

Music development plan summary: [Verulam School]

Overview

Detail	Information
Academic year that this summary covers	2026 – 2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Alexandra Way
Name of school leadership team member with responsibility for music (if different)	Claire Tomlin
Name of local music hub	Hertfordshire music service
Name of other music education organisation(s) (if partnership in place)	

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.

Verulam School publishes our curriculum maps of music for all Key stages onto our website, which are updated each year (see appendix A). We develop and base our curriculum on the [model music curriculum](#) and incorporate any updates based on information on the DFE website.

Each Year 7, 8 and 9 student receives 1hr per week music lessons which cover a variety of topic and develop a wide range of skills (see appendix B, C, D, and E for the break downs and further information).

Within the Music Department we try to adapt all of our lessons and topics to support the Needs of any SEND students to allow them to access and enjoy music to the fullest. Such examples are adapting sheet music or to learn piece by ear, group work supported by LA's or teacher, using everyday items to create music, placing instruments on a chair or table so it is the right high and more accessible, adapting key terminology into brail or changing how we demonstrate explain key concept and terminology.

As part of our curriculum within every topic we offer opportunities for students to play a variety of instruments from a variety of untuned percussion, keyboards, guitars, bass guitars, Guitars, drums and vocals. Depending on the topic and the outcome we offer these as either whole class or small groups for example in year 7 we offer a whole class singing, we also offer whole class keyboard to support their understanding of reading music notation and recognition of notes on instruments. Year 8 we offer small groups with untuned percussion to create polyrhythmic piece combining theoretical knowledge developed from year 7 to perform their own compositions. Year 9 we combine instruments with technology to allow students to compose and perform music that may require technological effects or sound effects such as for games or film.

We offer at the moment for KS4 the AQA GCSE music and we are looking to expand provisions in the future to include the Art award, technical awards and Btec's.

We are also looking to start offering AQA A level music course with plans to expand the provision further to either include the A level music technology course or Btec's later on down the line.

We are in partnership with Hertfordshire music service who provide instrumental teachers for Drums, Woodwind and Vocals to which students can sign up for. We are also in connection with music Mark who provide use with advice and support for the school with music across the trust. We do offer students the opportunity to take graded exams however, we as a school are not an exam centre but we do partner with other local schools or facilities where the exams are held to support students in progressing their instrumental skills.

Appendix A – Road map for KS3, 4 and 5 curriculums

Appendix B – Curriculum overview documents all KS 3, 4 and 5

Appendix C - Music Skills Grid through all Key Stags

Appendix D – Outline of Curriculum plan KS 3, 4 and 5

Appendix E – Theme Planning per Term

Appendix F – Music Development Plan

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.

We offer a wide variety of extra curricula activities for students to take part in throughout the year we have termly concerts to provide opportunities for students to perform to audience throughout the year including, Christmas Soiree, Abbey Service, and summer concert we also have our annual production in which we offer students

the opportunity to play in the band or sing as part of the ensemble or perform solos as part of lead roles or band arrangements of pieces.

As a school we offer a selection of instruments lessons both in partnership with Hertfordshire music service and through a private tutor who comes in. at the moment we offer Drums, Woodwind, piano, violin, bass guitar and Vocals to which students can sign up for. Hearts music service offer an instrument loan scheme as well.

We do offer students the opportunity to take graded exams however, we as a school are not an exam centre but we do partner with other local schools or facilities where the exams are held to support students in progressing their instrumental skills.

We offer opportunities for students to be part of our school choir which is open to all years, and we offer a jamming session for KS 3 to come to music and experiment with different instruments or make their own bands. We currently have two school bands that have developed through this opportunity. We also have a Brass group and String group that quiet often play together and accompany the choir at events.

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.

We offer a wide variety of extra curricula activities for students to take part in throughout the year we have termly concerts to provide opportunity for students to perform to audience throughout the year including, Christmas Soiree, Christmas entertainment, and summer concert we also have our annual production in which we offer students the opportunity to play in the band or sing as part of the ensemble or perform solos as part of lead roles or band arrangements of pieces.

During rehearsals of events we encourages classes to come and watch to gain expierees in the process of putting on different events such as concerts or shows.

We organise on the year 6 transition week we teach the year 6s a song and to be part of a band or choir, at the end of the week we put on a performance incorporating everyone giving them the opportunity to see what it is like to be part of a concert and the process.

We are currently organising a couple of trips for the music department to go and watch shows in the west end and our school production. We are looking into expanding into workshops and other experiences.

In the future

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

We as a department want to further develop the instrumental provision of the school to enable more students the opportunity to learn an instrument, we also want to develop more connections with local organisation to support trips and other enrichment opportunities, (e.g. recording studios).

We also want to expand the curriculum in KS5, along with providing more opportunities for trips and performance opportunities within the school to allow students to build up their repertoire of pieces and skills as performers. (Such as festivals, celebration events, house competitions etc.)

Within our curriculum we want to develop the technology side more to offer students different pathways into the GCSE, or start to offer courses such as the Betc or technical qualification to give students more opportunity to explore music through different lenses.

We want to further develop cross-curricula experiences within the Arts subjects including Dance, Drama and Art across all Key Stages.

We are hoping that some of the changes will be in effect from 2025/2026 however others may be implemented in 2026/2027, such as the introduction of new courses.

We as a department are also working towards strengthening the following areas that are already ebbed within the school

- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

Further information (optional)

We are looking at partnering with local music hubs or other music events / venues to support our plan to encourage more students to explore music.

[Herts music service 2024 plan](#)

