

Music

Curriculum Intent:

The Music Department believes that music is for everyone. Every student deserves the opportunity to develop confidence, creativity and self-expression through meaningful musical experiences, regardless of their starting point or prior musical background.

Our curriculum is designed to inspire a lifelong appreciation of music whilst developing the knowledge, skills and understanding needed to participate confidently in music as performers, composers, listeners and creators. Through a carefully sequenced journey of performing, composing, listening and appraising, students explore a diverse range of musical styles, traditions and technologies, developing both their musicality and cultural awareness.

Music at Wymondham College equips students with skills that extend far beyond the classroom. Through collaboration, problem-solving, critical thinking, leadership, creativity and resilience, students become future-ready young people who can communicate effectively, work with others and adapt confidently to an ever-changing world. The curriculum embraces traditional musicianship alongside music technology and contemporary musical practices, ensuring students are prepared for further study, employment and lifelong engagement with the arts.

We aim to create confident, reflective and ambitious learners who take pride in their achievements, show passion for musical discovery and approach challenges with positivity. Through rich curricular and enrichment opportunities, students are encouraged to find their voice, contribute to their community and recognise the value of music in their own lives and in society.

How the curriculum fits into the College's FABRIC?

Focused

The curriculum has been carefully sequenced to develop musical understanding through the three interconnected disciplines of performing, composing and appraising. Students revisit key concepts such as pulse, rhythm, melody, harmony, structure and texture throughout Key Stages 3 and 4, allowing them to deepen their understanding over time. Opportunities for singing, instrumental performance, music technology, composition and critical listening are deliberately woven throughout the curriculum to develop well-rounded musicians and creative thinkers. As musical culture continues to evolve, the department actively reviews curriculum content to ensure students encounter both traditional and contemporary musical practices. This enables students to understand music's role in society, culture and the modern creative industries.

Appropriate

The Music curriculum is carefully sequenced to ensure that all students develop the knowledge, skills and confidence required to become successful musicians, creative thinkers and informed listeners. Students build specialist knowledge in performing, composing, listening and appraising, whilst developing wider skills such as collaboration, communication, resilience and creativity. As students progress through the curriculum, they are encouraged to develop their own musical identity and voice. They explore a diverse range of musical styles, traditions and technologies, applying their knowledge through practical performance, composition and critical listening. Students are given opportunities to make creative decisions, refine their work and respond to feedback, fostering independence and ownership of their learning. The curriculum balances traditional musicianship with contemporary musical practice. Through singing, instrumental performance, music technology, songwriting and composition, students develop a broad range of musical skills that prepare them for further study and the modern world. By repeatedly applying musical knowledge in different contexts, students gain confidence, deepen their understanding and develop a lifelong appreciation of music.

Broad and Balanced

Students experience music from a diverse range of cultures, genres, historical periods and traditions. Alongside developing musical knowledge and practical performance skills, they learn to collaborate, communicate, think critically, solve problems creatively and work independently. The curriculum balances traditional musicianship with contemporary practice. Students engage with singing, instrumental work, composition, music technology, songwriting, ensemble performance, music theory and analytical listening. This breadth ensures students gain a rich musical experience whilst developing transferable skills that prepare them for future education, employment and life. A wide programme of extracurricular opportunities, instrumental lessons, concerts, productions and community performances further enriches students' musical experiences.

Rigorous

Our curriculum has clear progression pathways that build musical fluency over time. Students are expected to develop technical skills, musical understanding, creativity and independence through carefully designed learning experiences. Challenge is provided through practical musicianship, critical listening, musical analysis, composition and performance. The department draws upon current educational research and subject-specific development to ensure teaching strategies remain effective and inclusive. Through carefully designed support and challenge, all students can access ambitious curriculum content and experience success.

Integrated

Music learning is progressive and interconnected. Students encounter the fundamental elements of music from the beginning of Year 7 and revisit them throughout the curriculum with increasing complexity. Musical knowledge developed through performance supports composition; compositional understanding enhances listening and appraisal; listening skills inform better performance decisions. The curriculum deliberately connects practical musicianship, theoretical understanding and creative application. Students move from exploring the basic building blocks of music to using them confidently in performance, composition and critical evaluation. Alongside musical development, students continually strengthen wider skills including communication, collaboration, resilience, leadership, creativity and problem-solving. These are the "golden threads" that help make students future ready.

Coherent

In Year 7, students establish the foundations of musical understanding through the elements of music, group singing, instrumental performance, composition and music theory. Students begin developing confidence in performing, creating and talking about music.

In Year 8, students apply these foundations in increasingly sophisticated contexts, including popular music, songwriting, music technology, ensemble performance and analytical listening. Students develop greater independence and begin making more informed creative decisions.

In Years 9 to 11, students refine their skills as performers, composers and listeners through study of a wide range of musical styles and set works. They demonstrate increasing levels of technical control, creativity and critical thinking while preparing for further study and lifelong engagement with music.

Throughout their journey, students are encouraged to be curious, collaborative and reflective learners who understand the value of music within both their personal lives and wider society. By the time they leave Wymondham College, students will have developed not only musical knowledge and skills, but also the confidence, creativity and adaptability needed to thrive in an ever-changing world.

