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Music

CPD Courses

Summer - Autumn 2024

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Why Keynote Educational?

Here at Keynote Educational we are dedicated to excellence and inspiring both teachers and students. As a leading national provider, we offer a range of services, including CPD Courses, National Conferences, In-School Events, Exam Marking, Student Revision Conferences and Webinars.

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Leading an Outstanding Music Department

Course Code: **T0090**
 Course Fee: **£269 + VAT**
 Course Leader: **Jane Werry**
 Manchester: **Tuesday 2 July 2024**
 London: **Tuesday 9 July 2024**

ABOUT THIS COURSE

This course will consider what excellence in a Music department looks like, and the role of the Head of Music in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, optimising teaching, and learning, managing teachers experienced and inexperienced, and for maintaining a position for Music within a school. It will offer constructive, pragmatic advice derived from experience, and will aim to incorporate lively discussion and question-and-answer sessions. Delegates will leave equipped with effective practical strategies and ideas.

BENEFITS OF ATTENDING

- Look at a range of strategies for improving and maintaining recruitment of students.
- Ways that a Head of Music can develop teaching and learning within the department.
- Examine the yearly workload of a Head of Music and the life cycle of the job.
- Reflect on strategies for dealing with the challenges and making the most of the opportunities.

PROGRAMME

What is a successful Music department?	10:00am
<ul style="list-style-type: none"> • The core features of a successful Music Department. • The quality of teaching and learning. What makes an outstanding music leader in a school? • Expectations and outcomes: senior leadership, exams, and progression to higher education 	
Break	10.40am
Ways to Recruit Well for GCSE Music	11.00am
<ul style="list-style-type: none"> • Ensuring your Key Stage 3 Music curriculum is attractive to promote take-up at GCSE. • Engaging interest in music at GCSE. Stretch and challenge without intimidation. • Beyond the classroom and the curriculum: educational visits and trips 	
Leading Outstanding Teaching and Learning in Music	12.00pm
<ul style="list-style-type: none"> • Implementing effective strategies to ensure an effective experience for all students. • How to model outstanding teaching and learning. Developing curriculum and schemes of work • The importance of strong examination success and effective strategies to make this happen. 	
Lunch	1.00pm
Staff Development: How to support and develop your staff	2.00pm
<ul style="list-style-type: none"> • Managing your staff, from experienced, inexperienced teachers, NQTs and instrumental staff • Making observation and appraisal processes as effective as possible • How to introduce and lead change. Developing curriculum expertise in your department. 	
Break	2.45pm
How it works: the Head of Music	2.50pm
<ul style="list-style-type: none"> • Managing one's time and workload. Planning ahead and finding time to do so. • Preparing for Inspections and department evaluation. • Maintaining freshness and enthusiasm. Responding to success and failure 	
Depart	3:45pm

PEARSON EDEXCEL A-LEVEL MUSIC



Pearson Edexcel A-Level Music Technology: Challenging Students to Achieve A/A*

COURSE CODE: **T0089**
 COURSE LEADER: **James Reeve**
 Manchester: **Friday 15 November 2024**
 London: **Friday 29 November 2024**

ABOUT THIS COURSE

This course is designed for current teachers of Pearson A-Level Music Technology and is designed to support teachers to fine-tune students' performances so that they can achieve the highest grades. The course will explore the characteristics of A/A* students identified in research, looking at their exam and recording / composition work. We will analyse what is expected at the top end of the mark range and explore active strategies to build your teaching practice around this to effectively stretch and challenge students.

BENEFITS OF ATTENDING

- Exemplar grade A and A* non-examined assessment work for discussion in recording and composition
- Find out more about where students aiming for an A or A* can slip up or lose credit and strategies to support them in aiming high.
- Take away effective strategies to develop students' critical listening, comparison and evaluation skills in preparation for the extended response questions to maximise the credit they achieve in the exam.