Our Learning Journey

MUSIC FACULTY

Courses

GCSE AQA Music

A Level AQA Music

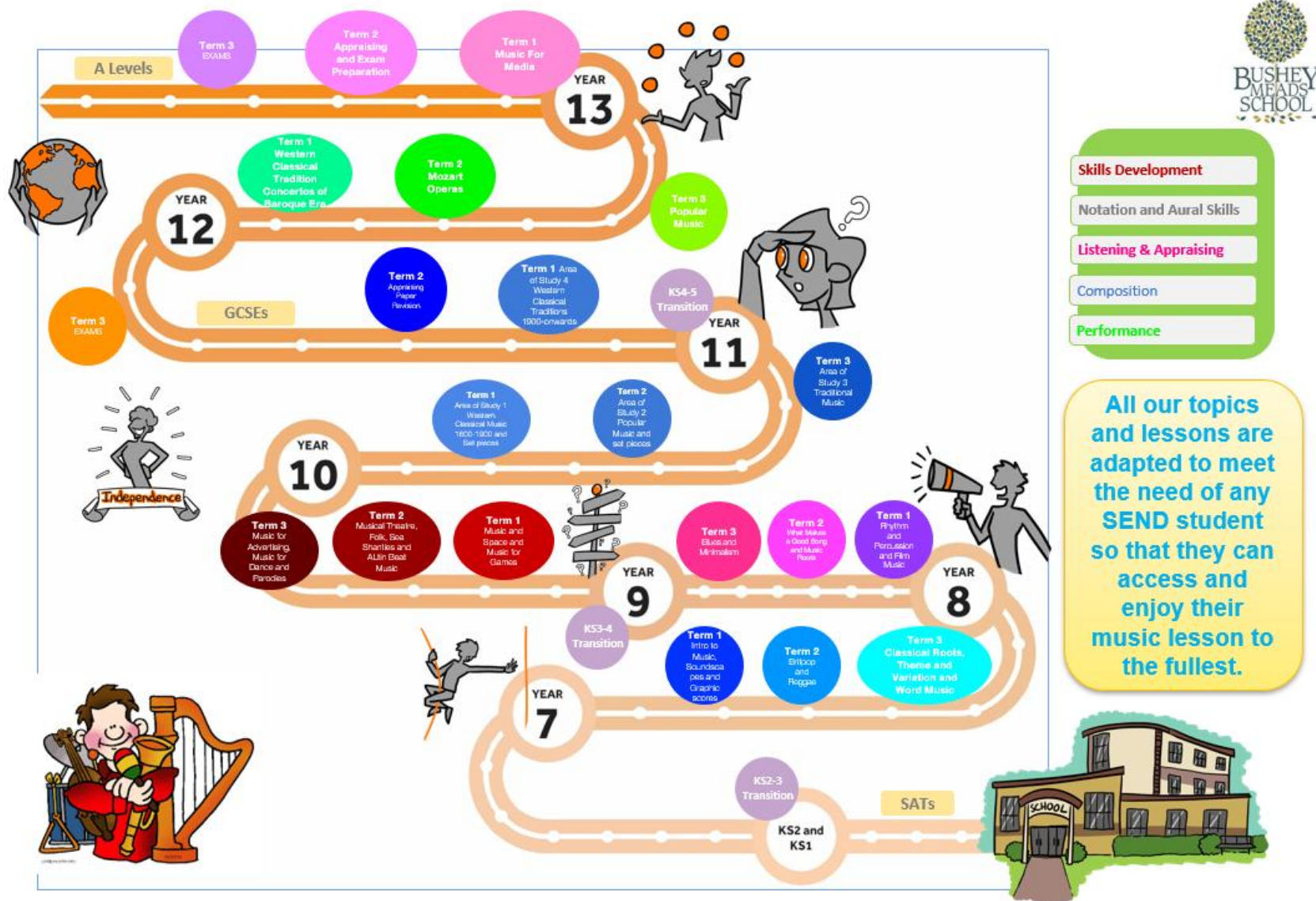
Online Learning Resources

Musescore, Flat io, or Sibelius

GarageBand (Apple)

GCSE Bitesize

Teoria and IMSLP



Skills Development

Notation and Aural Skills

Listening & Appraising

Composition

Performance

All our topics and lessons are adapted to meet the need of any SEND student so that they can access and enjoy their music lesson to the fullest.

Our Learning Journey

Year 7

Keywords:

Pitch

Rhythm

Tonality

Melody

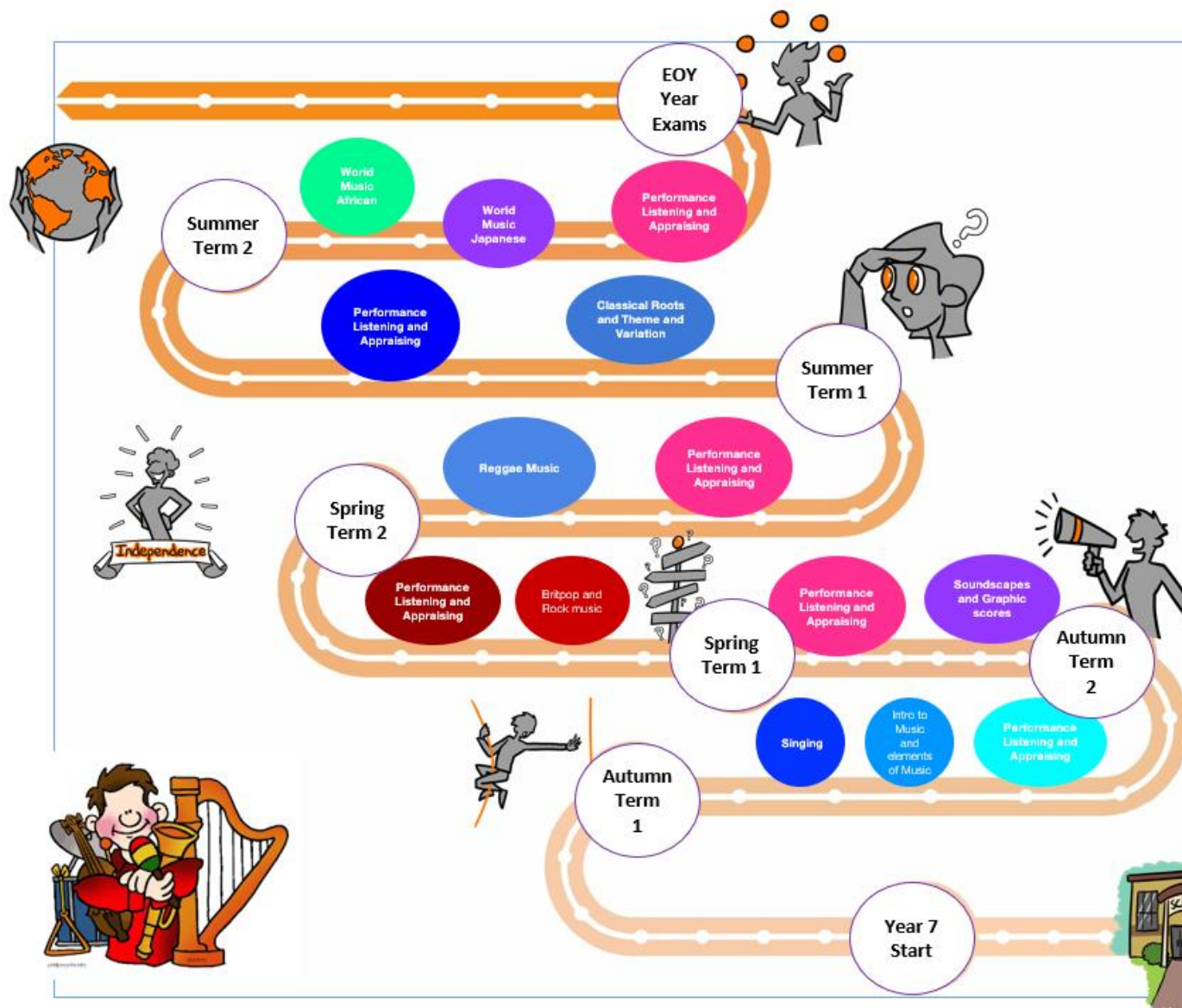
Online Learning Resources

Muscore, Flat io, or Sibelius

GarageBand (Apple)

GCSE Bitesize

Teoria and IMSLP



Skills Development

Notation and Aural Skills

Listening & Appraising

Composition

Performance

All our topics and lessons are adapted to meet the need of any SEND student so that they can access and enjoy their music lesson to the fullest.

Our Learning Journey

Year 8

Keywords:

