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# Music

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**Summer & Autumn 2025**

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## Upcoming Courses

London: £289.00+VAT | Online: £249.00+VAT

### Music Leadership

T0090	Outstanding Leadership of a Music Department	London: Tuesday 17 June 2025 London: Tuesday 04 November 2025 Online: Tuesday 09 December 2025
T0274	<b>NEW</b> Music Strong Foundations: A Guide for Early Career Teachers	Online: Tuesday 03 June 2025 Online: Tuesday 14 October 2025

### A-Level Music & Music Technology

T0095	Look who's Bach! Mastering Bach Chorale Harmonisation at Advanced level	London: Wednesday 09 July 2025 London: Wednesday 26 November 2025
T0079	A-Level & GCSE Music: Creating Outstanding Compositions	London: Tuesday 26 June 2025 London: Wednesday 12 November 2025
T0369	<b>NEW</b> AQA A-Level Music: Reviewing the 2025 Exams	Online: Wednesday 15 October 2025
T0309	<b>NEW</b> Teaching AQA A-Level Music for the First Time	London: Friday 11 July 2025 London: Thursday 06 November 2025
T0310	<b>NEW</b> AQA A-Level Music: Aiming for A/A* in the Listening Paper	London: Friday 04 July 2025 London: Thursday 04 December 2025
T0370	<b>NEW</b> Pearson Edexcel A-Level Music: Unlocking Success	London: Friday 10 October 2025
T0311	<b>NEW</b> Teaching Pearson Edexcel A-Level Music for the First Time	London: Thursday 12 June 2025 London: Monday 24 November 2025
T0313	Teaching Pearson Edexcel A-Level Music Technology for the First Time	London: Monday 17 November 2025
T0314	Pearson A-Level Music Technology: Aiming for A/A*	London: Monday 08 December 2025

### GCSE Music

T0096	<b>NEW</b> Maximising the Musical Potential of All Students in GCSE Music	London: Monday 23 June 2025 London: Monday 24 November 2025
T0092	Brilliant GCSE Music Composition Teaching	London: Tuesday 08 July 2025 London: Tuesday 25 November 2025
T0085	Edexcel GCSE Music: Going Beyond Grade 9	London: Thursday 19 June 2025 London: Tuesday 18 November 2025
T0312	<b>NEW</b> OCR GCSE Music: Strategies for Success in the 2026 Exams	London: Tuesday 15 July 2025
T0093	OCR GCSE Music: Aiming for Grades 8-9	London: : Tuesday 01 July 2025 London: Tuesday 18 November 2025

### KS3 Music

T0094	Brilliant KS3 Music Teaching	London: Tuesday 24 June 2025 London: Tuesday 02 December 2025
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# Outstanding Leadership of a Music Department

Course Code: **T0090**  
 Course Leader: **Jane Werry**  
 London: **Tuesday 17 June 2025**  
 London: **Tuesday 04 November 2025**  
 Online: **Tuesday 09 December 2025**

## ABOUT THIS COURSE

What does it take to achieve excellence in a Music department and what pivotal role does the Head of Music play in maintaining this excellence? This course, updated for 2025, 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.

This outstanding leadership course 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. This course is designed for current Heads of Music and for anyone interested in holding such a position or in contributing to the leadership of Music in school.

## 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

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

## MUSIC T&L



# NEW Music Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0274**  
 Course Leader: **Jane Werry**  
 Online: **Tuesday 03 June 2025**  
 Online: **Tuesday 14 October 2025**

## ABOUT THIS COURSE

This brand-new course for 2025 is part of our 'Guide for New Early Career Teachers' range. This course provides new music teachers with essential skills and knowledge for effective music instruction. It covers foundational music teaching principles, technology integration, inclusive practices, assessment strategies, and exam-level preparation for GCSE and A-Level music.

## BENEFITS OF ATTENDING

- Find out how to survive and thrive as an early career music teacher.
- Keeping music teaching musical: understanding the foundational principles of music teaching.
- Great ideas for integrating technology into lessons in a musically effective way.
- Explore diversity, equity and inclusion in music teaching.
- Gain strategies for exam-level teaching and assessment.

