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- 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, resilience, and discipline, and provide a holistic experience that they can take beyond their musical studies
- Develop their cross-curricular skills of problem-solving, perseverance, diligence, teamwork, time management, organisation, responsibility, and cultural history
- Gain a sense of achievement through performance.

Curriculum Overview

YEAR 7						
	Building Blocks of Music	Keyboards	Reggae	Music and Advertising	Ukulele Band	7 Nation Army

Careers in Music

We run a series of 'Careers in the Curriculum' weeks in school. For Music, this week takes place around November. Pupils will learn about how to apply the skills they learn in music, to the wider world or work such as creativity, organisation and critical thinking.

Pupils will learn about how these skills can be used in a variety of jobs such as performers, creators, and technicians.

Time Allocated

At Wickersley School and Sports College, pupils in Y7-9 have 75 minutes of music each week and Y10 and 11 have 2, 75 minutes of music each week. This is divided into teaching time with the class teacher and teaching time with instrumental specialist teachers. This works on a 2 week rota shown below.

Year 7		Year 8		Year 9 (optional)		Years 10 & 11		
Week 1	Week 2	Week 1	Week 2	Week 1	Week 2	Week 1		Week 2
						Lesson 1	Lesson 2	Lesson 1 & 2
75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher	40 mins Classroom teacher	75 mins Classroom teacher
	35 mins instrumental tuition		35 mins instrumental tuition		35 mins instrumental tuition		35 mins instrumental tuition	

We have removed the financial barriers that often come with learning a musical instrument and made this an entitlement to all, and not an opportunity for the minority who can afford instrumental lessons. This gives learners, who may otherwise be overlooked, or face barriers to learning the opportunity to explore, engage, and broaden their musical horizons. This supports the music class curriculum and staff work closely together to identify talent that can be nurtured further.

Inclusion, Diversity, Special Educational Needs and Disabilities.

In music, we ensure that inclusion runs through both the environment and pedagogy. We ensure all staff are equipped with the skills to identify and remove barriers to ensure every pupil in the school has equal access to high-quality music, learning environments, and opportunities that are inclusive, safe, challenging, progressive, and enjoyable.

The music classrooms and practice rooms are an inclusive and fully accessible environment to ensure pupils with disability are educated alongside their peers to enable each pupil to reach their full potential.

At Wickersley School and Sports College, it is recognised that certain pupils may require additional, often temporary, scaffolds to reach their potential. We ensure teaching resources are adapted and are accessible to all learners. This allows pupils to develop musically in their own way, and for their personalised achievements to be acknowledged and celebrated. We ensure we differentiate and adapt resources and teaching in accordance with the physical and social, emotional, and mental health needs of all pupils. All music lessons are developed by specialists and delivered using a variety of teaching methods and different learning styles to meet everyone's needs. In the event that pupils presenting needs mean that they are unable to access the mainstream classroom the school provides a resource at Arran Hill. Arran Hill is a Secondary SEMH (social, emotional and mental health) Resource that provides a broad, balanced and bespoke curriculum, in line with Wickersley Partnership Trust's Curriculum

Intent. Pupils have the same access and opportunities to the music curriculum and entitlement as they do at Wickersley School and Sports College.

Our music value is to create a culture in lessons where all music is celebrated and respected, encouraging learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them. The music curriculum explores different musical styles and music by musicians from different backgrounds and traditions. The curriculum allows pupils to learn about instruments, traditions, styles, composers, singers, and instrumentalists from a variety of geographical and cultural backgrounds through topics such as reggae, blues, and African music.

The Director of Music, SLT and TLR holders monitor and evaluate teaching and learning. CPD, development opportunities, and support or changes in the curriculum for music are supported and generated based on the outcomes.

Music Qualifications

Wickersley School and Sports College offers pupils the opportunity to pursue GCSE music during Key Stage 4. Pupils

Strings: Violin, viola, cello, and double bass lessons.

Brass: Trumpet, cornet, trombone, and tenor horn.

Percussion: Drum kit lessons

Voice: Vocal lessons are tailored to individual pupil needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information

Wickersley School and Sports College charges a nominal fee for peripatetic music lessons to cover the costs of hiring specialist instructors.

The following fee structure and remissions are in place:

Standard Lessons: All pupils have an individual lesson of 20 minutes and we guarantee 37 lessons during the course of the academic year. The charge is £9.60 per session and these are paid upfront per term at £123.

If, due to teacher absence, pupils do not receive the correct number of lessons per term and thecu lmo(n)5.3 (er)3.2 (mr)3

Peripatetic tutors also support our music departments in the preparation of internal and external examinations. Pupils who have instrumental lessons have the option to be entered for graded exams through ABRSM, Rock School, and Trinity.

4. Part C: Musical experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips, and events. During the academic year, several additional musical opportunities will take place.

Termly showcase evenings - This is an opportunity for pupils to perform pieces that they have been working on in their 1:1 music lessons and extracurricular clubs to a public audience. It is an opportunity for pupils to gain confidence performing whilst celebrating their achievements in a supportive environment.

Trust event at Magna - This is an opportunity to showcase the musical talents of pupils in all years in a large venue. Pupils have the opportunity to see other performers from the 5 secondary schools and the 8 primary schools and also perform collaboratively.

Community performances - Pupils from the choir go out into the community to perform at different events such as the elderly Christmas dinner or the Dementia Organisation coffee morning. This helps foster a sense of community and pride among pupils.

Trust Competitions - Battle of the Bands and The WPT Young Musician are prestigious trust events that include auditions for both ensemble and solo acts, ensuring a high standard of performances. Selected instrumental groups and soloists are invited to present their work in a final with a panel of judges from the music industry. This provides them with valuable performance experience.

Live music concerts - At several points during the school year, pupils have the opportunity to experience live music in different styles performed by the peripatetic team and music class teachers to broaden their horizons.

5. Part D: In the Future

This is about what the school is planning for subsequent years

Provide more opportunities for trips to Musicals and Performances spanning a range of genres and career workshops. These trips are designed to broaden horizons, build cultural capital and enrich pupils' life experiences.