



King's Academy Ringmer

National Plan for Music Education School Music Development Plan

2025-2026

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Written by: Francesca Urquhart

Curriculum Vision for Music at KAR

At KAR, the Music curriculum is designed to provide all students with an equal opportunity to discover and engage with the diverse world of music, regardless of their prior experience or family background. Our approach ensures that every student, from their first encounter with music to their readiness for further study, has the opportunity to explore performing, listening, and appraising. Through this journey, we aim to nurture not only musical ability but also personal growth, fostering our school ethos qualities of Kindness, Ambition, and Resilience in each learner.

The Music curriculum is structured to ensure that all students are empowered to choose GCSE Music should they wish to do so. We provide a broad, inclusive, and challenging musical experience that encourages curiosity, creativity, and a love of music. Our teaching is informed by our core values of kindness, ambition, and resilience, helping students build a strong sense of self-confidence and a deep appreciation for music in all its forms.

By engaging with music in a supportive and enriching environment, students will develop the essential skills to thrive both academically and personally. Through performing, listening, and appraising, they will not only become technically proficient but also learn to appreciate the cultural and emotional power of music. Our goal is to cultivate well-rounded, confident individuals who are ready to face the world with a broad perspective, a deep appreciation for the arts, and the resilience to navigate future challenges.

In line with the academy's vision of developing world-ready individuals, our music curriculum prepares students for life beyond school, helping them to become thoughtful, empathetic, and ambitious individuals who are able to contribute positively to their communities and the wider world.

Extra Curricular Provision + Music in the Wider School Community

At KAR we run music activities that are inclusive, dynamic, and empowering, providing all students with the opportunity to experience the transformative power of music. We believe that involvement in music can transcend barriers, embrace individuality, and support personal growth. Our approach is rooted in inclusivity, ensuring that every student, regardless of prior experience, neurodiversity or special educational needs, feels valued, heard, and inspired.

Participation is at the heart of our music curriculum. We create an environment where students are encouraged to explore their creativity, express themselves, and collaborate with others, while also fostering a deep sense of belonging. Our music program is designed to celebrate diverse learning styles, with differentiated instruction and accessible resources tailored to meet the individual needs of every student.

We are committed to providing a high-quality music education that fosters both personal and academic development. By embracing a variety of musical genres, techniques, and cultural expressions, we ensure that every student has the chance to engage with music in a way that resonates with them. We prioritize high standards of professionalism in all aspects of our music program, from teaching to performance, instilling a sense of discipline, dedication, and pride in our students.

Ultimately, our vision for music in school is to nurture a community where students of all abilities can thrive, express their unique talents, and experience the joy and benefits that music brings to life.

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Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	29/01/25
Date this summary will be reviewed	Summer Term 2025
Name of the school music lead	Francesca Urquhart
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Create Music
Name of other music education organisation(s) (if partnership in place)	King's Group Academies