Harmony

Ostinato

Improvisation

Accompaniment

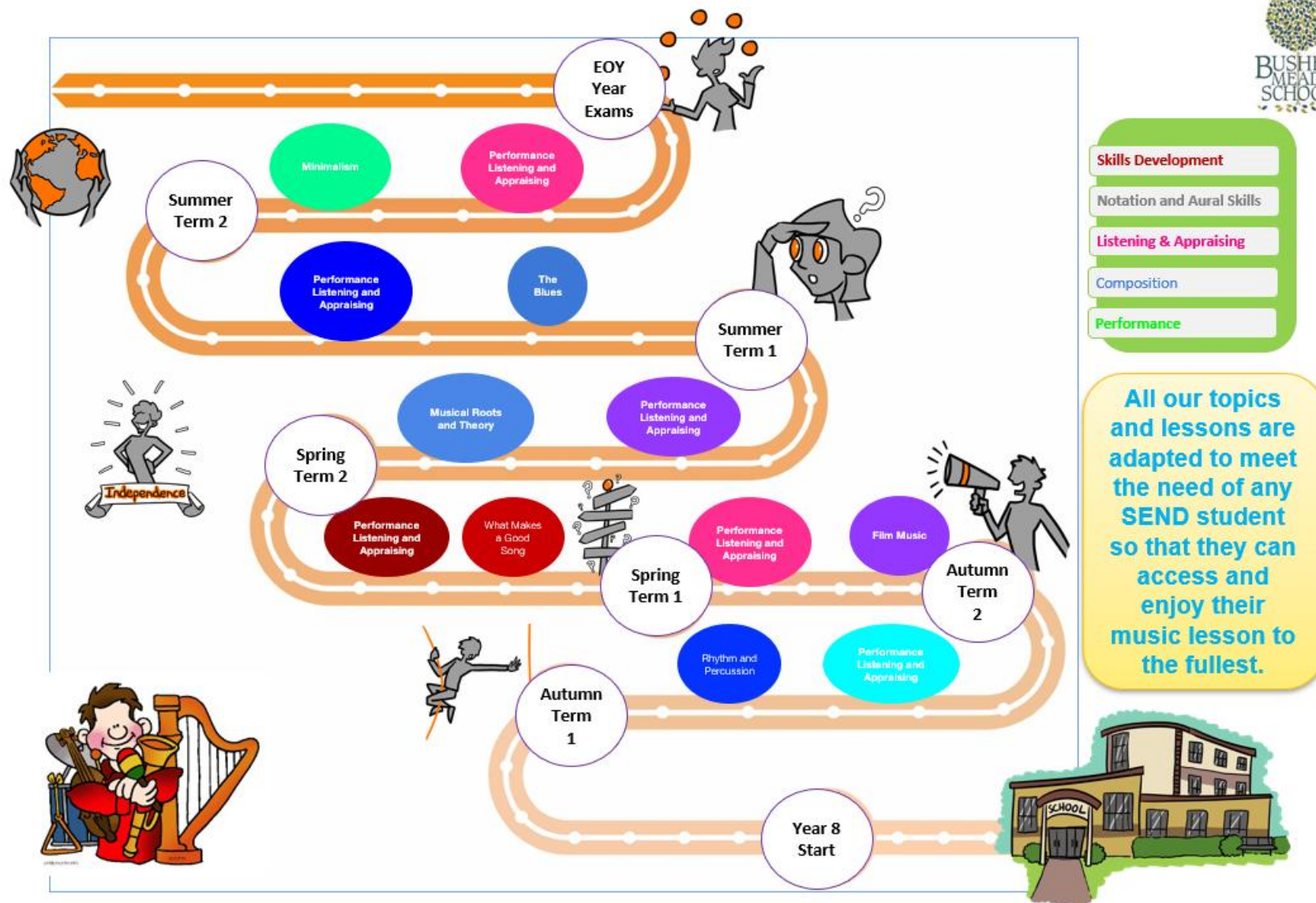
Online Learning Resources

Musescore, Flat io, or Sibelius

GarageBand (Apple)

GCSE Bitesize

Teoria and IMSLP



Skills Development

Notation and Aural Skills

Listening & Appraising

Composition

Performance

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Our Learning Journey

Year 9

Keywords:

Texture

Musical resources

Types of ensemble

Structure

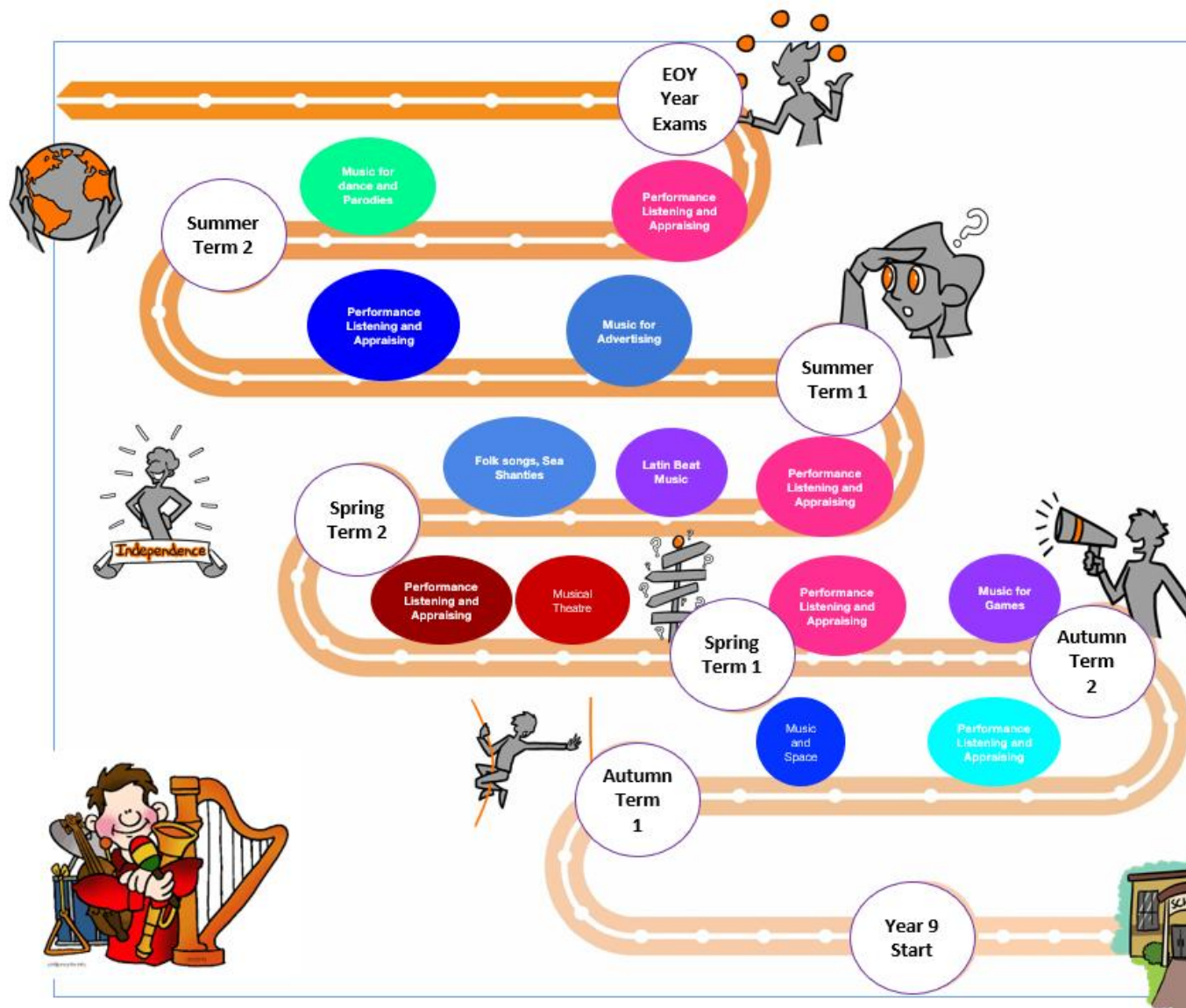
Online Learning Resources

Muscore, Flat io, or Sibelius

GarageBand (Apple)

GCSE Bitesize

Teoria and IMSLP



Skills Development

Notation and Aural Skills

Listening & Appraising

Composition

Performance

All our topics and lessons are adapted to meet the need of any SEND student so that they can access and enjoy their music lesson to the fullest.



Our Learning Journey

GCSE

Areas of Study (AoS)