## PROGRAMME

<b>Introduction and Objectives</b>	<b>10.00am</b>
<b>Foundations of Music Teaching</b>	<b>10.15am</b>
<ul style="list-style-type: none"> <li>• What makes music teaching unique?</li> <li>• Keeping music lessons musical: key principles of music education</li> <li>• Planning and delivering effective music lessons</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Integrating Technology in Music Education</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• The importance of visual proxies for musical thinking</li> <li>• Using digital tools and software for music teaching</li> <li>• Engaging students with interactive music resources</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Inclusive Practices in Music</b>	<b>1.15pm</b>
<ul style="list-style-type: none"> <li>• Relevance and representation: how diversity, equity and inclusion bear upon music education</li> <li>• Adapting music activities for diverse learners</li> <li>• Creating an inclusive music classroom environment</li> </ul>	
<b>Break</b>	<b>2.15pm</b>
<b>Assessment and Feedback</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Assessment strategies for music: what should be assessed, how, and when</li> <li>• Providing constructive feedback to support musical growth</li> </ul>	
<b>Exam-Level Teaching for GCSE and A-Level</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Tackling coursework elements of GCSE and A-Level music courses</li> <li>• Preparing students for music exams</li> <li>• Techniques for effective exam preparation and practice</li> </ul>	
<b>Depart</b>	<b>3.40pm</b>



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

Course Code: **T0095**  
 Course Leader: **Miranda Francis**  
 London: **Wednesday 09 July 2025**  
 London: **Wednesday 26 November 2025**

### ABOUT THIS COURSE

This course, revised and refreshed for 2025, 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

<b>Introduction to Bach Chorales</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Exploring Bach's harmonic language</li> <li>• Identifying Bach cadence formulae: Perfect and imperfect cadences</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Creating Idiomatic Contrapuntal Lines</b>	<b>11.15am</b>
<ul style="list-style-type: none"> <li>• Using passing notes and auxiliary notes effectively to create elegant melodic lines</li> <li>• Creating a flowing bass line to balance the soprano</li> <li>• Understanding dissonance and creating harmonic tension with suspensions</li> </ul>	
<b>Writing Complete Bach Chorales: Managing Modulations</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• Studying modulations in Bach chorales</li> <li>• Identifying modulations from analysis of the chorale melody alone</li> <li>• Managing modulations in a complete</li> </ul>	
<b>Lunch</b>	<b>12.45pm</b>
<b>Using Chromatic Chords Effectively</b>	<b>1.45pm</b>
<ul style="list-style-type: none"> <li>• Identifying opportunities to use chromatic chords</li> <li>• Incorporating the diminished seventh to maximise marks</li> <li>• Enhancing the supertonic chord</li> </ul>	
<b>Completing chorale phrases effectively</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Identifying harmonic patterns in the middle of chorale phrases</li> <li>• Completing the opening of a chorale phrase</li> <li>• Avoiding exposed/hidden octaves/fifths and other common errors</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>Inspiring Students to Aim For, And Achieve, An A*</b>	<b>3.10pm</b>
<ul style="list-style-type: none"> <li>• Case study: Exploring multiple harmonisations of a chorale</li> <li>• Making a Bach chorale harmonisation outstanding</li> <li>• Checklist for writing successful chorales</li> </ul>	
<b>Depart</b>	<b>3:45pm</b>

### A-LEVEL & GCSE MUSIC



## A-Level & GCSE Music: Creating Outstanding Compositions

Course Code: **T0079**  
 Course Leader: **Alex Aitken**  
 London: **Thursday 26 June 2025**  
 London: **Wednesday 12 November 2025**

### ABOUT THIS COURSE

Led by Alex Aitken and updated for 2025, this highly popular Music course is designed for all A-level & GCSE Music teachers, regardless of exam board or experience. Described by attendees as "game-changing" and "inspiring," it continually updates to reflect the latest in teaching composition.

