. The department was delighted to receive the 'Excellence in Music' Gold Award from the Music Partnership. The Partnership is a group of the region's leading quality music education providers; they receive funding from the DofE via the Arts Council England to deliver the National Plan for Music Education. The Partnership covers the local authority areas of Staffordshire, Stoke on Trent and Telford & Wrekin. The award lasts for three years before re-inspection.
Our vision for the subject	We aim to create the very best musicians. We do this through quality teaching which challenges our students to not only understand different styles and genres of music but requires them to explore, discuss and demonstrate this understanding in creative ways. They are challenged in all lessons to be able to demonstrate understanding through performance, composition, through collaboration with their peers and through evaluation of their own work. In line with the key recommendations in the **National Plan for Music Education** DfE Document, all key stage 3 students receive one hour of timetabled music curriculum per week. At KS3, music is about providing an opportunity to learn new skills and primarily to enjoy the subject. We aim to provide every student with the opportunity to learn at their own pace and develop their skills as a musician through listening, composition and performance in curriculum time and if they so wish, in instrumental lessons and ensembles.

	In assessment, we aim not just to assess formatively at the end of each unit but provide an opportunity for performance and to demonstrate creativity. Assessment in music is continuous and takes place through all of our units. The assessments at the end of each unit give students the opportunity to see how they are progressing and what they need to do to improve their skills as an all-round musician. Within this assessment, we also focus on the skills necessary to work and succeed at GCSE level and show correlation between the tasks and skills at KS3 and those required at KS4. We aim to make music accessible for all and differentiation is key to this in lessons. We aim to provide a level of teaching which caters for the needs of all learners and supports those who are at any point in their musical journey. Sequenced knowledge is a key part of our teaching and the natural steps we take through leaning music reflect those that are used in the learning of a musical instrument. Our units relate closely to each other and progress from one to the next by building on prior knowledge and expanding key concepts. We will work hard in music to promote strong British values that inform students attitudes and behaviours on lesson by lesson, but also longer-term basis. We expect and encourage students to use key musical terminology within their work. We support disadvantaged students through the funding of instrumental lessons where required. Through high expectations in all lessons, we aim to promote good learning habits and encourage concentration, focus and hard work.

Key Stage 3

Year group:	Topics covered:
KS3 Curriculum	**How do we know our curriculum is broad and balanced?** *Music at Key Stage 3 continues the journey towards building a universal foundation of musical understanding. It is expected that pupils will arrive at Key Stage 3 having had experience of performing, composing and listening and will be able to read a simple melody as demonstrated through the Years 6–7 Transition Project. Music Technology is likely to play an increasingly important role in the delivery of the Key Stage 3 curriculum, particularly given its importance in opening routes to further study. The form that this technology will take may vary hugely from school to school, including differing hardware and software solutions now that cloud-based Digital Audio Workstations can be accessed widely. By the end of Key Stage 3 (Year 9), pupils will have: • gained an aural knowledge of some of the great musical output of human civilisation • engaged with creative processes through improvisation and composition • built an understanding of how musical elements work and discussed how these interact with subjective and objective models of musical meaning • developed knowledge of a wider range of notes and improved their fluency in music notation. Notation can grant access to a lifelong passion for music making if this skill is nurtured.* ***DfE Model Music Curriculum Issued March 2021***

Our curriculum focusses on 4 different skillsets following the guidelines of the DfE's **Model Music Curriculum** – Performing, Composing, Singing and Listening & Appraising. Our curriculum teaches music from different genres, classical music and western classical to film music. World music in the form of drumming and Blues Music, Popular music styles including Disco/Dance, Pop/Rock to traditional British Folk Music.

Time is spent on a variety of instruments; we have many singing tasks and music technology is used extensively in KS4 music too. Listening skills are applied in every scheme of work.