Western Classical Traditions 1600-1900

Popular Music

Traditional Music

Western Classical Traditions 1900 - onwards

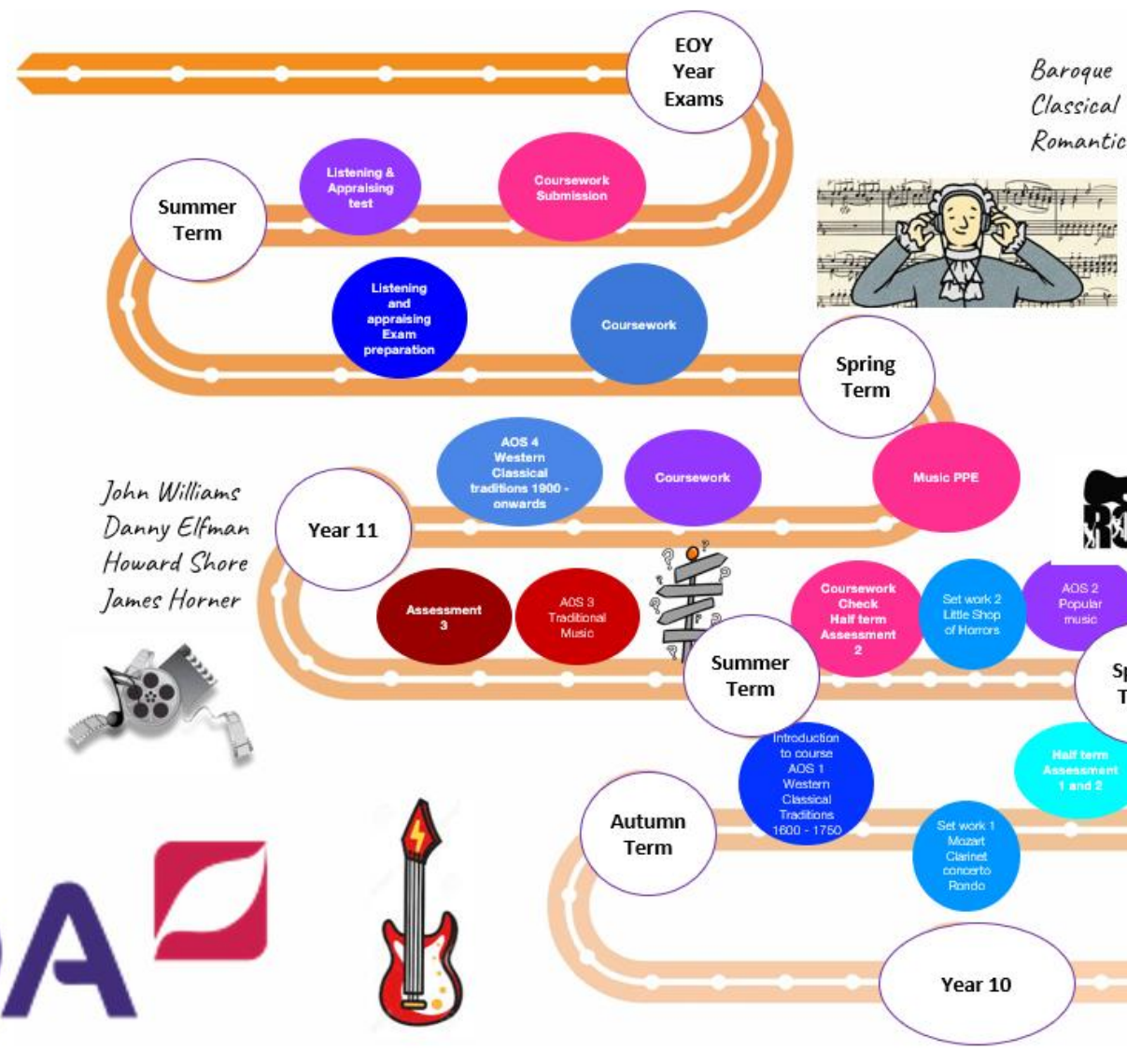
Online Learning Resources

Musescore, Flat io, or Sibelius

GarageBand (Apple)

GCSE Bitesize

Teoria and IMSLP



Skills Development

Notation and Aural Skills

Listening & Appraising

Composition

Performance

All our topics and lessons are adapted to meet the need of any SEND student so that they can access and enjoy their music lesson to the fullest.

Our Learning Journey

A Level

Areas of Study (AoS)

Development of the Symphony

Jazz

Into the Twentieth Century

Online Learning Resources

Musescore, Flat io, or Sibelius

GarageBand (Apple)

GCSE Bitesize

Teoria and IMSLP



EOY
Year
Exams

Summer
Term

Revision

Coursework
Submission

The History of Jazz

Final
Performance

Revision of
set pieces

Swing, Bebop and Dixieland

Spring
Term



Skills Development

Notation and Aural Skills

Listening & Appraising

Composition

Performance



Year 13

AoS 3
Music for Media

Expansion of
set pieces

Music PPE

The Romantic Era

*Development of the
Symphony*

The Baroque Era

Autumn
Term



Summer
Term

Music PPE

AOS 1
Set piece
Operas of
Mozart



Coursework
Check

AOS 2 Pop
Music

Spring
Term

The Classical Era

Western
Classical
Tradition
1650 - 1900
Baroque
concertos

Set pieces
Purcell
Vivaldi
Bach

Changes in instrumentation



Year 12



All our topics and lessons are adapted to meet the need of any SEND student so that they can access and enjoy their music lesson to the fullest.



AQA



COURSE INFORMATION

YEAR	A Level	SUBJECT	Music
Head of Faculty			
Exam Board	AQA	Specification code	7272

Subject Content

AQA Specification for A Level Music

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-7272-SP-2016.PDF>

There are Seven areas of study:

1. Western classical tradition 1650–1910 (compulsory)
2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

Study pieces:

Area of study 1: Western classical tradition 1650–1910 (compulsory)

There are **three** strands of music represented which cover **three** key genres:

- Baroque: the solo concerto
- Classical: the operas of Mozart
- Romantic: the piano music of Chopin, Brahms and Grieg.

Listening – unfamiliar music:

Students must be able to listen attentively to unfamiliar music from each of the **three** strands to identify and accurately describe musical elements and use musical language (including staff notation).

Analysis and contextual understanding – set works:

For **two** of the selected strands, students must also be able to critically appraise music through analysing excerpts from the set works using knowledge and understanding of:

- the effect of audience, time and place on how the set works were created, developed and performed
- how and why the music across the selected strand is different
- how the composer's purpose and intention for the set works is reflected in their use of musical elements
- relevant musical vocabulary and terminology for the set works
- the complex interdependencies between musical elements
- the sophisticated connections between music and its context.

Strand A: Baroque solo concerto:

Composer	Set works
Purcell	Sonata for trumpet and strings in D major Z.850 (complete)
Vivaldi	Flute concerto in D <i>Il Gardellino</i> op.10 no.3 RV428 (complete)
Bach	Violin concerto in A minor BWV1041 (complete)

Strand B: The operas of Mozart:

Composer	Set works
Mozart	<i>Le Nozze di Figaro</i> k.492: Act 1, focusing on: • overture • No.1 Duetto (Figaro and Susanna, including following recitative) • No.3 Cavatina (Figaro, including the previous recitative) • No.4 Aria (Bartolo) • No.5 Duetto (Susanna and Marcellina) • No.6 Aria (Cherubino) • No.7 Terzetto (Susanna, Basilio, Count) • No.9 Aria (Figaro).

Strand C: The piano music of Chopin, Brahms and Grieg

Composer	Set works
Chopin	• Ballade no.2 in F major op. 38 • Nocturne in E minor op.72 no.1
Brahms	• Intermezzo in A major op.118.no. 2

- Ballade in G minor op.118 no. 3

Grieg

- Norwegian march op.54 no. 2
- Notturmo op.54 no. 4

Areas of study 2-7:

Students must choose **two** areas of study from the following:

2. Pop music
3. Music for media
4. Music for theatre
5. Jazz
6. Contemporary traditional music
7. Art music since 1910.

Listening – unfamiliar music

Students must be able to listen attentively to unfamiliar music from **all** the named artists/composers in their selected areas of study to identify and accurately describe musical elements and use musical language (including staff notation).

Analysis and Contextual understanding:

For **three** of the named artists/composers from each of their selected areas of study, students must be able to appraise music and make critical judgements, using knowledge and understanding of:

- how the artists'/composers' use of musical elements for **at least two** published works reflects the style of the genre and their purpose and intentions for the work
- how the style of the artists'/composers' music has varied over time through comparison of published works
- musical vocabulary and terminology relevant to the work and area of study.

Area of study 2: Pop music:

For the purpose of this specification, pop music is defined as popular mainstream music derived from and including a number of musical genres including rock, funk and R&B from 1960 to the present.

Named artists

- Stevie Wonder
- Joni Mitchell
- Muse
- Beyoncé
- Daft Punk
- Labrinth

Area of study 3: Music for media:

For the purpose of this specification, music for media is defined as music specifically composed for film, television and gaming from 1958 to the present.

Named composers:

- Bernard Herrmann
- Hans Zimmer
- Michael Giacchino
- Thomas Newman
- Nobuo Uematsu

Performance:

Students must be able to perform music using one or both of the following ways:

- instrumental/vocal: as a soloist, and/or as part of an ensemble
- production: via music technology.

Students **must** perform for a minimum of **ten** minutes.

In all cases, the recording of the performances must be accompanied by one or more of the following documents, as appropriate to the type of performance:

- notated score
- lead sheet
- guide recording
- annotation.