PROGRAMME

The A* grade student	10.00am
<ul style="list-style-type: none"> • Analysing the portfolio work of a student who achieved A* • Analysing the exam paper responses of a student who achieved A* • Lessons learned – common pitfalls and places where students can miss out on A and A* 	
Producing excellent recordings: Component 1	10.30am
<ul style="list-style-type: none"> • Overview of the component demands with a focus on A and A* achievement. • Discussion of exemplar work and detailed commentary / logbook examples • Building the skills for coursework success in year 12 / the first year of the course 	
Break	11.15am
Imaginative composition work: Component 2	11.30am
<ul style="list-style-type: none"> • Overview of the component demands with a focus on A and A* achievement. • Discussion of exemplar work and detailed commentary / logbook examples • The challenges of each brief; using the first year of the course to determine a plan of action. 	
Lunch	12.15pm
Delivering component 3 to stretch your most able learners.	1.15pm
<ul style="list-style-type: none"> • Overview of the component demands with a focus on A and A* achievement. • Listening with criticality: building, and extending skills in the most able students • Decoding the question, structuring student answers to encourage top-level achievement. 	
Evaluation and extended response questions	2:00pm
<ul style="list-style-type: none"> • Decoding AO3 and AO4 and how to present it to students aiming for A and A* • Marking workshop – assessing work for component 3 Q5 and Q6 • Looking forward: the extended response in Component 4 	
Break	2.30pm
Aiming for excellence in Component 4	2:40pm
<ul style="list-style-type: none"> • Overview of the component demands with a focus on A and A* achievement. • A and A* audio – what the examiner is looking for / common pitfalls • The synoptic question 6 response; supporting students in aiming for excellence. 	
Depart	3:40pm



Teaching A-Level Music for the First Time

Course Code:	T0084
Course Fee:	£269 + VAT
Course Leader:	Alexander Aitken
Manchester:	Thursday 21 November 2024
London:	Tuesday 4th June 2024

ABOUT THIS COURSE

Led by Alex Aitken, this is designed for those teaching A-level Music for the first time or coming back to it. A whistle-stop tour of common patterns in all specifications, followed by an exploration of objectives, to understand where students need to be. The common components will be examined. Examiner reports from each board will be summarised to provide a list of immediate priorities. Looking at curriculum design, along with common errors, and ways of achieving greater efficiency. The course is designed for all exam boards and is also designed for anyone wishing to overhaul their curriculum.

BENEFITS OF ATTENDING

- Take away proven strategies, approaches, and monitoring processes for A-level Music.
- Gain a range of effective methods that encourage all ability students across the A-level.
- Raise academic standards through curriculum design and teaching approach.
- Gain more confidence in teaching A-level Music.
- Improve understanding of assessment criteria and using it to achieve outstanding results.

PROGRAMME

Frameworks and Philosophies of A-level Music	10.00am
<ul style="list-style-type: none"> • The different specifications; common requirements, and the new progression. • The aims, objectives, and assessment criteria of A-level Music in general. • Differences in approach and assessment from older specifications. 	
Break	11.45am
Teaching Approaches that Work.	11.55am
<ul style="list-style-type: none"> • The philosophy behind Wider Listening. Appreciation vs. preference • Strategies and solutions and cultivating curiosity for all. • Integrated, holistic, outstanding, and inspiring teaching approach. 	
Performance	12.30pm
<ul style="list-style-type: none"> • Current requirements, assessment objectives and pitfalls. Technical vs. Expressive control • Examiner reports for all specifications; common themes, errors, and patterns. • Teaching students how to practice, how to think and how to reflect. 	
Lunch	1.00pm
Compositional	2.00pm
<ul style="list-style-type: none"> • Current requirements and differences from the older specifications. • The role of research, the issue of pastiche, and composition briefs. • Designing composition briefs and developing students' composition skills. 	
Appraising and Listening	3.00pm
<ul style="list-style-type: none"> • Strategies for teaching analysis and dictation and helping weaker students. • Essays – demonstrating understanding, regardless of specification. • Ingredients of outstanding papers; pushing the top students even more. 	
Break	3.45pm
Compositional Techniques and Arrangements	4.15pm
<ul style="list-style-type: none"> • Chorales in the style of JS Bach: teaching for the first time, or if you're scared of chorales. • Curriculum design for teaching students to harmonise chorales. • Teaching strategies and current requirements to achieve top marks. 	
Appraising and Listening	4.45pm
<ul style="list-style-type: none"> • Developing students' listening skills and general knowledge of music. • Holistic approaches to cultivate appreciation, habits, the importance of questioning. • Strategies for teaching analysis and dictation, and for weaker students. 	
Depart	5:30pm