Intent

In KS3 students complete 9 units of work (3 per year), each drawing on the core skills of listening, singing, performance and composition. Each unit looks at key areas of musical development and aims to provide students with a firm-grounding in musical theory, notation, composition and listening to unfamiliar music.
Students are challenged to work hard and although many will not go on to study at music at GCSE, we aim to reinforce skills and provide topics which stimulate and engage.

Music hits a number of cross-curricular links with other subjects, from the direct links with other subjects in the creative arts to the discrete links across the curriculum. We touch on aspects of science when talking about instrumental design and sound waves, English when writing and analysing lyrics and text and Maths in the fractions and numbers used in music. Music obviously shares a close link with History and the contextual learning about composers and pieces.

Each unit is closely linked and the intention of supporting the next. Through this, we ensure that students are ready to move on to the next unit and have the required skills to be able to succeed.

We aim to develop learners who can:

- Work well with others
- Work independently to improve skills and improvise ideas on the spot
- Appreciate a wide range of musical styles

Implementation

- A curriculum which implements the key skills of listening, performing and composing
- A curriculum that gives students a wide range of experiences that covers popular, classical, jazz and world music styles
- A practical based curriculum, focussing on group and individual skills.

	Impact: **<u>How do we know our curriculum interleaves and builds skills?</u>** Focussing on a range of practical skills that repeat throughout KS3 but at a more advanced level each year. For example:
	MELODIES in year 7 are in the keys of C Major and D Minor (1 flat). **CHORDS** are based around these keys therefore use non chromatic (white notes). **BASSLINES** are relatively simple in terms of rhythm, length or key. **THE MUSICAL ELEMENTS** are explored through improvisation on rhythm in percussion music. **LYRIC WRITING** – Creating extra verses for traditional folk songs
	MELODIES in year 8 use more chromatic notes as in the blues scale or keys like E and D major. **CHORDS** are based around these keys therefore use more chromatic (black keys) and introduce harder chords and broken chord patterns. **BASSLINES** are harder than year 7 in terms of rhythm, length or key. **THE MUSICAL ELEMENTS** are explored through improvisation on pitch in blues music and melodic improvisation in blues music. **LYRIC WRITING** – Creating Vocal hooks as well as composing lyrics for songs that are based around either a Major or Minor key.
	MELODIES in year 9 use more chromatic notes as in the chromatic scale, counter melody popular in disco and more complex rhythm. **CHORDS** are based around these keys therefore use more chromatic (black keys) and introduce harder chords and broken chords. **BASSLINES** are composed in year 9 and beats explored are more complex leading to KS4 composition on music technology. THE **MUSICAL ELEMENTS** are explored through complete compositional ideas that create a scene, mood or atmosphere. **LYRIC WRITING** is based on popular song and therefore pitch and rhythm requires fitting melody to harmony.

	• **How can you show how well students are learning the content in your curriculum?** Through our assessments, verbal and written feedback, student voice etc • **How can you show you have removed barriers?** Through pupil engagement in lessons and extra-curricular take up. Many students who may have barriers in front of them achieve highly in music and study musical instruments outside of lessons. • **How can you show that students are enthusiastic and engaged in your subject area?** Verbal and written feedback, pupil voice, learning walks, observations and informal reviews of topics. **<u>How does KS3 prepare Students for KS4?</u>** All schemes of work in KS3 teach the skills required at KS4 and build skills, knowledge and confidence needed to complete the composition and performance modules in higher level courses.

Year 7			
	Autumn Term – Building Bricks *Exploring the Elements of Music, Descriptive & Programme Music, Graphic Notation & Graphic Scores.*	**Spring Term – I've Got Rhythm / Keyboard Skills** *Exploring effective Keyboard Performance, Technique, Treble Clef Stave notation, Sharps and Flats and Chords.*	**Summer Term – Instruments of the Orchestra** *Exploring Instruments of the Orchestra, the Conductor, Beating Time and Performing as an Ensemble.*
Knowledge	Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim.,), Duration, Texture, Timbre, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score	Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C.	Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco, Pizzicato, Bow, Fanfare, Harmonic Series.
Skills	• Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE, ARTICULATION, & SILENCE. • Draw on the Elements of Music as a resource when composing, creating and improvising and	• Understand how the classroom keyboard is used and played • Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using	• Learn about the layout and structure of the symphony orchestra. • Develop an understanding of musical instruments and how they are played, the families/sections, construction , different