Composition:

Students **must** learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through **two** compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).

The combined duration of the compositions **must** be a minimum of **four and a half minutes**.

Students must be able to compose music in one or both of the following formats:

- instrumental/vocal: produce notated score, written accounts and/or lead sheet by traditional means or by using music software as appropriate
- production: generated entirely digitally, by using music software, without notated score but with accompanying annotation.

Additional Equipment Needed

- **Computers with music writing software e.g. Dorico, Cubase, Sibelius.**
- **Students need individual instruments to practice at home for performance.**

Assessment details:

What's assessed

- Listening
- Analysis
- Contextual understanding

How it's assessed

- Exam paper with listening and written questions using excerpts of music.

Questions

- Section A: Listening (56 marks)
- Section B: Analysis (34 marks)
- Section C: Essay (30 marks)

This component is 40% of A-level marks (120 marks).

What's assessed

Music performance

How it's assessed

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).

Requirement

A minimum of ten minutes of performance in total is required.

This component is 35% of A-level marks (50 marks).

Non-exam assessment (NEA) will be externally marked by AQA examiners. Work must be completed between 1 March and the specified date given at [aqa.org.uk/keydates](https://www.aqa.org.uk/keydates)

Work must be sent by post/uploaded to AQA by the specified date given at [aqa.org.uk/keydates](https://www.aqa.org.uk/keydates)

What's assessed

Composition

How it's assessed

- Composition 1: Composition to a brief (25 marks)
- Composition 2: Free composition (25 marks)

Requirement

A minimum of four and a half minutes of music in total is required.

This component is worth 25% of A-level marks (50 marks).

NEA will be externally marked by AQA examiners. Work must be completed and sent by post/uploaded to AQA by the specified date given at [aqa.org.uk/keydates](https://www.aqa.org.uk/keydates).

What can I do to support my child at home?

- **Students should be practicing 45 minutes to 1 hour a day on chosen repertoire.**
- **Listen to set work and ask questions about their pieces e.g. what is the tempo, what instruments can you hear etc.**
- **Listen to as many different genres or style of music and get them to pick out specific instrumental techniques or specific genres features.**
- **Practice listening to intervals and cadences, links below for some examples.**
- **Student to work through revision booklet given in Year 13 to students by teacher.**

Recommended resources for the course

Using GCSE Listening and revision resources are a good way of keeping the foundations of listening and theory, the more practice they do the easier it becomes.

Importunely there are little resources for A level music most will be provided by the class teacher.

CGP AQA GCSE Revision Guide

BBC Bitesize music theory revision

Harmony Book 1 - <https://www.amazon.co.uk/Rhinegold-Education-Level-Harmony-Workbook/dp/1785586351>

Listening practice:

[GCSE Music Revision - Practice Listening Questions \(Part 1\) - YouTube](#)

[GCSE Music Revision Practice Listening Questions - YouTube](#)

[GCSE Music Practice Listening Questions PART 2 - YouTube](#)

Revision Help:

[GCSE Music - AQA - BBC Bitesize](#)

[Microsoft Word - Year 11 Revision Guide \(arkkingsacademy.org\)](#)

Teaching staff contact details

Name	Role	Email	Tel
Ms Way	Head of Music	WayA@verulam.aetrust.uk	

YEAR	GCSE	SUBJECT	Music
Head of Faculty			
Exam Board	AQA	Specification code	8271

Subject Content

AQA Specification for GCSE Music

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF>

There are four areas of study:

- Western classical tradition 1650–1910
- Popular music
- Traditional music
- Western classical tradition since 1910.

Study pieces:

For **two** areas of study (**one** of which must be Area of study 1 and the other a choice of **one** from Areas of study 2–4), students must also be able to critically appraise the music from the specified **study pieces** using knowledge and understanding of:

- the effect of audience, time and place on how the study pieces were created, developed and performed
- how and why the music across the selected areas of study has changed over time
- how the composer's purpose and intention for the study pieces is reflected in their use of musical elements
- relevant musical vocabulary and terminology for the study pieces.

The Current Study piece is Beethoven: *Symphony No.1*, Movement 1: Adagio molto – Allegro con brio, first taught 2024, first assessed 2026.

The Current Study piece is Queen – the following three tracks: *Bohemian Rhapsody*, *The Seven Seas of Rhye*, *Love of my Life*, first taught 2024, first assessed 2026.

Listening – unfamiliar music Western Classical 1650 - 1910:

Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- The Coronation Anthems and Oratorios of Handel.
- The Orchestra Music of Haydn, Mozart and Beethoven.
- The piano music of Chopin and Schumann.
- The Requiem of the late Romantic period.

Listening – unfamiliar music Popular music:

Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- music of Broadway 1950s to 1990s
- rock music of 1960s and 1970s
- film and computer gaming music 1990s to present
- pop music 1990s to present.

Listening – unfamiliar music Traditional music:

Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- Blues music from 1920–1950
- Fusion music incorporating African and/or Caribbean music
- Contemporary Latin music
- Contemporary Folk music of the British Isles.

Listening – unfamiliar music Western Classical 1910 onwards:

Students must be able to listen attentively to unfamiliar music from the following styles/genres to identify and accurately describe musical elements, musical contexts and musical language:

- The orchestral music of Copland
- British music of Arnold, Britten, Maxwell-Davies and Tavener
- The orchestral music of Zoltán Kodály and Béla Bartók
- Minimalist music of John Adams, Steve Reich and Terry Riley.

Performance:

Students must be able to perform live music using one or both of the following ways:

- instrumental (including DJ)/vocal
- production via technology.

One performance **must** be as a soloist and **one** piece **must** be as part of an ensemble lasting a combined minimum of **four** minutes. The performance as part of an ensemble must last for a minimum of **one** minute.

In all cases, the recording of the performances must be accompanied by one or more of the following documents, as appropriate to the type of performance:

- notated score
- lead sheet
- guide recording
- annotation.

Composition:

Students **must** learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through **two** compositions. One must be in response to an externally set brief (Composition 1) and the other a free composition (Composition 2).

The combined duration of the compositions **must** be a minimum of **three** minutes.

Each composition **must** demonstrate selection and use of **at least four** types of musical element as follows:

- at least **two** of rhythm, metre, texture, melody, structure, form
- at least **two** of harmony, tonality, timbre, dynamics, phrasing, articulation.

Additional Equipment Needed

- **Computers with music writing software e.g. Dorico, Cubase, Sibelius.**
- **Students need individual instruments to practice at home for performance.**

Assessment details:

What's assessed

- Listening
- Contextual understanding

How it's assessed

Exam paper with listening exercises and written questions using excerpts of music.

Questions

- Section A: Listening – unfamiliar music (68 marks)
- Section B: Study pieces (28 marks)

The exam is 1 hour and 30 minutes.

This component is worth 40% of GCSE marks (96 marks).

What's assessed

Music performance

How it's assessed

As an instrumentalist and/or vocalist and/or via technology:

- Performance 1: Solo performance (36 marks)
- Performance 2: Ensemble performance (36 marks).

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification.

What's assessed

Composition

How it's assessed

- Composition 1: Composition to a brief (36 marks)
- Composition 2: Free composition (36 marks).

A minimum of three minutes of music in total is required.

This component is 30% of GCSE marks (72 marks).

Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

What can I do to support my child at home?