The course begins with an examination of common assessment criteria, aiming to create a universal system for outstanding compositions. It covers teaching strategies that help students of all abilities excel in composition, detailing key assessment terms and their significance.

The course also proposes a model for the compositional process and offers strategies for engaging and supporting weaker students, aiming to foster a love of composition across all key stages.

### BENEFITS OF ATTENDING

- Take away proven strategies, approaches and monitoring processes for composition at both GCSE and A-level
- Gain a range of effective methods that encourage low, mid and high ability students
- Raise academic standards in composition, and be challenged with new ideas and philosophies, regardless of your experience
- Improve understanding of assessment criteria and how to use them effectively

### PROGRAMME

<b>Actually Defining Outstanding</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• The latest guidance and feedback from all exam boards</li> <li>• Hidden aspects to the Mark Schemes; SuperCriteria and Definitions</li> <li>• Composition curriculum endpoints, objectives and philosophies</li> </ul>	
<b>Break</b>	<b>11.30am</b>
<b>Immediate Priorities and Teaching Strategies</b>	<b>11.45am</b>
<ul style="list-style-type: none"> <li>• Too little teaching time: Tackling inefficiencies and the power of research</li> <li>• Designing composition briefs – Issues, parameters and requirements. The issue of pastiche and richer, more effective approaches</li> <li>• Boosting confidence and reducing subjectivity</li> </ul>	
<b>Deepening Skills</b>	<b>12.45pm</b>
<ul style="list-style-type: none"> <li>• Making your life easier – Getting students thinking, and the importance of environment. Overlaps with the other components of the specification</li> <li>• Graphical methods and alternative ideas for the planning stage</li> <li>• Writing up later: Surprising benefits</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Keeping Track</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Verbal feedback vs. written feedback – Making SLT spreadsheet lovers happy</li> <li>• Efficient marking processes; Minimum time but maximum value</li> <li>• Accuracy vs. Validity – Problems with using the mark schemes before students have finished</li> </ul>	
<b>Adding Shine and Discussion of Outstanding Examples</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Notation, typesetting, formatting and annotating – Avoiding common errors</li> <li>• Final presentation of the score and alternative formats; Communicating intentions to the examiner</li> <li>• Composition Recordings – Alternative ideas to make a better impact</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>





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

Course Code: **T0313**  
Course Leader: **James Reeve**  
London: **Monday 17 November 2025**

## ABOUT THIS COURSE

For 2025, this popular course is taking place over 2 twilight sessions and offers a concise overview of the requirements of A Level Music Technology and is structured as two evening webinars to focus on NEA and examinations. The course designed to support those who are just starting out with or planning to deliver the course.

The sessions start with the basics and build 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 simple and effective teaching strategies and resources, ready to take away and apply to your own school or college environment, along with exemplar schemes of work and exemplar work with detailed commentaries

## BENEFITS OF ATTENDING

- Find out about the core concepts, key challenges, levels of the specification and ways to plan and structure your two-year course for successful end results
- Gain an understanding of the assessment processes
- 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: SESSION 1

### The A-Level Music Technology Course – First Principles 4:00pm

- 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
- Requirements for running the courses – Spaces, equipment, software etc...

### Component 1: Recording 4:15pm

- What does an excellent recording sound like?
- What do students need to know to do well? Decoding the mark scheme.
- How best to manage the logistics of getting students to record
- Assessed exemplar work with commentaries and discussion

### Component 2: Technology-Based Composition 5:05pm

- What does an excellent composition sound like?
- What do students need to know to do well? Decoding the mark scheme.
- How to teach compositional skills at A Level; ideas and techniques
- Assessed exemplar work with commentaries and discussion

### Questions & Close 5:55pm

## PROGRAMME: SESSION 2

### Planning and Schemes of Work 4:00pm

- Effective planning – how to deliver the course
- What students need to know for each exam component
- Practising exam skills – practical ideas to support students
- Delivering theory in the context of practical work; strategies for success.