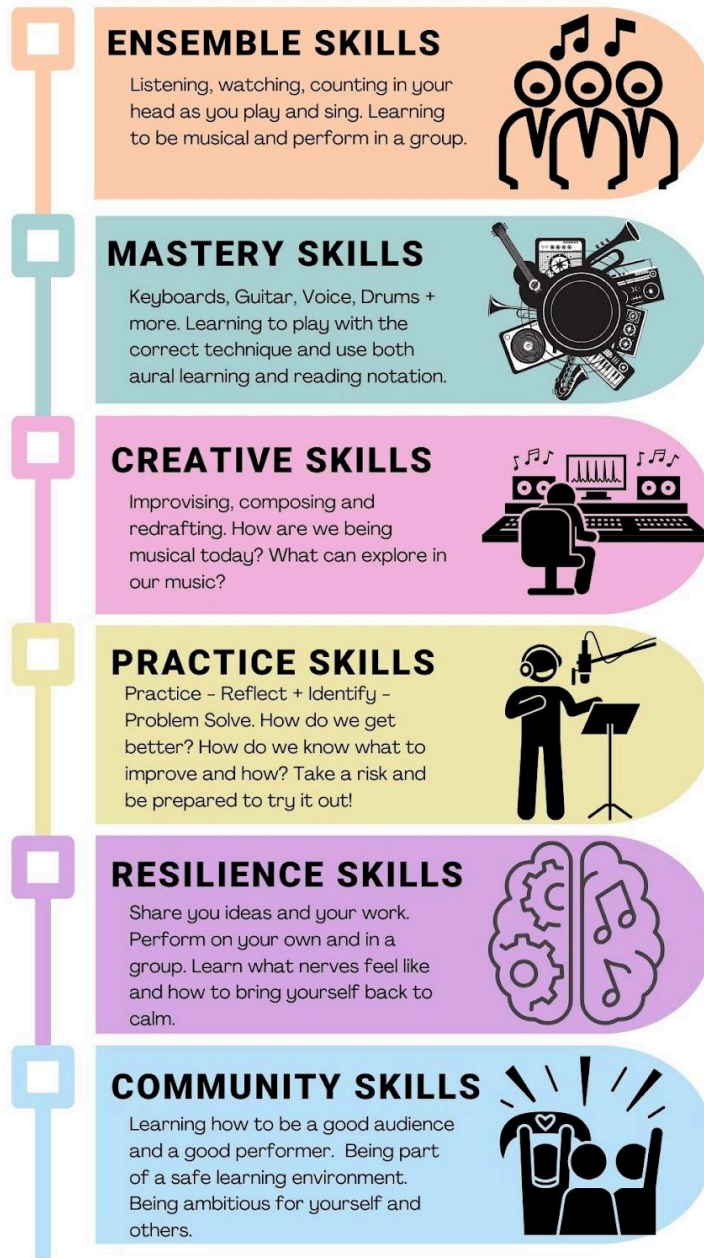
Part A: Curriculum Music

This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the King's Academy, Ringmer school website.

- One person department - 0.8 timetable
- Throughout Key Stage 3, students have 50 minutes of Music provision a week.
- The Key Stage 3 curriculum has been designed with a focus on developing instrumental skills on keyboard, guitar, drums and DAW YuStudio as well as embedding key terminology (through Quizlet and Wordwall) which gradually deepens throughout years 7-9.
- The music curriculum has been designed to incorporate the key considerations of the National Curriculum, considers elements from the [Model Music Curriculum](#) (March 2021) and the Eduqas GCSE Music Specification in order to allow students to be able to progress confidently to GCSE Music.
- These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting, especially given their diverse range of experiences at KS1 and 2.

KAR MUSIC

CURRICULUM VISION




- The Key Stage 3 Music curriculum is designed to enable all students to experience an engaging music curriculum and be able to have the option of sufficiently embedded skills to be able to access GCSE Music should they wish to do so.
- Ensemble performing forms a major key part of the curriculum with sequenced projects equipping all students with keyboard skills plus basic guitar and drum skills with the further options of ukulele and bass guitar.

- Musical Futures is embedded within the curriculum in order to offer a framework of learning for students that are both accessible and musically satisfying. This offers a seamless link from whole class ensemble performance to small group ensembles which are lead by the students.
- Solo performance skills are developed through a focus on keyboards in Years 7 and 8 and then students can select from a range of instruments on which to focus in Year 9.
- All projects include opportunities to listen and appraise.
- Students learn key vocabulary both in class and supported as part of their Independent Learning which is both revised and tested in class.
- Similarly students learn music notation in Year 7 and are able to revise this through Years 8 and 9 so that all students are able to identify notes in the Treble and Bass clef by the end of Year 9 and read simple rhythm notation.
- This learning is made relevant to their musical experience as they play from written notation at points throughout 3 units per year.
- Key vocabulary and musical notation learning is interleaved so new words/symbols are introduced each year with vocabulary taught in previous projects being revised alongside new key words.
- Students are encouraged to actively learn target vocabulary through choral learning in class which is supported by Quizlet and Wordwall in class and at home. Notation is revised through Teaching Gadget.
- Improvising tasks feature regularly through Years 7, 8 and 9 with an emphasis on composing techniques being introduced from Year 8 onwards. These types of tasks offer another opportunity for students to develop their creativity and learn to take risks in a safe environment.
- Music technology features across Key Stage 3 allowing students the opportunity to create music on a variety of platforms and to embed the use of technology for composing providing a further creative outlet. Students begin with basic sequencing tasks building up to more advanced work using effects and balance to create soundtracks for film. Year 7 students begin by learning the principles of the pitch/rhythm grid in Songmaker, moving to Yustudio later in the year and throughout Years 8 and 9.