- **Students should be practicing 45 minutes a day on both solo and ensemble repertoire.**
- **Listen to set work and ask questions about their pieces e.g. what is the tempo, what instruments can you hear etc.**
- **Listen to as many different genres or style of music and get them to pick out specific instrumental techniques or specific genres features.**
- **Practice listening to intervals and cadences, links below for some examples.**
- **Student to work through revision booklet given in Year 11 to students by teacher.**

Recommended resources for the course

CGP AQA GCSE Revision Guide

BBC Bitesize music theory revision

Listening practice:

[GCSE Music Revision - Practice Listening Questions \(Part 1\) - YouTube](#)

[GCSE Music Revision Practice Listening Questions - YouTube](#)

[GCSE Music Practice Listening Questions PART 2 - YouTube](#)

Revision Help:

[GCSE Music - AQA - BBC Bitesize](#)

[Microsoft Word - Year 11 Revision Guide \(arkkingsacademy.org\)](#)

Teaching staff contact details

Name	Role	Email	Tel
Ms Way	Head of Music	WayA@verulam.aetrust.uk	

YEAR 9	KS3	SUBJECT	Music
Head of Faculty			
Exam Board		Specification code	
Subject Content <u>There are Six areas of study:</u> 1. Music and Space 2. Music for Games 3. Musical Theatre 4. Folk music, Sea Shanties and Latin Beat music 5. Music for advertising 6. Dance music and Parodies.			
Additional Equipment Needed			
• Selection of instruments including: Keyboards, Guitars, Drums, hand percussion.			
Assessment details:			
Each half term we assess through either a practical activity, theoretical or a combination. e.g. Topic 1 – Music and Space assessment parts 1 Students complete a written assessment demonstrating their understanding of features of a score and reading of music and key terminology. Assessment part 2 – Students perform either Holst Jupiter or they create their own music to represent one of the planets of our solar system.			
What can I do to support my child at home?			
• Students should be listening to a variety of different genres or style of music to broaden their understanding of how different music is written and the impact on the listener. • Ask students questions about the different key terminology used such as how would you describe tempo, or dynamics.			
Recommended resources for the course			
Year 9 Knowledge organiser for music on google classroom.			
Teaching staff contact details			
Name	Role	Email	Tel
Ms Way	Head of Music	WayA@verulam.aetrust.uk	

YEAR	Year 8	SUBJECT	Music
Head of Faculty			
Exam Board		Specification code	
Subject Content <u>There are Six areas of study:</u> 1. Rhythm and Percussion 2. Film Music 3. What makes a good song 4. Back In Time 5. Blues 6. 20th Century music and Minimalism			
Additional Equipment Needed			
• Selection of instruments including: Keyboards, Guitars, Drums, hand percussion.			
Assessment details:			
Each half term we assess through either a practical activity, theoretical or a combination. e.g. Topic 2 Music for film – assessment is students creating their own 8 frame storyboard of their own film with captions. Students then create their own music to accompany their storyboards.			
What can I do to support my child at home?			
• Students should be listening to a variety of different genres or style of music to broaden their understanding of how different music is written and the impact on the listener. • Ask students questions about the different key terminology used such as how would you describe tempo, or dynamics.			
Recommended resources for the course			
Year 8 Knowledge organiser for music on google classroom.			
Teaching staff contact details			
Name	Role	Email	Tel
Ms Way	Head of Music	WayA@verulam.aetrust.uk	

YEAR	Year 7	SUBJECT	Music
Head of Faculty			
Exam Board		Specification code	
Subject Content <u>There are Six areas of study:</u> 1. Intro to Music 2. Soundscapes and Graphic Scores 3. Britpop 4. Reggae 5. Classical root and Theme and Variation 6. World Music (African and Japanese Music).			
Additional Equipment Needed			
• Selection of instruments including: Keyboards, Guitars, Drums, hand percussion.			
Assessment details:			
Each half term we assess through either a practical activity, theoretical or a combination.e.g. Topic 2 Soundscapes and Graphic score – assessment parts 1 would be the students presenting a performance of the soundscape of a chosen image such as a forest or a haunted house. Assessment part 2 – is a short written assessment checking students understanding of notation of the Treble clef, elements of music and basic note names and values.			
What can I do to support my child at home?			
• Students should be listening to a variety of different genres or style of music to broaden their understanding of how different music is written and the impact on the listener. • Ask students questions about the different key terminology used such as how would you describe tempo, or dynamics.			
Recommended resources for the course			
Year 7 Knowledge organiser for music on google classroom.			
Teaching staff contact details			
Name	Role	Email	Tel
Ms Way	Head of Music	WayA@verulam.aetrust.uk	

Appendix C – Music Skills Grid through all Key Stags

	Listening and Appraising	Composing	Performing	Reading and Writing
Year 7	- Identify elements of music within different styles of music. - Respond to multiple music stimuli and identify basic key features of the music. - Respond and give basic feedback on group performances.	- Create and develop short melodic song line shaped by lyrics and or harmonic intention, rhythmic phrases for specific genres or styles of music. - Demonstrate use of basic chords progressions to harmonise with melodic ideas. - Play chord sequences from a range of familiar songs. - Compose chord sequences on the keyboard or guitar in C major and A minor using mainly primary chords. - Compose a bass line using root note of each chord.	- Develop basic musicianship skills and understanding of different instrumental techniques, including a sense of ensemble, observe phrasing, accurate pitching and dynamic contrast. - Sing in 3 or 4 part round. - Understand difference performance techniques for specific genres and styles of music, including developing sight-reading, transposition, improvisation or harmonisation. - Learn to find notes on the keyboards. - Play rhythmically simple melodies on keyboard following staff notation.	- Write using a range of different music notation including stave and graphic. - Read and understand basic music notation and rhythm on the stave using the Treble clef. - Read and play short rhythmic phrases at sight, using conventional symbols and rhythms

		• Improvise musical ideas over a drone and chord sequence. • • Explore D minor and the pentatonic minor.		
Year 8	• Identify and use the different elements of music within multiple genres and styles of music using specific musical terminology. • Respond to multiple music stimuli and identify specific key features of music. • Respond and give specific feedback on group performances.	• Create and develop medium length melodic, rhythmic and basic harmonic phrases for specific genres or styles of music. • Use basic chords progressions to harmonise with melodic ideas. • • Play chord sequences from a range of familiar songs with rhythmic vitality. • • Compose chord sequences on the keyboard or guitar in C major, G Major and A minor or E minor using	• Develop group and individual musicianship skills on a variety of instruments. • Develop performance skills across genres and styles of music. • • Understand difference performance techniques for specific genres and styles of music, including developing sight-reading, transposition, improvisation or harmonisation. • • Expand the rhythmic scope of melodies on keyboard, following staff notation written on one or two staves. •	• Identify basic music terminology and musical symbols within notated music. • Identify terminological symbols within written music. • • Read and play short rhythmic phrases at sight, using conventional symbols and rhythms •

		mainly primary chords. • • Compose a bass line using root note of each chord. • • Compose rhythmic accompaniment to support chord sequence. • • Explore simple structural ideas ABA. • • Compose a harmonic sequence in response to an extra-musical stimulus. • • Harmonise melodies using root notes from Primary chords and appropriate cadences. • • Improvise musical ideas over a drone and chord sequence. •	• Use notes within a range that includes a change of hand position and an optional left hand part.	
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		• Improvise musical ideas over a drone and chord sequence.		
Year 9	• Identify and use the different elements of music within multiple genres and styles of music using specific musical terminology by annotating a score. • Identify and respond to multiple music stimuli and identify specific key features of music. • Respond and give specific feedback on group performances.	• Create and develop, medium to long length melodic, rhythmic and harmonic phrases for specific genres or styles of music. • Demonstrate understanding of primary and more complex chords progressions to harmonise with melodic ideas. • Use appropriate instrumentation techniques to create group pieces for specific genres or styles. • Compose chord sequences on the keyboard or guitar in C, G or F Major and A, E or D minor using mainly primary chords.	• Develop group and individual musicianship skills on a variety of instruments using appropriate instrumental techniques. • Develop more complex performance skills across genres and styles of music. • Understand difference performance techniques for specific genres and styles of music, including developing sight-reading, transposition, improvisation or harmonisation. • Further increase the rhythmic scope of melodies of keyboard following staff notation written on two staves. • Add either a single note or chordal	• Identify music terminology and musical symbols within notated music for different instruments and within scores. • Develop music notation reading and follow of a piano score. • Read and play short rhythmic phrases at sight, using conventional symbols and rhythms