### Component 3: Listening and Analysing 4:25pm

- Starting off teaching eras, styles and recording media – ideas, activities, approaches
- How best to approach? Where to start and how to develop listening and analytical skills in sequenced planning along the 2 year journey
- Assessment – focus on the extended response questions, AO3 and AO4

### Component 4: Producing and Analysing 5:10pm

- Quick review of the demands of the exam paper, logistics for teachers and question types
- Technical numeracy – Teachers support for technical numeracy; binary / logarithmic scales / frequency calculations
- Audio pitfalls – How to approach the interim bounces and final mix; common student pitfalls.

### Questions & Close 5:55pm



# Pearson A-Level Music Technology Aiming for A & A\*

Course Code: **T0314**  
Course Leader: **James Reeve**  
London: **Monday 08 November 2025**

## ABOUT THIS COURSE

This brand-new version of this popular course is taking place over 2 twilight sessions and is designed for all teachers of Pearson A-Level Music Technology, with the aim 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 and why and how we must challenge our most able Music Technology students. 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: SESSION 1

### The A\* Grade Student 4:00pm

- 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 4:25pm

- 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

### Imaginative Composition Work: Component 2 5:10pm

- 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 year 12 / the first year of the course to determine a plan of action

### Questions & Close 5:55pm

## PROGRAMME: SESSION 2

### Delivering Component 3 to Stretch your Most Able Learners 4:00pm

- 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
- Tweaking exam technique: decoding the question, spending the time on the right thing and structuring student answers to encourage top-level achievement

### Evaluation and Extended Response Questions 1 4:45pm

- 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

### Aiming for Excellence in Component 4 5:15pm

- 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
- Putting it all together – The final mix and the synoptic question 6 response; supporting students in aiming for excellence

### Evaluation and Extended Response Questions 2 5:40pm

- Marking workshop – Assessing work for component 3 Q5 and Q6

### Questions & Close 5:55pm



# Brilliant GCSE Music Composition Teaching

Course Code: **T0092**  
 Course Leader: **Jane Werry**  
 London: **Tuesday 08 July 2025**  
 London: **Tuesday 25 November 2025**

## ABOUT THIS COURSE

Revamped for 2025 and 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. 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

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

## KS3 MUSIC



# Brilliant KS3 Music Teaching

Course Code: **T0094**  
 Course Leader: **Jane Werry**  
 London: **Tuesday 24 June 2025**  
 London: **Tuesday 02 December 2025**

## ABOUT THIS COURSE

This insightful and popular course is designed for all teachers of Music to reinvigorate their teaching of KS3 Music. The course will focus on exploring the unique challenges and characteristics of a vibrant curriculum that fosters a passion for music among all students in their early secondary years. The course also will provide a range of teaching ideas, methods and approaches for KS3 Music which are designed to secure the best possible outcomes in KS3 to prepare pupils to flourish and excel at GCSE and beyond.

With the increased focus on quality of teaching, learning and achievement at KS3, this course will also help music departments to look closely at their curriculum, reshaping, re-evaluating and rejuvenating to ensure a strong KS3 programme which effectively develops learners and builds knowledge and skills. We will also explore strategies to improve student recruitment at GCSE and beyond.

## BENEFITS OF ATTENDING

- Improve your student numbers at GCSE
- Explore common challenges facing teachers at KS3
- Identify what is important in a KS3 music curriculum
- Take away approaches and methods for ensuring progress and achievement in KS3 Music for all students
- Achieve the right balance of breadth and depth in your KS3 programme