All units of work encourage the development of transferable skills of independent learning, problem solving and developing communication skills, plus a focus on approaches to practice techniques and how this transfers to learning and revision (metacognition) across their learning experiences both in and out of school.

PRACTICE SKILLS
Practice - Reflect - Identify - Problem Solve. How do we get better? How do we know what to improve and how? Take a risk and be prepared to try it out!



YEAR 7

COMMUNITY SKILLS
Learning how to be a good audience and a good performer. Being part of a safe learning environment. Being ambitious for yourself and others.




1 **Solo Performance 1**
Playing Together
Develop your **ensemble** skills by learning what you need to succeed when performing as part of a group. Develop your **mastery** skills using voice, keyboard, guitar and chair drumming. Learn to read and write notation for rhythm.

2 **Solo Performance 1**
Develop your **mastery** skills on the keyboard and learn to play Beethoven's Ode to Joy. Get the right technique while you master the notes and rhythm. Learn to read notation for pitch.


3 **Just Play 1**
Develop your **mastery** skills by learning to play chords on keyboard, guitar and ukulele. Learn about major and minor chords and learn to play simple chords and play them as part of a chord sequence.

4 **Making a Band 1**
Develop your **mastery** and your **ensemble** skills when you join your friends in a band. Choose a song from the ones we learnt in Just Play. Can you build **resilience** and share your work in the open mic session?

5 **The Orchestra**
Learn about the instruments of the orchestra and learn how these musicians work in an ensemble. Start to explore your **creativity** skills as you use a sequencer to compose using loops.

Learn to play in a group, try out lots of instruments and develop your voice.

PRACTICE SKILLS
Practice - Reflect - Identify - Problem Solve. How do we get better? How do we know what to improve and how? Take a risk and be prepared to try it out!



YEAR 8

COMMUNITY SKILLS
Learning how to be a good audience and a good performer. Being part of a safe learning environment. Being ambitious for yourself and others.




6 **Solo Performance 2**
Repeating Patterns
Learn about ostinato and how it is used in music from around the world. Use your **ensemble** and **mastery** skills to play rhythms from West Africa on djembes and develop your **creativity** to compose music in a minimalist style.

7 **Solo Performance 2**
Develop your **mastery** skills on the keyboard and learn to play Beethoven's Für Elise. Get the right technique while you master the notes and rhythm. Make sure the articulation is smooth to perfect your performance.


8 **Just Play 2**
Develop your **mastery** skills by trying a different instrument. Improve your skills on keyboard, guitar, ukulele or bass as you play in an **ensemble**. Revise major and minor, learn to play more complex chords and more difficult chord sequences.

9 **Making a Band 2**
Develop your **mastery** and your **ensemble** skills when you join your friends in a band. Choose a song from Musical Futures Online. Can you show **resilience** and share your work in the open mic session?

10 **Improvisation**
Develop your **mastery** and **creativity** as you learn to play the 12 Bar Blues on the keyboard or guitar. Then learn to improvise using the blues scale by playing and sequencing. Put your skills together in a pair to develop your **ensemble** skills.


Develop group skills, try out more instruments and explore your creativity.

PRACTICE SKILLS
Practice - Reflect + Identify - Problem Solve. How do we get better? How do we know what to improve and how? Take a risk and be prepared to try it out!



YEAR 9

COMMUNITY SKILLS
Learning how to be a good audience and a good performer. Being part of a safe learning environment. Being ambitious for yourself and others.

11

Music for Film

Appraise film music: develop **mastery** of identifying the features you hear. Learn about *Underscore*, *Source Music* plus *SFX* and *Foley*. Learn to use Soundtrap and develop your **creativity** to compose music for a film clip.

12

Solo Performance 3

Develop your **mastery** skills and specialise in a project that suits you: keyboard, guitar, vocals or drums. Learn to follow a score and add the dynamics. Learn what it would take to succeed if you take music at GCSE level.

13

What Makes a Good Song?

Appraise songs in popular styles: develop **mastery** of identifying the features you hear. Develop **creativity** when you compose your own drum beats, riffs and chord sequences.

14

Making a Band 3

Develop your **mastery** and your **ensemble** skills further when you join your friends in a band. This time you choose the song and work it out from scratch! Take your **resilience** to the next level and share your work in the open mic session.