How we assess learning	Key Vocabulary
• Assessment in Music is ongoing and forms an integral part of the learning process. Through practical music-making, discussion, performance, composition and listening activities, teachers continuously monitor students' understanding and development, providing timely feedback that supports progress and builds confidence. • Each unit includes an endpoint assessment that allows students to demonstrate their knowledge, skills and musical understanding through authentic musical outcomes. Feedback is used to celebrate success, identify next steps and encourage students to reflect on and improve their work, fostering independence and resilience. • Assessment information contributes to the College assessment cycle, providing a holistic picture of each student's musical development over time. By assessing students as performers, composers and listeners, we recognise the diverse ways in which young people demonstrate musical understanding and ensure that all students have opportunities to experience success and make meaningful progress.	• Students develop a rich musical vocabulary throughout their learning journey, enabling them to perform, compose, listen to and discuss music with increasing confidence and precision. Key terminology is explicitly taught, revisited and applied across all areas of the curriculum to support long-term retention and deepen understanding. • Core vocabulary is built around the elements of music, including pitch, rhythm, tempo, dynamics, texture, timbre, structure and harmony. As students progress, they encounter increasingly sophisticated subject-specific language relating to performance, composition, music theory, music technology and appraising. • All students use a Music Tracking Booklet which supports learning throughout the year. These booklets contain a keyword glossary that students continually add to and revisit as new terminology is introduced. The glossary acts as a reference tool, helping students to develop confidence in their use of musical language and supporting accurate verbal and written responses. • Vocabulary is embedded through practical application, classroom discussion, listening activities, retrieval practice and reflection. Students are encouraged to use musical terminology accurately when evaluating their own work, responding to feedback and analysing music from different genres, cultures and historical periods. •
Enrichment	Careers education prepares our students to make informed choices about their futures

• A wide range of extra-curricular music opportunities are available throughout the year and are open to all students, regardless of prior experience or ability. • Students are encouraged to participate in ensembles, choirs, bands and productions that develop musicianship, confidence, teamwork and leadership skills. • Music Colours are awarded to students who demonstrate sustained commitment to the musical life of the College through participation, performance and achievement. • We offer ABRSM practical and theory examinations at the College, enabling students to gain nationally recognised qualifications and celebrate their musical progress. • Students regularly perform in high-profile events including concerts, Carol Services, College productions and the Mair Cup Music Festival. • Opportunities to perform beyond the College, including community events, primary school outreach and public performances, help students engage with wider audiences and develop confidence as performers. • Enrichment activities provide opportunities for students to explore new musical interests, develop lifelong participation in music and build transferable skills including communication, collaboration, resilience and creativity. •	• Students understand that studying Music develops a wide range of transferable skills that are valued by employers and higher education providers, including communication, creativity, collaboration, leadership, problem-solving and resilience. • The curriculum explicitly highlights links between classroom learning and careers within the creative industries, including performance, composition, music production, education, arts management, media, sound engineering and event management. • Students encounter role models from a variety of musical and creative professions through curriculum content, enrichment opportunities, visiting professionals and alumni engagement. • Our visiting instrumental and vocal teachers provide valuable insight into educational pathways, professional careers and opportunities available within the music industry. • Careers education is embedded throughout the curriculum, helping students understand how musical knowledge and skills can support a broad range of future pathways beyond music itself. • Department displays, enrichment activities and performance opportunities expose students to the diversity of careers available within the creative and cultural sectors. • Through performance, composition, ensemble work and music technology, students develop the confidence, adaptability and interpersonal skills required to thrive in an ever-changing world. • We aim to ensure that every student leaves Music not only with a greater appreciation of the subject, but also with the skills and
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	self-belief needed to be successful in further education, employment and life.
Our curriculum is underpinned by our values and expressed through our curriculum	
Pride We believe every student can experience success in Music. Students are encouraged to take pride in their performances, compositions, written work and contributions to ensemble activities. Through high expectations and ambitious learning experiences, students develop confidence in their musical abilities and celebrate both individual and collective achievement. Pride is also reflected in the presentation of our learning environment, performances and the positive contribution students make to the musical life of the College. Passion We foster a love of music by exposing students to a diverse range of musical styles, cultures, traditions and technologies. Teachers share their enthusiasm for music through engaging lessons, live music-making and opportunities for wider listening. Students are encouraged to pursue their own musical interests, develop their musical identity and engage with enrichment opportunities both inside and outside the classroom. We aim to inspire a lifelong appreciation of music, regardless of whether students continue their musical journey beyond school. Positivity Music lessons provide a supportive and inclusive environment where students feel confident to take risks, be creative and learn from mistakes. Through performing, composing, listening and appraising, students develop resilience, independence and self-belief. Feedback is viewed as a positive tool for improvement, and students are encouraged to reflect on their work, embrace challenges and celebrate progress. Collaborative learning experiences help students to support one another and develop positive relationships through shared musical experiences. Future Ready Through music, students develop skills that prepare them for success beyond the classroom. Performing, composing and working collaboratively develop communication, leadership, creativity, problem-solving and critical-thinking skills. Students learn to manage projects, respond to feedback,	

adapt to challenges and work effectively as part of a team. Whether pursuing careers within the creative industries or other professional pathways, students leave Music equipped with the confidence, adaptability and cultural awareness required to thrive in an ever-changing world.