		• Compose contrasting chord sequences to create a piece in either ternary or verse / chorus form. • • Compose a bass line using root note of each chord. • • Compose rhythmic accompaniment to support chord sequence. • • Explore contrast and structural ideas AB-ACA. • • Compose a harmonic sequence in response to an extra-musical stimulus. • • Harmonise melodies using root notes from Primary chords and appropriate cadences.	• accompaniment to the melody; alternatively play a piece based on chords.	
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		• Improvise musical ideas over a drone and chord sequence. • • Improvise musical ideas over a drone and chord sequence. •		
Year 10	• Listen to music from different eras and identify key features and terminology from the different styles and genres of music specific to the eras. • Understanding of how cadences, chord inversions and tonality are identified within music. • Identify cadences, intervals and chordal inversions from examples demonstrated on keyboard.	• Demonstrate appropriate instrumentation and composition techniques to create individual pieces for a set occasion or set brief. • Demonstrate musical knowledge of composition through the use of understanding of musical terminology, compositional techniques and instrumental understanding.	• Demonstrate musical understanding of chosen instrument through multiple performance techniques. • Use appropriate music techniques, and performance strategies for specific instruments across multiple genres and styles of music. • Demonstrate musicianship skills in a specific field of performance e.g. Soloist and Ensemble player.	• Demonstrate Appropriate terminology, articulation, clefs, time signatures, key signatures and other musical symbols to identify key features of scores. • Demonstrate staff notation in various clefs to write out music dictation.
Year 11	• Listen to complex music and identify specific features of the music for the genre or style of the music.	• Use appropriate instrumentation and composition techniques to create individual pieces for a set occasion or set brief.	• Demonstrate musical understanding of chosen instrument.	• Demonstrate Appropriate terminology, articulation, clefs time signatures, key signatures and other musical symbols to identify

	• Understanding of how cadences, chord inversions and tonality are identified within multiple genres of music. • Identify and notate cadences, intervals and chordal inversions from aural examples in multiple musicals excerpts.	• Using articulation, time signature, tempo markings and other music symbols to develop the musicality of the piece for the listener. • Demonstrate musical knowledge of composition through the use of understanding of musical terminology, compositional techniques and instrumental understanding.	• Use appropriate music techniques, and performance strategies for specific instruments across multiple genres and styles of music. • Demonstrate musicianship skills in multiple fields of performance e.g. Soloist and Ensemble player.	key features of scores. • Identify and use staff notation in various clefs to write out music dictation. • Demonstrate critical writing explanations of music along with examples from specific pieces of music. • Demonstrate analytical skills in score reading and analysis.
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Appendix D – Outline of Curriculum plan KS 3, 4 and 5

	Half Term 1	Half Term2	Half Term3	Half Terms 4	Half Term 5	Half Term 6
Year 7	Introduction to music	Soundscapes and Graphic Scores	Britpop and British Rock Music	Reggae	Theme and Variation + Pachelbel's Canon	World Music African and Japanese's Music
Year 8	Rhythm and Percussion	Film Music	What makes a good song	Back In Time	Blues	Minimalism
Year 9	Music and Space/ Musical roots 3	Music for Games	Musical Theatre	World music 2 Folk music, Sea Shanties and Latin Beat Music	Music for advertising	Parodies and Dance music
Year 10	Theory Area of Study And Set work 1 Listening Composition Performance	Theory Area of Study And Set work 1 Listening and Revision Composition Performance	Areas of Study 2 Set piece 2 Listening and Revision Composition Performance	Area of Study 2 Set piece 2 Listening and Revision Composition Performance	Area of Study 3 Listening and Revision Composition Performance	Area of Study 4 Listening and Revision Performance Composition Hand in
Year 11	Exam Prep Compositions Performance Both Listening Practice	Exam Prep Compositions Performance Both Listening Practice	Exam Prep Compositions Performance Both Listening Practice	Exam Prep Compositions Performance Both Listening Practice	Exam Prep	Exams

Appendix E – Theme Planning per Term

Half term 1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7 Intro to Music and Performance	Bass line music test. Intro to recycled rhythms.	Basic theory elements of music, intro to treble clef, dynamic markings, note names and values.	Re-cap notes of the treble clef. Intro to keyboard Learn twinkle.	Re-cap notes of the treble clef. Intro to keyboard Learn twinkle. Extension Intro to left hand.	Revision of theory lesson Keyboard room Check students keyboard skills	Basic theory assessment Keyboard room	Intro to graphic score reading Hand back assessments Re-cap notes names values, treble clef, elements of music
Year 8 Rhythm and Percussion	Intro to Rhythm and percussion	Basic terminology Time signatures Station names	Rhythm table Use station names to create group rhythms.	Practice lesson of station rhythm pieces	Revision lesson and practice	Basic theory assessment	Practical assessments
Year 9 Music and Space	Intro to music and space Intro to instruments of the orchestra, Listen to Jupiter from the planet suite.	Orchestral instruments demonstrations and handling, Poster of orchestral families and instruments.	Intro to score reading and analysis, Bach Minueto. Key features Keyboard play Jupiter.	Orchestral instruments and score reading continued	Keyboard play Jupiter	Keyboard play Jupiter Revision for score test.	Score reading assessment
Year 10 Intro to GCSE Music	Begin first composition free style Introduction to music and the course, expectations. Reading music and developing listening skills.						
Year 11 Study pieces and Listening practice	Begin Composition 2 once sent out by exam board. Beethoven 1 st Symphony 1 st Movement			Western classical tradition 1650 -1910: • Coronation Anthems and Oratorios of Handel. • Orchestra Music of Haydn, Mozart and Beethoven. • The Piano music of Chopin and Schumann. • The Requiem of the late Romantic Period.			

Half term 2	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7 Musical Elements and Soundscapes	Into to topic What makes a soundscape? Explore pictures.	How music can represent pictures Groups start to create soundscape using instruments	Rhythm activity (using drums) Listening skills development Music Chinese whispers.	What makes up a chord and how can we create tension in music? Sharps, Flats and Naturals. Groups work on their soundscape using instruments	Groups work on their soundscape using instruments Re-cap theory and quiz.	Groups work on their soundscape using instruments Assessment Soundscapes performance	Assessment Soundscapes performance Fun lesson
Year 8 Film Music	Into to topic How does music affect a scene?	What is a soundtrack and underscore? Groups started to create ideas for films.	Theme quiz. Groups finish off lyrics.	Finish off story lines. Keyboard room playing a film theme.	Groups create music for their films.	Groups create music for their films. Assessment Film music Perform / show their films with music.	Assessment Film music Perform / show their films with music. Fun lesson
Year 9 Music for Games	Into to topic What is Music for Games?	What are Character themes?	Who is responsible for creating music for Games	Creating a Character theme for a Game	Creating character themes for a game and Practice/ Revision for Assessment	Groups practice parodies. Assessment Parodies, performing their parodies.	Assessment Perform character themes or written assessment
Year 10 Intro to GCSE Music	Free style comp continues Area of Study: Western Classical tradition 1650 -1910			Beethoven symphony 1 Movement 1 analysis - Coronation Anthems and Oratorios of Handel. - Orchestra Music of Haydn, Mozart and Beethoven. - The Piano music of Chopin and Schumann. - The Requiem of the late Romantic Period.			
Year 11 Study pieces and Listening practice	Comp 2 continues Queen: 2024 onwards Bohemian rhapsody Love of My Live Seven Seas of rhyme			Popular music: - Music of Broadway 1950s to 1990s. - Rock music of 1960s & 1970s. - Film and computer gaming music 1990s to present. - Pop music 1990s to present.			