15

Songwriting

Building on what you know about songs, be **creative** and write your own. Compose a drum beat and a chord sequence. Learn how to write lyrics and put the two together. Learn how to add a bass line!

Learn to use Yustudio, next-level mastery skills, be creative in different styles.



Key Stage 4: Year 10 & Year 11

- The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.
- The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (Area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (Area of study 2) allows learners to look more closely at texture and sonority. Film Music (Area of study 3) and Popular Music (Area of study 4) provide an opportunity to look at contrasting styles and genres of music.
- Students complete their performing coursework in Autumn Term of Year 11 and finish both composing coursework tasks by the end of Spring Term in Year 11. The Appraising exam takes place in June of Year 11.

YEAR 10 (GCSE 1)

1 **Popular Music**
Area of Study 4: Music in Popular styles: riffs, hooks, keys, chords and chord sequences. Experiment with popular song structures when you compose a song in one of these styles.

2 **Forms and Devices**
Area of Study 1: Western Classical Music styles. Learn about the instruments and musical techniques typical of Baroque, Classical and Romantic musical styles. Develop your notation reading and theory knowledge as you learn about melody.

3 **Music for Film**
Area of Study 3: Build on your knowledge of Film Music and work with dissonance as you learn to compose music to build tension. Start writing in more depth in the 10 mark question.

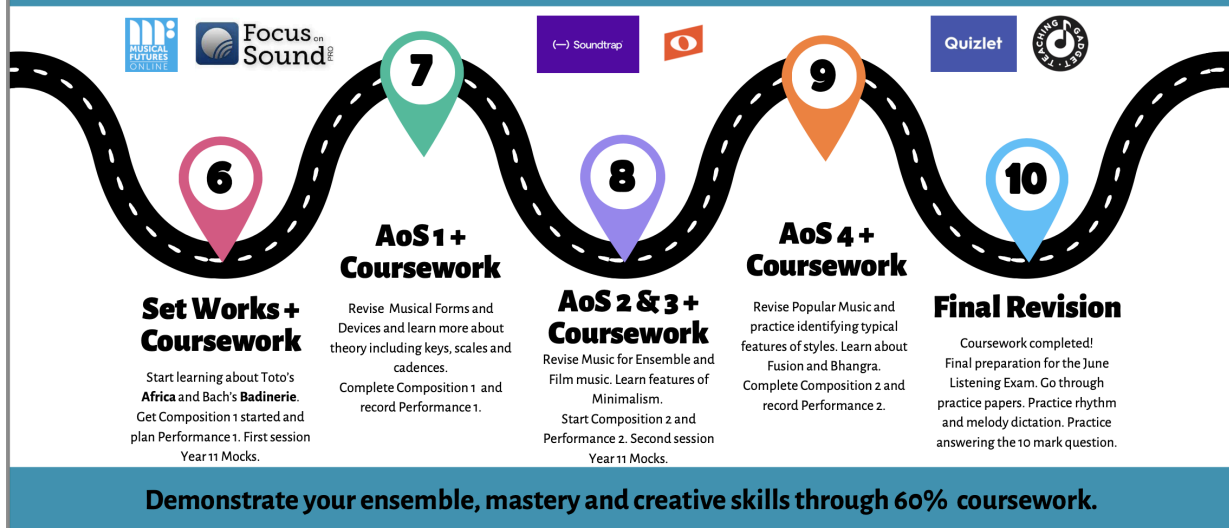
4 **Music for Ensemble**
Area of Study 2: Blues and Jazz, Chamber Music and Musical Theatre. Develop your understanding of voices/vocal styles plus small instrumental groups. Play the Blues and compose using a Blues chord sequence.

5 **Year 10 Mock + Composing**
Get your first chance to try out an exam paper. Start working on your first composition - choose Noteflight or Soundtrap to suit your musical style.

Logos: Musical Futures Online, Soundtrap, Focus on Sound, Quizlet

Develop your ensemble skills and mastery skills. Develop your creativity by studying existing music.

YEAR 11 (GCSE 2)



Being a part of the King's Academy Group allows us to work with Music Department's across the Trust to ensure our Curriculum is up to date, broad, balanced, robust and engaging for all.