	use the Elements of Music effectively when performing and singing. • Recognise the Elements of Music when listening to and appraising music from different times and different places	correct posture, fingering and accuracy of pitch and rhythm • Understand the importance of "warming-up" before playing a keyboard or piano and the concept of piano fingering (1-5) • Explore different keyboard instruments from different times and places.	sound production methods and characteristic timbres/sonorities. • Perform on orchestral instruments (where possible) or use orchestral tones/voices/sounds from keyboards as part of a 'class orchestra' with an awareness of the experience of 'performing together' as an ensemble and the roles of different instrumental parts and textural layers on the music as a whole. • Learn about the origins and uses of fanfares.
Assessment	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Baseline Assessment Test	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Performance assessment - performance based on levels of 'score' difficulty	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Listening assessment based on the Instruments of the Orchestra,
Year 8			
	Autumn Term – Hooks & Riffs *Exploring Repeated Musical Patterns, Hooks and Riffs through Western Classical and Popular Music. Exploring ways to Develop Musical Ideas through Changing and Adding to a Theme.*	**Spring Term – Variations** *Exploring ways to develop musical ideas*	**Summer Term – All About the Bass** *Exploring Bass Clef Reading and Notation, Bass Clef Instruments and Bass Line Patterns: Riffs, Walking Bass, Pedals etc. Performing as an Ensemble.*
Knowledge	Repeat, Repetition, Repeat Symbol :||, Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff, Ostinato, Treble Clef, Bass Clef, Bass Line, Melody, Chords.	Melody, Theme, Variation, Variation Form, Canon/Round, Ground Bass, Pitch, Tempo, Dynamics, Texture, Counter Melody, Timbre and Sonority, Articulation (Legato and Staccato), Inversion, Retrograde, Retrograde Inversion, Pedal (Pedal Note, Pedal Point), Drone, Melodic Decoration, Ostinato, Tonality, Major, Minor.	Bass Line, Bass Clef, Bass Clef Staff Notation, Stave, Staff, Lines/Spaces, Pitch, Musical Instruments that use the Bass Clef, The Bass Guitar, Chords: Root, Third, Fifth, Passing Notes, Bass Line Patterns: Walking Bass, Bass Line Riffs, Alberti Bass, Broken Chords, Arpeggios, Pedal.
Skills	• Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. • Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.	• To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. • Know, understand, and use other musical devices that can be changed or added to, to	• Understand how the Bass Clef is used as a form of musical notation. • Identify musical instruments and voices which use the Bass Clef. • Know and understand the construction of commonly used Bass Line Patterns,

		provide musical variation to an existing theme or melody. • Understand Variation Form as a type of musical Form and Structure.	using these when performing and creating music. • Understand the importance of a Bass Line in terms of texture and harmony within a song or piece of music.
Assessment	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment** Performance assessment based on various hooks and riffs of varying difficulty.	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Composition based assessment – using the elements of music to vary an existing theme or melody.	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Performance assessment based on the Bass Clef – using chords in a graded performance.
Year 9			
	Autumn Term – Film & Video Game Music *Exploring Film Music, Leitmotifs, The James Bond Film Music Project, Sequencing & Motifs, Mood and Sound Effects.* *Exploring Character Themes & Development, Ground Themes and Sound Effects in Computer and Video Game Music.*	**Spring Term - What Makes a Good Song?** *Exploring Popular Songs and Musical Arrangements*	**Summer Term – Samba/Rhythms of the World** *Exploring Rhythms and Performing as an Ensemble*
Knowledge	Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, 'Borrowed' Music, Music-Spotting, Interval of a 5th, Click Tracks/Timing, Theme, Sound Effects, Motif, Timbre/Sonority, Musical Clichés, Diegetic and Non-Diegetic Music.	Popular Song Structure: Introduction (intro), Verse(s), Strophic, Link, Pre-Chorus, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook, Riff, Melody, Counter-Melody, Texture, Chords, Accompaniment, Bass Line, Lead Sheet, Arrangement, Cover Version, Melodic Motion: Conjunct, Disjunct, Range; Instruments, Timbres and Sonorities in Songs.	Call and Response, Cyclic Rhythm, Improvisation, Ostinato, Percussion, Polyrhythm, Polyrhythmic Texture, Pulse, Rhythm, Syncopation, Sambista, Intro, Groove, Break, Mid-Section, Coda, Instruments of Samba: Surdo, Repinique, Tamborim, Chocolo, Reco-Reco, Apito, Agogo Bella, Caixa de Guerro.
Skills	• How music can enhance the visual images and dramatic impact of film/video games and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film and video games.	• Understand the different textural and structural elements of a song/popular song. • Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.	• Understand how instruments, structures and textures are used in Samba. • Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music.

