

KING EDWARD VII SCHOOL POLICY



Music Development

Date: September 2026

Approved: GB

Leadership Team Responsibility: JPK

Overview

This is a summary of how our School delivers music education to all our students 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 students and parents or carers understand what our school offers and who we work with to support our students' 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 students can achieve.

Year 7:

Year/Unit	Unit	Notes
Y7 – 1	Baseline assessment / Stomp	All students will do a practical, musical assessment that tests musical memory, rhythm, and coordination
Y7 – 2	Musical Elements / Scary music	The Musical Elements are the building blocks on which all musical activities rely. Students will put the knowledge they have gained of the Musical Elements into practice through a “Scary Music” composition that will coincide with Halloween.
Y7 – 3	Steel Pans (and Stomp)	A focus on practical percussion skills in a whole class setting (Steel Pans) In groups, students will create a Stomp style Body Percussion piece.
Y7 – 4	Heart and Soul (The 4-chord trick)	Students will learn to play Heart and Soul and other pieces on the keyboard with different challenges given to individual students based on their needs and abilities. They will also learn the 4-Chord pattern that accompanies it and see how it is used by many Pop composers
Y7 – 5	Instruments of the Orchestra / The Planets	Students will learn about the instruments that make up the Orchestra by studying the masterpiece, “The Planets” by Gustav Holst
Y7 – 6	Music Tech 1	Students will get an introduction to the world of Music Technology by learning how to input and manipulate music into the Ableton/Cakewalk DAW

Year 8:

Year/Unit	Unit	Notes
Y8 – 1	African Drumming	Students learn a traditional African rhythm from Ghana on Djembe. They prepare a whole class performance, from memory, that uses polyrhythms, call and response and solos
Y8 – 2	Blues	Every style of Popular music can trace its roots back to Blues. Students learn about the cultural significance of the genre, learn the Duke Ellington classic, “C Jam Blues”, and develop improvising and ensemble skills.
Y8 – 3	Structure and Form	Students will learn about song structure and then how to structure an 8 bar melody through composition. This technique will then be put into practice via a Binary Form composition that uses Elements to create different moods
Y8 – 4	Video Gaming Music	Video gaming music is a huge industry. Students will gain an overview of how gaming music has changed over time due to advances in technology, and will perform and compose music for different characters to create a collage composition.
Y8 – 5	Music Tech 2	Students will focus on learning how to programme Synthesizers and Drum Machines within a DAW, with a focus on New Wave music of the 1980’s from local bands such as The Human League
Y8 – 6	How to Write a Hit Song	Students will learn song writing techniques with a focus on either using technology or performing their own songs.

Year 9:

Year/Unit	Unit	Notes
Y9 – 1&2	Film Music	Students are put in the position of a film soundtrack composer and will explore the challenges and devices used in film soundtrack composition. They will explore leitmotifs, themes and other typical Film Music devices to compose their own soundtrack to clips from famous films.
Y9 – 3	Music for Dancing	Students will explore different styles of dance including Tango, Waltz, Ballet and Club Dance. They will explore the features of each dance that make it unique and complete performing and composing tasks
Y9 – 4	Contemporary Music of the World	Students will explore a range of music from around the globe, including traditional and contemporary music. They will discover main

		features through listening, performing and composing tasks. Areas to study include Reggae, Indian Music, Afrobeat, Minimalism and Expressionism.
Y9 Comp.	Hooks and Riffs	A compulsory Year 9 Unit that looks at how music from many genres relies on repeated ideas. Students will explore a classic pop riff before using Bandlab to create their own piece of EDM using loops.

KS3 Curriculum Overview:

Music at King Edward VII School is delivered in accordance with the statutory order "Music programmes of study: key stage 3. National Curriculum in England". The curriculum takes into account the Model Music Curriculum. The statutory requirements provide a framework within which the school has wide discretion in the content, repertoire and means of delivery.

Aims

The Model Music Curriculum aims to ensure that all students:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

MUSIC FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The positive process of looking for the **abilities** rather than the **disabilities** of students with special educational needs, and identifying those activities across the Programmes of Study and through the Key Stages which will best allow students to: -

- ❖ experience a sense of achievement and worth
- ❖ develop confidence
- ❖ make an identifiable individual contribution
- ❖ be sensitive to the musical activities and creation of others.