Look who's Bach! Mastering Bach Chorale Harmonisation at Advanced level

Course Code:	T0095
Course Fee:	£269 + VAT
Course Leader:	Miranda Francis
Manchester:	Wednesday 26 June 2024 Thursday 28 November 2024
London:	Thursday 11 July 2024 Monday 9 December 2024

ABOUT THIS COURSE

This updated course is designed for all teachers of A-Level Music who are teaching Bach Chorale harmonisation regardless of examination board. This course provides strategies for teaching chorale harmonisation, writing simple cadence patterns and creating A* Bach chorale harmonisations. The course aims to refresh and reinvigorate teaching techniques, approaches and strategies for teaching harmony and harmonisation; to raising attainment levels in harmonic analysis of set works and for developing overall broader musicianship and wider perspectives to enable students to achieve high quality academic standards in music.

BENEFITS OF ATTENDING

- Improve the overall quality of your harmonic knowledge.
- Increase your understanding of Bach chorale writing.
- Gain further insight into what the exam boards are looking for.
- Explore teaching strategies that will inspire your students to gain an A*

PROGRAMME

Introduction to Bach chorales	10.00am
<ul style="list-style-type: none"> • Exploring Bach's harmonic language • Identifying Bach cadence formulae: perfect and imperfect cadences 	
Break	11.00am
Creating idiomatic contrapuntal lines	11.15am
<ul style="list-style-type: none"> • Using passing notes and auxiliary notes effectively to create elegant melodic lines. • Creating a flowing bass line to balance the soprano. • Understanding dissonance and creating harmonic tension through the use of suspensions 	
Writing complete Bach chorales: managing modulations	12.00pm
<ul style="list-style-type: none"> • Studying modulations in Bach chorales • Identifying modulations from analysis of the chorale melody alone • Managing modulations in a complete 	
Lunch	12.45pm
Using chromatic chords effectively	1.45pm
<ul style="list-style-type: none"> • Identifying opportunities to use chromatic chords. • Incorporating the diminished seventh to maximise marks. • Enhancing the supertonic chord 	
Completing chorale phrases effectively	2.30pm
<ul style="list-style-type: none"> • Identifying harmonic patterns in the middle of chorale phrases • Completing the opening of a chorale phrase • Avoiding exposed/hidden octaves/fifths and other common errors 	
Break	3.00pm
Inspiring students to aim for, and achieve, an A*	3.10pm
<ul style="list-style-type: none"> • Case study: exploring multiple harmonisations of a chorale. • Making a Bach chorale harmonisation outstanding • Checklist for writing successful chorales. 	
Depart	3:45pm



Teaching Pearson Edexcel A-Level Music Technology for the First Time

Course Code: **T0088**
 Course Fee: **£269 + VAT**
 Course Leader: **James Reeve**
 Manchester: **Wednesday 19th June 2024**
Thursday 21 November 2024
 London: **Monday 1st July 2024**
Thursday 5 December 2024

ABOUT THIS COURSE

This course offers a concise overview of the requirements of A Level Music Technology and is designed to support those who are just starting out with or planning to deliver the course. The session starts with the basics and builds up to develop teachers' knowledge of the task requirements, assessment standards and the logistics of setting up the course. Delivered by an experienced examiner and Head of Music Technology, the whole day is underpinned by effective teaching strategies and resources, ready to take away and apply to your own environment, along with exemplar schemes of work with detailed commentaries.

BENEFITS OF ATTENDING

- The core concepts, key challenges, levels of the specification. How to plan and structure.
- Take away a range of top-level approaches and methods for high level learning and teaching.
- Explore examples of work and standards with audio files and commentaries to take away.