We also have strong links with local schools in the area such as Uckfield College, schools within the East Sussex hub and we are developing links with Bede's school and schools as part of our wider international network.

Time allocated

We follow a two-week timetable with 50-minute lessons, and so the time allocated for each subject is **per fortnight**.

Year 7	Year 8	Year 9	Year 10	Year 11
2 x 50 minutes	2 x 50 minutes	2 x 50 minutes	6 x 50 minutes	6 x 50 minutes

Special Educational Needs & Disabilities

King's Academy Ringmer is committed to inclusion and equity both of which are integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. It is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes.

Part B: Extra-curricular Music

This section addresses the opportunity pupils at King's Academy Ringmer have to sing and play music outside of lesson time. Students have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental and vocal groups, as well as extra-curricular clubs that allow students to make progress in music beyond the core curriculum.

Extra-curricular Music Performance opportunities

King's Academy Ringmer offers a range of extra-curricular clubs that are offered free of charge which are open to all students across all year groups. Rehearsals and clubs take place in specialist music areas such as the music department, the peripatetic instrumental rooms, or the main hall where appropriate.

- **KAR Voices**
KAR Voices is a school-wide singing group open to students from all year groups. The repertoire includes songs and genres selected by the students in order to build up repertoire. Songs are then selected and rehearsed with the addition of vocal harmonies. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making. Recent performances have included **Hall of Fame - The Script** and **Into the Unknown from Frozen 2**.
- **Senior Band**
KAR Senior Band is an ensemble that integrates traditional orchestral instruments with rock/pop instruments and voices. Students perform using written notation, tablature, or chords, preparing for performances at various school and community events. This diverse group provides a platform for students to develop their musical skills in a collaborative setting, blending different musical styles and techniques. This group is mainly open to students in Year 9 - 11. Recent performances have included **California Dreaming - The Mamas and the Papas** and **Skyfall - Adele**. **Students help choose the repertoire.**
- **KS3 Band**
KS3 Band is an ensemble that integrates traditional orchestral string instruments with rock/pop instruments and voices. Students perform using written notation, tablature, or chords, preparing for performances at various school and community events. This diverse group provides a platform for students to develop their musical skills in a collaborative setting, blending different musical styles and techniques. This group is mainly open to students in Year 7-9. Recent performances have included **Chasing Cars - Snow Patrol** and **He's a Pirate - Hans Zimmer/Pirates of the Caribbean**. **Students help choose the repertoire.**
- **Pop / Rock Bands**
Students have the opportunity to form their own bands with peers. Practice room space is made available to facilitate the development of their ensemble, instrumental, and vocal skills. This environment encourages students to refine their musical abilities and collaborate effectively, preparing them for performances and further musical pursuits. This opportunity is open to all year groups during lunchtimes and after school on designated days.
- **KAR Musical**
Staffing allowing KAR Music, Dance and Drama join together every few years in their

Performing Arts capacity to stage a musical. In 2019 we staged Aladdin Junior. 2020's production of Fame had to be shelved owing to Covid 19. In June 2024 we staged a highly successful production of Matilda Junior.

Peripatetic Offer

Peripatetic music lessons are delivered by specialist instrumental and vocal teachers, employed both privately and through Create Music. Lessons are designed to enhance students' musical education through individual or small group tuition. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment.

Instrument Choices

- **Piano and Keyboard:** Students can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Woodwind:** Clarinet, flute and saxophone lessons focus on embouchure, breath control and ensemble playing.
- **Brass:** Trumpet, trombone, instruction focuses on embouchure, breath control, and ensemble playing.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remissions Information

Please see for information on the lesson types available and the cost of instrument hire.

[Create Music Fees](#)

For information about drum lessons, please contact the Music Department directly.

Application and Support

To enrol your child for instrumental / vocal lessons at King's Academy Ringmer with Create Music you will need to register and sign up online using the following web address which will take you directly to the Create Music 'Lessons' page.

[Applying for Lessons - Create Music](#)

You will need to select the 'Lessons at school' option and then follow the instructions in order to register for lessons in school at King's Academy Ringmer.

For information about drum lessons, please contact the Music Department directly.

Learning to play a musical instrument is a fantastic way for young people to develop confidence, self-esteem and a life-long love of music. Create Music provides the provision for instrumental / vocal lessons at King's Academy Ringmer and offers high quality musical education delivering instrumental and singing lessons in schools across the county.