Some strategies for meeting students with special educational needs in music include:

- ❖ **Music material** may be adapted to meet special needs
- ❖ **Instruments** may be adapted or selected to suit individual abilities
- ❖ **Other resources** may need to be adapted or selected e.g., large print or raised notation for the partially sighted.

1. **Students** may need positive steering towards musical activities and experiences in which they can succeed *e.g., by clapping a pulse as a rhythmic accompaniment*
2. The actual **tasks** towards which we steer students may need to be adapted so that they can respond to them *e.g., changing the pitch and range of music to suit developing voices*
3. Additional **resources** may be needed if we are to ensure that all students really are offered equal opportunities *e.g., making an instrument available to play alongside singers*

The music scheme of work aims to ensure students reach their full potential and make clear progress. This is in accordance with King Edward VII School policy based on the 2015 SEND code and 2010 Equality Act. Students on the school's special needs register are given extra support as advised there, using the strategies suggested. Teaching and marking will encourage students to play to their strengths *e.g., in the practical aspects of the course*, and deal with strategies to support weaker areas (such as writing). All teaching resources are therefore highly visual, and tasks broken down into manageable stages. ICT can also be used to aid understanding. The nature of the subject allows for individual working and differentiation for varying student abilities.

Further Information:

Students have 1 lesson per week in Years 7 & 8, and follow a Pathway in Y9 that, if chosen, allocates 2 lesson per week for a term. As well as this, all students in Y9 follow a compulsory course that lasts 7 weeks.

The school works in partnership with Sheffield Music Hub, (soon to become South Yorkshire Music Hub) and undertakes a yearly project at GCSE with the WeCompose Project run by Music in the Round.

At KS4, students can opt to study music at GCSE where we do the Eduqas specification and at KS5, AQA A-Level music is offered.

Part B: Co-curricular music

This is about opportunities for students to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how students can make progress in music beyond the core curriculum.

The following instrumental lessons are offered:

Piano
Violin & Viola
Voice
Clarinet & Saxophone
Guitar
Flute
Cello

Drumkit
Brass
French Horn (As a separate specialism)

In the first instance, lessons are paid for by parents, but funding is available for LAC and other barriers to access are looked at on a case by case basis. Student Premium students are able to gain funding via the Music Hub. At GCSE Music, students are supported with a 20 minute lesson paid for by the school, and at A-Level, 30 minutes. Many students enhance this time via parental contribution.

The following ensembles are run by music staff:

Lower School Choir
Lower School Pops Orchestra
Senior Choir
Senior Strings
Upper School Orchestra
Other groups dependent on instruments available, e.g. brass group

Students are encouraged to form their own groups, which are usually in popular genres. There are rehearsal spaces on both sites to facilitate this.

Students are also encouraged to join the Music Hub ensembles and some also take up places at the Sheffield Music School and Sheffield Music Academy that run on Saturdays.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Students are able to take part in school concerts that happen in the Winter and Spring terms. These are open to all instrumentalists and singers who take part in the ensembles stated above. There are also places in these concerts for student led groups to perform as well as soloists. Students are invited to play music at Open Evenings; whole school in September, Post-16 in November and Y6 transition evening in June. They also provide music for school productions as required as well as the KS3 celebration evening in July. At KS4 & KS5, recital evenings are organised to give students opportunities to perform in public as preparation for GCSE and A-Level recitals. At GCSE, all students take part in the WeCompose project where they hear a concert by a professional ensemble – usually a string quartet – have a series of workshops from a professional composer in school, and then a workshop with the ensemble that they have composed for, culminating in a performance of their compositions.

In the future

The curriculum for 2025 – 2026 will be reviewed in June/July of each year, with the first review (2025) important as this will be the first year delivering the course set out above at KS3.

We intend to include a Y7 trip to a concert that ties in with the “Instruments of the Orchestra” and are looking at the concert programmes of orchestras such as The Halle to find a suitable concert. We are also contacting the orchestral managers of The Halle and Opera North to get further information regarding educational concerts that they may be running.

We intend to run an instrumental group at KS3 which would be open to all students, i.e. not require prior learning, ownership of instruments etc. This will use the Djembe and Pans that the department already has along with Boomwhackers and other percussion.