PROGRAMME

The A Level Music Technology course – first principles	10.00am
<ul style="list-style-type: none"> • Overview of each component – planning, delivery, and assessment. • Getting students started – developing the skills and knowledge for success. • Planning and structuring your two-year course – key content in the first year. 	
Break	10.40am
Components 1 & 2 Recording and Technology Based Composition	11.00am
<ul style="list-style-type: none"> • How to deliver each component • What is the standard of knowledge and skills that students need for success? • Assessed exemplar work with commentaries and discussion. 	
Lunch	12.30pm
Component 3: Listening and Analysing	1.30 pm
<ul style="list-style-type: none"> • Starting off teaching eras, styles and recording media – ideas, activities, approaches • Where to start and how to develop listening and analytical skills in sequenced planning. • Assessment – focus on the extended response questions, AO3 and AO4 	
Break	2.30pm
Component 4: Producing and Analysing	2.40pm
<ul style="list-style-type: none"> • Quick review of the demands of the exam paper, logistics for teachers and question types • Teachers support for technical numeracy; binary/logarithmic scales/frequency calculations. • Audio pitfalls – how to approach the interim bounces and final mix, common student pitfalls. 	
Depart	3:45pm

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AQA A-LEVEL

Course Leader: Jane Werry
 Set Works Revision: Tuesday 07 May 2024
 Course Leader: Ellena Gilson
 Exploring the Baroque Solo:
 Thursday 23 May 2024

PEARSON/EDEXCEL A-LEVEL

Course Leader: James Reeve
 Component 3: Tuesday 07 May 2024
 Component 4: Wednesday 15 May 2024

PEARSON/EDEXCEL GCSE

Course Leader: Emily Gunton
 How to Excel: Thursday 23 May 2024
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 Listening and Appraising paper:
 Thursday 30 May 2024

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Teaching GCSE Music Musically: The Essential Principles to Maximise the Musical Potential of All Your Students

Course Code: **T0096**
 Course Fee: **£269 + VAT**
 Course Leader: **Simon Toyne**
 Manchester: **Wednesday 13 November 2024**
 London: **Monday 2 December 2024**

ABOUT THIS COURSE

Led by Simon Toyne, this course is designed for all GCSE Music teachers, regardless of the exam specification. This course will show how to use a specification as a springboard for creating a vibrant, fulfilling musical journey for all students, one which actively develops their musicianship through integrating the components of listening, composing, and performing in imaginative and meaningful ways. The course will also explore how, through making connections between set works / topics and composing / improvising tasks, students can 'handle sound'. In addition, focus will also be on how teachers can inspire students to deepen their musical knowledge.

BENEFITS OF ATTENDING

- Fundamental principles of teaching music in a vibrant, stimulating, and in-depth way.
- Practical approaches for teaching listening, appraising, cultural contexts, composition.
- Gain ways of using the exam specification as a springboard to deepen musical learning.
- Explore exciting schemes of learning that will develop all students' musicianship.
- Practical strategies to develop students' appraising skills to make critical judgments.

PROGRAMME

GCSE Music Teaching – the challenges and opportunities	10.00am
<ul style="list-style-type: none"> • How do we use a specification to create a series of schemes of learning? • How might we create a coherent musical journey for our students over two years? • What subject knowledge do we need to brush up on as teachers to teach GCSE Music? 	
Break	10.40am
Component 1: Building Performance Skills through Class Lessons	11.00am
<ul style="list-style-type: none"> • How to bring solo and ensemble performing into curriculum lessons • Developing the 'performing workshop' approach in your school • Ensuring coursework deadlines are stress-free, making your GCSE class self-sufficient. 	
Component 3: Putting the Wow factor into teaching Listening.	11.40am
<ul style="list-style-type: none"> • How to develop students' appraising skills to make critical judgements about music • How to get students looking forward to hearing pieces of music they haven't heard before. • How students can get the real excitement to engage fully in musical learning 	
Component 2: Quick starter composing activities.	12.30pm
<ul style="list-style-type: none"> • Quick starter composing and improvising tasks connecting with set works / topics. • Improvising and composing using a short rhythm or pitch stimulus • Developing a bank of composer 'tricks', connecting with extended listening 	
Lunch	1.00pm
Assessing, Analysing and Marking "Flux" and "Scoop"	1.40pm
<ul style="list-style-type: none"> • Examination and analysis of solo and duet/trio performances • Using the mark scheme to look at the performance at various levels. • Tackling key areas that students struggle with through real-life examples. 	
Component 2: Building Composing Skills for GCSE Pupils	2.00pm
<ul style="list-style-type: none"> • Approaching a composition brief, sparking imagination, and unlocking the composer toolkit • How to make composing workshops cool • Ten top tips for composing success at GCSE. 	
Break	3.00pm
Component 3: Listening & Unfamiliar Extracts	3.05pm
<ul style="list-style-type: none"> • Developing a template for approaching unfamiliar pieces of music / extracts • What constitutes an outstanding piece of extended writing and how to build towards this? • How to enable students to pick up marks as easy as breathing 	
Depart	3:45pm