## PROGRAMME

<b>What Makes a Worthwhile Key Stage 3 Music Curriculum?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Defining the range and balance of knowledge and skills needed at this level, and how this relationship underpin success at GCSE and beyond</li> <li>• How appropriate is your music curriculum for your students?</li> <li>• What are the limits? What are the core essentials?</li> <li>• What constitutes a rich, engaging and stimulating KS3 Music curriculum?</li> </ul>	
<b>Break</b>	<b>10.45am</b>
<b>Effective Sequencing and Planning for Your KS3 Curriculum</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• Selecting the best curriculum model for KS3</li> <li>• Planning brilliant sequences of learning for KS3</li> <li>• How to ensure good progress of skills and musical understanding?</li> <li>• How to successfully implement your KS3 curriculum to nurture imaginative and skilled learners ready for GCSE excellence</li> <li>• How does excellent evaluation and quality assurance support excellent learning &amp; teaching at KS3?</li> </ul>	
<b>Context and Challenges: Being Ambitious at KS3</b>	<b>12.00pm</b>
<ul style="list-style-type: none"> <li>• How does ‘teaching to the top’ challenge and stimulate all students?</li> <li>• What do we need to do to ensure that all students make excellent progress?</li> <li>• How can we build ambitious and innovative learning into KS3 teaching?</li> <li>• What role does curiosity and imagination play in the implementation of deep learning?</li> </ul>	
<b>Lunch</b>	<b>12.45pm</b>
<b>Strategies, Methods, Ideas and Approaches for KS3 Music</b>	<b>1.45pm</b>
<ul style="list-style-type: none"> <li>• How does your learning environment reflect your curriculum aims and principles?</li> <li>• What techniques and methods will inspire and empower KS3 learners?</li> <li>• How do we ensure that learners understand that music is exciting and enjoyable?</li> <li>• How does our teaching ensure the progression inherent in our planned curriculum?</li> </ul>	
<b>Break</b>	<b>2.50pm</b>
<b>Getting Assessment at KS3 Right</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Focus on assessment demands for KS3</li> <li>• Best practice methods to tracking, monitoring and measuring progress at KS3</li> <li>• The key challenges and issues</li> <li>• How to create a system that works in your context</li> <li>• Feedback – Best practice ways of giving feedback to students</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

# Unlock Success with Keynote Educational

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 Teacher CPD Courses, National Conferences, In-School Teacher Events, Student Revision Events and Exam Marking. With an innovative and rich history spanning over 25 years, our commitment remains strong in empowering teachers and supporting students in maximising their potential.

## Teacher CPD Courses

Informative and engaging CPD courses in a vast range of subjects and leadership areas, designed by our expert in-house team and dynamic course leaders.

“

More practical courses like this, please! I left with lots of ideas I started applying the next day. It was absolutely brilliant, and the instructor was amazing. Please do more like it, Keynote!

Hammersmith Academy

The conference exceeded my expectations, which were already high. Excellent takeaways, fun and engaging sessions. I can easily imagine using it in my school!

Loughborough Grammar School

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## National Conferences

Our national conferences bring together leading experts and practitioners, focusing on the key priorities and challenges in education.

## In-School Teacher Events

All our courses can be offered and delivered as in-school sessions and tailored to your schools' specific needs.

“

Keynote delivered another informative and engaging CPD event at Harris Crystal Palace. Teachers from across the Academy benefited from expert-led Teaching and Learning sessions, with ample opportunities to share good practice and implement new curriculum strategies.

Harris Federation

We were delighted to welcome back Keynote Educational for an in-school student event. This interactive revision day was packed with high-impact strategies students could immediately apply to their exam preparation. With high-quality resources delivered by an experienced AQA examiner, the day ensured students felt confident and fully prepared for their exams.

West Kirby School & College

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## Student Revision Events

GCSE and A-Level revision sessions delivered in school by expert examiners, tailored to your student's needs.

## Exam Marking

Fast, accurate, unbiased assessment and feedback for your students and teachers. Covering GCSE and A-Level subjects and all major exam boards.

“

Keynote has been a game-changer, ensuring our mock exams mirror the real thing, maintaining high accuracy and quality. This invaluable service lightens teacher workload and empowers them to concentrate on impactful classroom interventions. Our students experience a seamless transition from mocks to the actual exams, setting them up for success.

Resilience Multi Academy Trust



Scan the QR code for our full range of services

**Keynote**  
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Opening New Doors in Teaching & Learning