	• How film/video game music can change the viewer's interpretation of a scene or game level. • How to create an effective musical narrative for a film/video game scene or level, using appropriate techniques to create an intended effect.		• Use rhythmic features such as ostinato, cyclic rhythms, polyrhythms, call and response and syncopation when performing and improvising.
Assessment	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Compose a piece of music for a character in a new computer game using digital effects.	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Compose a short song – lyrics and music using the structural elements of a popular song.	**Formative Assessment:** Verbal teacher feedback throughout. **Focused Summative Assessment:** Compose rhythmic phrases using ostinato, polyrhythms and syncopation – perform using Samba drums and percussion.
Assessment:	**How Will I be assessed at Key Stage 3?**		
	Formative (Every Lesson): As the majority of lesson activities in Music are practical, teachers give constant feedback regarding successes and next steps in practical work to aid the rehearsal/music making process. This allows students to make the quickest progress. This is vital in immediately supporting weaker students, improving confidence and challenging the more able. Lessons will often culminate in performances of work where pupils will often peer-assess each other's work and suggest how it could be improved. **Summative** (Every half term): Students will be assessed in at least one of the four key areas of Music: performance, composition, listening and appraisal. Feedback for performances is given with explicit reference to assessment level criteria, as well as personalised successes and next steps. Both practical and written compositions are assessed in a similar way. Assessment criteria is shared with pupils as they prepare for their assessment, so they are able to see what they need to do to achieve each level. Appraisal usually takes place as written work (listening tests, evaluations of practical work, analysis of music) and this is given written feedback, again making use of assessment criteria and providing successes and next steps. Every assessment of written work will include reference to literacy, including spelling – particularly of key musical vocabulary – punctuation and grammar. So that students understand and keep track of their progress PLC sheets are at the front of exercise books.		

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Key Stage 4

GCSE MUSIC – Course Overview:	GCSE Music allows students to develop their understanding of how music is created through four Areas of Study. These provide focus and detail of specific areas of music. In the course students learn how to compose and develop skills in performing and appraising music. **AREA OF STUDY 1 – My Music.** This is a study of the students chosen instrument, which can include voice, DJing or sequencing. Students apply their understanding to the study of a piece which is within their capabilities and in a genre or style of their choice. They should then study the role of their instrument in it and techniques used to create the performance. This will then lead to the performance/ recording of the piece, and a composition to a brief written by the student. **AREA OF STUDY 2 – The Concerto Through Time.** This is a study of the concerto and its development from 1650 to 1910 through the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto. Students will study the features of a concerto and how this developed and changed. They will need to study and understand how composers of concertos use musical elements and compositional devices in their concertos. This will be assessed within the listening exam and this unit may also inspire a second composition (written to a set brief). **AREA OF STUDY 3 – Rhythms of the World** This is a study of music from four geographical regions of the world: India and Punjab Eastern Mediterranean and Middle East Africa and Central South America Students will study and develop an understanding of the characteristic rhythmic features of: Indian Classical Music and traditional Punjabi Bhangra Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music Traditional African drumming Traditional Calypso and Samba. Students will need to know the musical, cultural and technical features of each genre studied. This will be assessed within the listening exam and this unit may also inspire a second composition (written to a set brief).