GCSE Music Composition Approaches for Students Using Sequencing Packages, Lead Sheet or Aural Guide

Course Code: **T0086**
 Course Fee: **£269 + VAT**
 Course Leader: **Chris Maxim**
 Manchester: **Friday 08 November 2024**
 London: **Friday 29 November 2024**

ABOUT THIS COURSE

This is a practical course from which teachers can take away a range of effective approaches to support GCSE students develop convincing, coherent compositions. This course is excellent for teachers faced with this considerable challenge. Emphasis will also be on effective ways to use sequencing packages with students and how to access the higher grades. Consideration will also be given to students whose interests lie outside Western Classical music, giving pointers as to how genres can be adapted so that the completed composition meets the marking criteria.

BENEFITS OF ATTENDING

- Discover a range of composition strategies that work with all non-reading students.
- Take away proven methods and techniques to enable all students to compose successfully.
- Examples of successful compositions composed without the use of Western staff notation.
- Expertise on how students can gain high marks in composition as non-notation students.
- Ways to help your students compose using sequencing packages.

PROGRAMME

Welcome and introduction.	10.00am
The Fundamentals: how students can attain good marks in composition	10.10am
<ul style="list-style-type: none"> • Key general principles for achieving in composition at GCSE. • Understanding what different examination boards mean by a 'score' Marking tips. • Enabling students to capitalise on their performing and creative skills. 	
Break	10.40am
Essential Composition Techniques for students	11.00am
<ul style="list-style-type: none"> • Developing the skills required at KS3 and building into Year 10 • Strategies for developing melody composing skills, including chords. • Advice on 'capturing' compositions as they develop. 	
Written Commentaries: Achieving high marks in compositions using written commentaries.	12.00pm
<ul style="list-style-type: none"> • The advantages and challenges of this method. • Approaches and practical strategies support non-reader students to compose at GCSE level. • Ensuring students give a range of musical elements. 	
Lead Sheets: Supporting students to achieve good marks in compositions using lead-sheets.	12.30 pm
<ul style="list-style-type: none"> • The advantages and challenges of this method. • Teaching approaches/practical strategies support non-reader students to compose. • Ensuring students give a range of musical elements. 	
Lunch	1.00pm
Using Sequencing Software – Strategies to Support Students to achieve good marks in compositions.	2.00 pm
<ul style="list-style-type: none"> • The advantages and challenges of this method. • Practical strategies to help our students compose a cohesive and effective composition. • Best ways to use sequencing packages over other methods of composition notation. 	
Getting Students Started Composing Using Sequencing Packages	2.15pm
<ul style="list-style-type: none"> • Playing/recording chords and melodies and later inverting them • Developing syncopation and cross-rhythms • Complex structures, composing in contemporary style. Repetitive vs developmental 	
Break	2.45pm
Raising Marks for Expressive Control when using sequencing packages	2.50pm
<ul style="list-style-type: none"> • Developing textures using layering and voices to alter how chords are played. • The advantages/dangers of changing dynamics/tempo and using effects such as panning. • Using software to create a composition in more than one key. 	
The Final Product: Example compositions, considering what is good and what could be improved.	3.15pm
<ul style="list-style-type: none"> • Compositions by students with no staff notation reading or keyboard skills. • Lead sheet and GarageBand. • Tips on producing the score and marking students' work. 	
Depart	3:45pm