Halfterm 3	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7 Britpop and British Rock	Into to topic Music through time. Chord sheet	Wonderwall keyboard chords and lyrics.	Wonderwall Guitar and Keyboard parts	Wonderwall Band part rehearsals Guitar, Drums and Keyboard parts	Band Practice Wonderwall	Assessment Performing Wonderwall	
Year 8 What makes a Good Song	Into to topic Example song listened to. Learn riff of song on keyboard	Genre/ styles quiz Mind map of features of a song Started to write lyrics	Groups start to create lyrics.	Lyrics writing Groups create a 4 chord progression	Song rehearsal and 4 chord progression	Assessment Performing their peace and protest songs	
Year 9 Musical Theatre	Into to topic Listen to examples Scene question sheet les miss	Influences of musical and what musical have influenced Lion king example Oliver twist listening sheet	Listening task The difference between opera and musicals. Act out scene from a musical (Greece)	Musical quiz. Groups choose a musical scene to work on.	Musical script and song rehearsal.	Assessment Performing their musical scenes	
Year 10 Composition and Performance	Free style comp continues Area of Study: Popular music			Queen: 2024 onwards Bohemian rhapsody Love of My Live Seven Seas of rhye • Music of Broadway 1950s to 1990s. • Rock music of 1960s &1970s. • Film and computer gaming music 1990s to present. • Pop music 1990s to present.			
Year 11 Study pieces and Listening practice	Comp 2 continues and completion of composition 2						

Half term 4	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7 Reggae	Into to topic Key features of Reggae music Into to time signatures Simple reggae song	Re-caped 5 features of reggae music Listened to 3 little birds. Keyboard room to play chords	Mento and calypso music Bassline for 3 little birds Keyboard room practice	Revision of note names and keyboard notes. Keyboard room practice 3 little birds	Practice lesson	Assessment playing 3 little birds on keyboards	
Year 8 Back In Time	Into to topic Into to tones and semitones, accidentals sharps, flats and naturals. Hometown glory	Theory lesson	Revision Time of my life and hometown glory Keyboard room to practice	Practice lesson keyboard room	Theory assessment	Practical Assessment	
Year 9 World music 2	Into to topic Folk music and seas shanties Listened to examples Keyboard room playing a piece.	Instruments used in Folk and Sea shanties Keyboard room played piece	Intro to Latin beat music 3 drum rhythms Ecuador, Argentina Chili-Peru	Groups putting the 3 rhythms together creating their own piece of music	Practice lesson	Assessment Group performance of the three rhythms	
Year 10 Composition and Performance	Free style comp continues Area of Study: Traditional Music • Blues music 1920-1950 • Fusion music incorporating African / Caribbean music • Contemporary Latin Music • Contemporary Folk music of the British Isles.						
Year 11 Exam practice	Continuation of Composition 2 set by brief Mozart Clarinet Concerto 3 rd Movement Rondo Queen: 2024 onwards Bohemian rhapsody Love of My Live Seven Seas of rhyme			Seven Seas of rhyme Popular music: • Music of Broadway 1950s to 1990s. • Rock music of 1960s & 1970s. • Film and computer gaming music 1990s to present. • Pop music 1990s to present.			

Half term 5	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7 Classical Roots of music Recycling	Intro to topic Periods of music, composers and piece to learn <u>Canon</u> .	Learn to read and identify notes of the bass clef.	Keyboard room learn to play the bass line of Pachelbel Canon	Learn specific terminology for playing and reading music, Keyboard room practice.	Keyboard room practice.	Assessment perform Canon on keyboard	
Year 8 Blues	Intro to topic of the blues, where it came from and how it developed.	Learn the 12 bar blues on the keyboard, chords and walking bass line. Extension blues scale melody	Writing blues lyrics for own song.	Introduction to Ragtime music and how it developed, what it was used for.	Explore famous Musicians across the Blues and jazz era.	Assessment About the blues, musicians, listening and chord identification	
Year 9 Music For Advertising	Intro to topic music for adverts, why we use music in adverts.	Start to come up with advert ideas in groups	Advert group work, design, presentation and music.	Advert group work, design, presentation and music.	Presentation practice of advert.	Assessment present their own groups advert.	
Year 10 Composition and Performance	Free style comp completed and Annotation of Composition 1 Solo and Ensemble performance recordings Area of Study: Western Classical tradition since 1910 • The orchestra music of Aaron Copland • British music of Malcolm Arnold, Benjamin Britten, Peter Maxwell Davies and John Tavener • The orchestra music of Zoltan Kodaly and Bela Bartok • Minimalist music of John Adams, Steve Reich and Terry Riley						
Year 11 Exam practice	Exam Focus only.						

Half term 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7 World Music 1	Into to topic African music <u>Hatsiatsia</u> rhythms	<u>Hatsiatsia</u> Group work putting the three rhythms together	<u>Hatsiatsia</u> Group work putting the three rhythms together	Japanese Music Background and instruments	Keyboards Sakura or Anime Music	Keyboard room Sakura or Anime Music	Assessment
Year 8 Minimalism	Into to 20 th century music, Expressionism, Serialism Listen to examples	Intro to minimalistic music. Listen activity	Learn to play Steve Reich clapping music Keyboards learning pieces tubular bells or Oxygen	Practice play Steve Reich clapping music Practice Keyboard pieces tubular bells or Oxygen	4 rhythms what you notice and create motif Composing their own minimalistic piece	Practice minimalism pieces	Assessment
Year 9 Music For Dance and Parodies	Into to topic What is Music for Dance and Parodies	Time Signature's in Dance music and the difference between simple and compound time.	Why listening to music is important	What are Parodies and how to write lyrics for <u>them</u> .	Creating Parody Lyrics	Revision and parody lyrics.	Assessment
Year 10 Study pieces	Any Final performances re-recorded. Exam Style questions						
Year 11							

Appendix F – Department Plan

Priorities <i>What are the priorities for development/improvement?</i>	Actions <i>What needs to happen?</i>	Timings <i>When will the project begin and end?</i>	Resourcing <i>What are the implications for resources and budget?</i>	Impact Measures <i>What will be different and better? How will you measure success?</i>
Develop Teachers subject knowledge, with particular focus on ECT training and GCSE/ A Level.	Through CPD and lesson observations	When CPD courses are available. Observations can be through the year.	CPD course cost Teacher off timetable to attend courses or observing other teachers in their lessons.	Teacher will have greater understanding of curriculum subjects and further areas of music. How they implement their CPD into their teaching.
Develop differentiated learning for topic areas.	Develop or simplify resources and piece of music.	September 2023 – July 2024	None	Students in lower and higher ability groups will be supported or stretched.
Keeping track of instruments and instrumental lesson registers.	Weekly check in with instrumental teachers who is not turning up for their lessons.	September 2023 - End of July 2024 with a review on progress.	None	Once weekly check of registers and catch up with peripatetic teacher to check on progress of students and any issues that have arisen.
Develop interest in instrumental lessons.	Promote instrumental lessons during music lessons through demonstrations and instrument handling.	September 2023 – end of July 2024 with a review to continue to build in coming years.	Instruments for students to handle, teachers for demonstrations.	Students will get the chance to try out instruments and hopefully take up instrument lesson and take part in more extra curricula activities.
Incorporate more trips of experiences across all Key stages.	Researching / reaching out to find out what workshops are around and what concerts <u>are on</u> at the moment	September 2023- present. Try to incorporate one annually.	Budget Risk assessments Letters Travel	Support and develop students' opportunities to experience live performances in music and take part in skills that are unique to music.

Develop compositional skills throughout all key stages put with a particular focus on GCSE and A level	Weekly lesson at GCSE and A Level for focus on compositional techniques and strategies. In KS3 develop different compositional skills through different topic e.g. rhythm and percussion creating a polyrhythm.	September 2023 - End of July 2024 with a review on progress.	Developing lesson plans and lesson resources.	Develop GCSE and A level of basic strategies to help with composing in different styles or genres of music, before the course starts.
Develop performance skills across all key stages through more opportunities and work with other areas of the school e.g. cross curricula.	Weekly lesson at GCSE and A Level for focus on performance techniques and strategies. In KS3 develop different compositional skills through different topic e.g. performing as part of groups or individually on keyboards or percussion instruments.	September 2023 - End of July 2024 with a review on progress.	Developing lesson plans and lesson resources.	Develop GCSE and A level of basic strategies to help with perform in different styles or genres of music, before the course starts.
Incorporate more key terminology from the GCSE at key stage 3 with a focus on composition and listening.	KS3 use terminology from GCSE syllabus to help describe texture, dynamics etc.	September 2023 - End of July 2024 with a review on progress.	Developing lesson plans and lesson resources.	Develop GCSE and A level of basic terminology before the course starts.