Part C: Musical Experiences and Links

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events.

Within the academic year there are several additional musical opportunities that take place.

- **Winter Showcase**
 - King's Academy Ringmer annual Winter Showcase offers students the chance to perform before a public audience. In addition to our ensembles we encourage soloists, small group performances from all years. We also feature ensemble performances from our GCSE Music students. The Winter Showcase is a well attended event and is one of the main events of the Autumn term.
- **School Musical**
 - Our bi-annual whole school musical is now a greatly anticipated event in the school calendar. Students from every year group have the opportunity to audition for the school musical with all students who do audition being offered a role in some capacity. To date, we have performed Aladdin and Matilda.
- **Summer Concert**
 - King's Academy Ringmer Summer Concert offers students the chance to perform before a public audience. In addition to our ensembles we encourage soloists, small group performances from all years. Key Stage 3 and Year 10 students will lead the programme in a relaxed and informal atmosphere.
- **Trips to Musicals and Performances**
 - Students have the chance to attend live musicals and music performances spanning a range of genres. Our annual trip to Glyndebourne Opera house is a highlight and a chance to learn about this local cultural institution as well as enjoy their world-class performances. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits.
 - Create Music's (Sussex Music Hub) *Get into Music* performance is held annually for Years 7 and 8 in September both as a recruitment opportunity and a live performance experience for these students. This presentation often includes opportunities for Q and A about the performers' career paths and qualifications.
- **Performances in Assembly and Lunchtime Performances**
 - Students are offered the opportunity to perform in assemblies throughout the year and all year groups are given the chance to hear live performances in Celebration Assemblies at the end of each term.
 - Informal performance opportunities are offered during lunchtime concerts in the summer term, held in the foyer of the Steve Green Building
- **Performance opportunities outside school**
 - These are signposted to students through links to Create Music Summer School and workshops throughout the year as well as regular hub activities, Glyndebourne workshops, BBC Young Composer

- **Piano Man masterclass**

Held biannually for piano students working around Grade 2 + to provide opportunities for feedback and possible further study with Richard Meyrick

- **Partnerships**

- In March 2025 students from Year 10 and 11 will be given the opportunity to travel to **Bede's School** to rehearse and perform with their visiting tutor and BTEC students. This will be an exciting opportunity for our students to engage with students from other local schools and broaden their musical horizons.
- We look forward to developing further links with **East Sussex College** Music and Performing Arts department.
- Our Year 11 Band has been invited to perform at **Uckfield College's** Summer Festival
- We are in the process of building our links with schools internationally with the intention of taking students on an exchange in the future years.

Part D: In the Future

This section identifies information of improvements King's Academy Ringmer plan to make for subsequent years.

PART A - CURRICULUM MUSIC

Development Point	Implementation Strategy	Timeframe
Embedding singing through the curriculum	Consider how singing can fit into current units of work or include a specific unit of work focusing on singing.	Begin with the year 7 cohort in September 2025 and embed in each unit of work throughout the year.
Be able to increase our offer at Key Stage 4 on a more vocational pathway (either Music Tech or Vocational Pathway)	FUR to explore possible course options SLT to consider staffing	Sept 2026
Develop Student Voice	Student survey - more singing, repertoire Ambassadors programme - Award two students per year group a badge and the role of Performing Arts Ambassador in end of year assembly	Implement for September 2025

PART B - EXTRA-CURRICULAR MUSIC

Development Point	Implementation Strategy	Timeframe
Introduce Tech pathway	Small group of KS3 students trained in tech support	Sessions to run in Summer 2024 for Sept 2025
More live music in assemblies	Greater staff time for organisation and implementation.	Implement for September 2025
Introduce Samba band KS3	FUR to get training	Implement in academic year 2024-2025
Introduce DJ lesson	FUR to arrange workshop and sign up	Implement in academic year 2024-2025 for Sept 2025

Additional ambitions

- Introduce activities targeted at disadvantaged students/students with poor attendance, e.g. Samba band - targeted boys KS3 or MF Just Play for students struggling with SEMH.
- Start research project for measuring sense of wellbeing from being involved in Just Play (Musical Futures Online) project - based on Warwick Edinburgh Wellbeing scale and polyvagal approach to self regulation.