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	AREA OF STUDY 4 – FILM MUSIC This is a study a range of music used for films. Students will study and develop an understanding of how composers create music to support, express, complement and enhance mood, atmosphere, characters and for dramatic effect. Students will develop an understanding of how composers use music dramatically and expressively through a variety of musical elements and compositional devices. This will be assessed within the listening exam and this unit may also inspire a second composition (written to a set brief). **AREA OF STUDY 5 – Conventions of Pop** This is a study a range of popular music from the 1950s to the present day, focussing on: Rock 'n' Roll of the 1950s and 1960s Rock Anthems of the 1970s and 1980s Pop Ballads of the 1970s, 1980s and 1990s Solo Artists from 1990 to the present day. Students will study and develop an understanding of typical musical characteristics, conventions and features of the specified genres. This will be assessed within the listening exam and this unit may also inspire a second composition (written to a set brief).
Year group:	**Topics covered:**
Year 10	

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic:	Introduction to OCR GCSE Music	Area of Study 5: Conventions of Pop	Area of Study 4: Film Music	Area of Study 3: Rhythms of the World	Area of Study 2: Concerto through Time	Area of Study 2: Concerto through Time
Big Question:	What do I need to know to be successful at GCSE Music?	What is popular music? How has popular music developed? What do different styles of 'Popular music' sound like?	How is music used to create mood and atmosphere in film and video games?	What musical elements are used in music from around the world?	How did music develop through the centuries?	
Content:	• Course outline • Introduction to music theory and notation	• Identifying and describing musical elements and instruments used in:	• Listening to film music by John Williams, Howard	• Learning, identifying and describing music from around the world : ➢	• Learning, identifying and describing features in music from the following	• Performance and recording of Performance 1

	• Composition workshops • Performance practice • Identifying musical instruments through appraising • Describing musical elements in music	➢ Rock 'n' Roll music of the 1950's and 1960's ➢ Rock Anthems of the 1970's and 1980's ➢ Pop Ballads ➢ Solo artists from 1990 to present day • Revision Mind Maps • Developing composition skills • Developing performance skills	Shore and Danny Elfman • Identifying, describing and composing musical ideas suitable for a film or video game • Developing composition skills • Developing performance skills	Indian Classical Music ➢ Bhangra ➢ Eastern Mediterranean ➢ Middle Eastern ➢ African Drumming ➢ Calypso ➢ Samba • Developing composition skills • Developing performance skills	periods: ➢ Baroque ➢ Classical ➢ Romantic • Performance and recording of Performance 1 • Completion of Composition 1	• Completion of Composition 1 • Revision of AOS 2, 3 and 4
Performance:	Developing awareness of own instrument's capabilities. Students prepare group presentations in instrumental families, including specific techniques.		Performance 'master classes. Students select potential pieces to practise and improve over the term.		Students use lesson and home learning time to finalise their choice for their AoS 1 performance.	
Composition:	Developing initial ideas: • Three Note Composition • Primary Chords and Cadences		Short compositions tasks based on AoS		Students spend the first part of the term defining their brief and then the main part of the term writing their composition	
Assessment:	**FORMATIVE:** (Every Lesson) – Live verbal feedback is used every lesson and is our main form of formative assessment. It allows teachers to feedback immediately allowing students to make the quickest progress. This is vital in immediately supporting weaker students, encouraging resilience in students, improving confidence and challenging the more able. To accompany verbal feedback, teachers may write feedback for specific tasks in work booklets on how to improve their work to meet their target grade. **SUMMATIVE**: (Every Half Term) – Focussed assessments each half term based on listening and appraising, composing or performing skills. Each AoS has a Personal Learning Checklist which is completed alongside knowledge of keywords and definitions.					