Brilliant GCSE Music Composition Teaching

Course Code: **T0092**
 Course Fee: **£269 + VAT**
 Course Leader: **Jane Werry**
 Manchester: **Tuesday 14 May 2024**
Tuesday 03 December 2024
 London: **Tuesday 21 May 2024**
Tuesday 05 November 2024

ABOUT THIS COURSE

Packed full of new and effective composition techniques, approaches and strategies, the course expands composing opportunities for all students across a broad curriculum range to incorporate a wider diversity of opportunities. The course aims to reinvigorate teachers in providing refreshed and innovative approaches while opening wider curriculum perspectives. This course is a must for teachers who wish to ensure the high achievement of students and focuses on effective, practical ways you can help your students become better composers, improve student confidence, raise attainment, and maximise the potential of all students. Examples will be drawn from submissions to the Pearson and Eduqas exam boards, the course is suitable for teachers of all exam boards.

BENEFITS OF ATTENDING

- A range of approaches to teaching music composition and as part of the wider GCSE course.
- Utilise how students engage with and learn music composition in the "social media age".
- Take away composition techniques, methods, and feedback strategies to raise attainment.
- Examine effective differentiation to challenge all students specific to their potential.
- Gain confidence in non-notated music submissions that uses computers as a medium.

PROGRAMME

What Do We Mean by Brilliant Composition Teaching	10.00am
<ul style="list-style-type: none"> • What do our students need, want, and expect? What a brilliant composition looks like? • Exam board feedback and highlighting key priorities. • Diversity and inclusivity, broadening the curriculum. Engaging the "other 80%" in KS3 	
Break	10.40am
Exploring How students engage with GCSE composition.	11.00am
<ul style="list-style-type: none"> • Analysis of student submissions. "The music they compose" vs "the music they like"? • Examining the hardware, platforms and media today's students use to compose. • Building the thriving "workshop" – fostering creative spaces. How to tackle engagement. 	
Developing a Range of Approaches, Techniques and Practical Strategies	11.45am
<ul style="list-style-type: none"> • Designing programmes that hit key composition and theory skills/ • Composition techniques, methods, and feedback strategies to ensure student progress. • Ensuring the 'Zone of Proximal Development' to maintain student interest. 	
Lunch	12.45pm
Composition Deep Dives – Example 1	1.45pm
<ul style="list-style-type: none"> • Examination and analysis of a "traditionally" notated case studies • Looking at compositions at various stages, from first sketches through to final submission • "Some of, most of, all of the time" framework to promote positive feedback. 	
Break	2.40pm
Composition Deep Dive – Example 2	2.45pm
<ul style="list-style-type: none"> • Examination and analysis of a non-notated case studies • Knowing which students would be best served through this approach. • Scrutinising lead sheet compositions, DAW screenshots and written commentaries 	
Opportunities beyond the classroom: Extra- and Co-Curricular Composition Possibilities	3.15pm
<ul style="list-style-type: none"> • Music production clubs • Integration with ensembles • Bands – moving beyond the four chords. 	
Depart	3:45pm

Upcoming Music Courses

T0083: A-Level Music: Creating Outstanding Compositions

Course Leader: Alex Aitken
 Manchester: Thursday 14 November 2024
 London: Thursday 13 June 2024

T0091: Developing Outstanding Compositions in GCSE Music

Course Leader: Jane Werry
 Manchester: Tuesday 4th June 2024
 London: Tuesday 25 June 2024

T0093: Achieving Grades 8 – 9 in OCR GCSE Music

Course Leader: Jane Werry
 Manchester: Tuesday 19 November 2024
 London: Tuesday 26 November 2024

T0085: Edexcel GCSE Music: Dropping Back onto Grade 9

Course Leader: Alexander Aitken
 Manchester: Friday 15 November 2024
 London: Wednesday 15 May 2024

T0094: Brilliant KS3 Music Teaching

Course Leader: Jane Werry
 Manchester: Tuesday 11 June 2024
 and Tuesday 26 November 2024
 London: Tuesday 9 July 2024
 and Tuesday 10 December 2024

See our
website for
full details





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