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Year 11						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic:	Revision of Area of Study 3: Rhythms of the World.	Revision of Area of Study 2: Concerto through Time	Composition 2	Revision of Areas of Study 4 and 5: Film Music and Conventions of Pop	Revision of all Areas of Study	
Big Question:	How secure is my knowledge of music from around the world?	How secure is my knowledge of the Concerto through the Baroque, Classical and Romantic periods?	Can I shape and develop my second composition into a successful composition that meets the examination brief?	How secure is my knowledge of how mood and atmosphere are used in film and video games? Can I identify different styles of Popular Music?	Am I prepared for the Listening and Appraising Exam?	
Content:	• Practise identifying and describing music from around the world • Continue developing composition skills through the composition brief • Develop performance, particularly ensemble skills	• Practise recognising and identifying musical characteristics from the different periods in Music • Continue developing composition skills through the composition brief • Performance and recording of Ensemble piece	• Continue working on and developing composition ideas. Always ensure that it meets the success criteria of the brief • Make sure the composition is annotated and all parts to be played by musicians other than the composer are practised	• Practise identifying and describing how music effectively creates a specific mood and atmosphere through the Elements of Music • Practise recognising and identifying musical characteristics and instruments from different styles of Popular Music. • Record Composition 2	Practise answering exam questions • Go through past papers • Discuss exam technique and how to approach difficult questions • Discuss revision strategies	
Performance:	Students record their AoS 1 performance during this term. Students choose and finalise their Ensemble Performance choice		Prepare and record ensemble performances.		Revision.	
Composition:	Release of Composition Briefs. Workshop through the briefs with		Students select most appropriate composition brief and controlled time is		Record Composition 2	

	students, linking this (where appropriate) to the relevant areas of study. Record Composition 1	given for the OCR set brief composition.		
Assessment:	Listening test exam questions/Topic questions and revision tests. Teacher moderation of Performance and Composition coursework			

Part B: Co-curricular music

We deliver a huge range of activities beyond the classroom that range from visits to concerts, residential stays and the opportunity to learn any orchestral instrument via Entrust Music.

As well as learning an orchestral instrument, students can have percussion/drumming, keyboard and vocal lessons as part of our extra-curricular programme.

A general music club also takes place after school where musicians are encouraged to join ensembles and vocal groups again encouraging group work and extending their co-operation and performance experiences.

Part C: Musical experiences

We have also developed close links with local groups, churches and feeder primary/junior schools where an annual 'live tour' of performers take place. We encourage local schools to hold music festivals at The Wilnecote School with our students working with younger pupils encouraging strong musicianship. The wide range of ensembles that students can partake in enriches our curriculum and their high standard gives students the opportunity to develop as musicians and perform in situations that give them lifelong experiences.

Termly performances include a Christmas Concert, Main School Production and Summer Showcase. In addition, students are encouraged to participate in the frequent music assemblies where they can showcase their musical talents.

We arrange for visiting practitioners and musicians to give students experiences of other musical cultures and styles; trips to musical performances and productions to give students experience of professional theatre and also trips to open student's eyes to potential 'music' careers, e.g. A visit to a local radio station or 'Sound Engineering'.

In the future

The New National Music Plan (the key features of high-quality school music provision) RAG Rating on current provision:

The Wilnecote School: Our Curriculum

The Wilnecote School
ENSURING EXCELLENCE

Key Features:	RED	AMBER	GREEN
Timetabled curriculum music of at least one hour each week of the school year for Key Stages 1-3			
Provide access to lessons across a range of instruments and voice.			
Develop a school choir and/or vocal ensemble.			
Develop a school ensemble/band/group.			26/06/25
Provide space for rehearsals and individual practice.			
Develop a termly school performance.			
Provide opportunities to enjoy live performances at least one a year.			
Ensure music lessons are delivered by a designated music lead and ideally a music specialist.			
Ensure that singing is a core element in the provision			26/06/25
Produce and implement a high-quality music curriculum by adopting the Model Music Curriculum (2021) or implementing a curriculum that is at least comparable in breadth and ambition			
Work in partnership with the local music hub and other providers.			
As a school, highlight progression opportunities for children to access ensembles in the wider community provided by the music hub and their partners.			

Music Development Plan for The Wilnecote School – 2024-25

Key Features from National Plan for Music Education	Where are we now?	Where do we want to be?	How?	Further Details? Update: September 2026
1 hour of high-quality music per week	All KS3 receive 1 hour per week. Lessons are delivered by specialist music staff however one staff member is only temporary, and this supply arrangement isn't always ideal.	Music teaching staff are fulltime and experienced with no supply. Be in a position to offer help and support with the model music curriculum consistently to all staff in the department.	New fulltime teacher begins September 2024 with music teaching experience.	Due to several bouts of absence by staff, the curriculum at KS3 is not fully consistent. Plans in place to look at team teaching this year.
Increase the take up of instrument lessons.	Pupil premium students are offered free instrumental lesson in Year 7. Lessons continue in Years 8 and 9 for some but not all. Paid for lessons make up the majority of instrumental lessons with string,	Encourage more students to take up instruments – invite musicians into school and give examples of the different instrument lessons on offer.	Share workload with third member of staff. Maintain and enhance the working relationship with Entrust Music Services Hub.	Music Hub relationship has increased using specialised instrumental teachers to assist with GCSE Moderation. Staffing at Entrust has improved with all

	woodwind, drum, vocal and keyboard sessions each week.	Students to be offered free or discounted lessons at GCSE.		instruments now available for tuition. Some workload has been shared with third member of staff.
Further Establish working relationships with feeder schools.	Local schools are invited to The Wilnecote School several times a year to watch the school production and other concerts. We have previously hosted a music concert featuring our feeder schools. The schools tour featuring Wilnecote students performing to other schools has returned this year.	Ensure ad-hoc concerts become annual events and placed in the school diary. Further enhance working relationships with feeder schools.	Plan music diary with local school contacts. Offer support to feeder schools where there is no specialist musician. Offer simplified schemes of work and resources that meet the criteria set out in the Model Curriculum ensuring students arrive at High School with the baseline skills in place.	The network meetings with other CAT Schools has been successful with the enrichment day for the Trust being held at Wilnecote. This is now an annual event. Support offered to other schools. Relationships with local schools has resulted in joint collaborations over the year.
Ensure all students get to visit or see a performance of a live music event each year.	School assemblies give access to student led live performances as does the annual school production.	Set up visiting bands or musicians to perform at school giving students opportunities to experience live music but take part in performance workshops where possible – e.g. African Drumming, Steel Band, West End Vocalist.	With a third member of staff full time in the department this will enable responsibility and planning to be shared. In addition arrange regular Entrust partnership meetings and take more advantage of the free concerts and services they offer.	Additional music trips this year to see Musical Shows. Free concerts planned for next year with Entrust.
Develop a school choir and/or vocal ensemble	Students at KS4 are encouraged to develop vocal ensemble groups as part of their GCSE Course. Currently with only one fulltime member of staff – there is not a main school choir. Singing in Year 7 and 8	Ensure more vocal work within the curriculum for Years 8 and 9. Year 7 do sing regularly. In addition, with the new 'Music Club' and a third member in the PA department, we will be in the position to set up a	Look at extra-curricular offerings across the week. Encourage students to undertake these extra sessions.	On Going Ensemble Groups for KS3 are evolving.

	occurs regularly but not weekly.	school choir plus other ensembles.		
Ensure that Singing is a core element in the provision.	Singing features heavily in topics in Year 7 and 8. In Year 9 there are some opportunities to perform vocally including the addition of RAP.	Add additional vocal requirement into Year 9 topics. Ensure all years have further class singing for pleasure activities.	Increase the repertoire of performance material available to KS3	In place up to and including Year 9.

Mr S Hyden – Head of Music