

## Sandhill View

### Music Curriculum Policy

#### Aspire Achieve Enjoy

#### Aim

Here at Sandhill View Academy, we aim to securely equip **all** our students for life beyond school as successful, confident, responsible, and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. And ultimately, we want students to **'Know More, Do More and Go Further'**

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience, and **achieve** their very best.

#### Intent

Music is all around us, a universal language which embodies the highest forms of creativity. It is the soundtrack to our lives and connects us in an ever-changing world, bringing colour to the experiences that shape us. We aim for our learners to make music, think musically, and become more musical as they grow into well-rounded young adults. All students are given dedicated time in lessons to make music and think more critically about it, reflecting on their progress and their instrumental skills as they develop. The curriculum includes formal teaching through subject areas, assemblies, and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Music curriculum & wider extra-curricular activities are planned to enable all students to develop knowledge and skills in the following areas:

- Musical ability and understanding – including listening to, reviewing, and evaluating across a range of historical periods, genres, styles, and traditions
- Encounters with performance opportunities within lessons regularly – including using music technology, learning musical instruments, and learning to use their voices
- Working with accessible online compositional and arrangement software
- Critical analysis of music of both contemporary and historical sources – understanding how music is created, produced, and communicated through its inter-related dimensions (Musical Elements)

The Music department ensures that students can develop skills that are useful in the world of work including teamwork, communication, creative thinking, speaking, listening, and problem-solving skills. The promotion of the importance of the creative careers and its impact in the local economy is included in lessons and information is displayed throughout the department, we also have one week per year where we focus on Careers in Music within our lessons ensuring the students understand just how vital the skills they learn and display within creative subjects are later in life, as well as in other subjects within the academy.

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. Students are taught to maturely debate and discuss contemporary issues. Students are aware of how musicians and composers explore identity and are respectful of others' views, particularly in our world

music topics.

### Literacy

We know that students who read well achieve well. As such, all subject areas are committed to providing regular opportunities to read extensively. In music we provide opportunities for students to read as part of connect activities and within the classroom environment with a larger focus on this particularly with music/production research and independent topics. We also aspire for our students to use ambitious vocabulary and plan to use Frayer models within lessons – our aim for Tier 3 music vocabulary is high right from Year 7 as any KS4 course is very subject specific vocabulary heavy. Using music vocabulary regularly in lessons, whether in written work, or verbal discussion, consistently helps our learners become more musical and think more musically. All curriculum areas use literacy end point document which details yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

### Sequence and structure

Our curriculum covers Key Stage 3 (years 7, 8 and 9) studying Music, and optional Key Stage 4 (years 10 and 11) studying Performing Arts.

### **KNOW MORE: Our Key Stage 3 Curriculum includes the following areas of study:**

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations</i></p> <p><b>The Elements of Music:</b> This unit explores the elements of music and how they are applied in music. Elements include, Pitch, Rhythm, Melody, Dynamics. Understanding these inter-related dimensions of music in this</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations</i></p> <p><b>The Elements of Music:</b> This unit continues to explore the elements of music and how they are applied in music. Elements this half-term include, Tonality, and Tempo - as well as revisiting</p>	<p><i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as solo or ensemble</i></p> <p><b>Music for Media (Film) with Instruments of the Orchestra</b> This unit will explore the purpose and importance</p>	<p><i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as solo or ensemble</i></p> <p><b>Music for Media (Film)</b> This unit continues from the previous Half-Term with an increased focus on Leitmotif and</p>	<p><i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as solo or ensemble</i></p> <p><b>Music for Media (Video Games)</b> This unit will continue and have close links to Half Term 3 and will explore the purpose and importance for music in Video games. This will link to HT1 and enable students to retrieve the elements of music and</p>	<p><i>Know a range of musical structures and compose range of structures, styles, genres, and traditions.</i></p> <p><b>BandLab Arrangement &amp; Wider Theory:</b>  This unit explores the key features of compositional and arrangement-based tasks, with performance alongside to further strengthen understanding of music theory. Students will begin to understand how to use and manipulate the Musical Elements</p>

<p>way will aid all futures areas of study and act as foundational knowledge for all students to access and build on further. Students also begin learning and reading musical notation – Treble Clef. By listening to and understanding diverse styles of music such as, popular music (The Weeknd), music from the western classical tradition (Mozart and Beethoven), and music from the worlds of stage and screen, students are given the opportunity to find a passion in areas that they may not have otherwise experienced. In this unit whole class singing is to be adopted to further foster the love of singing from KS2. Critical analysis of music of both contemporary</p>	<p>previous elements through recall and retrieval tasks to embed into long-term memory. Students continue learning and reading musical notation with increased focus on instrument skills &amp; knowledge – students learn the keyboard. Continued study of The Weeknd (popular music), and critical listening to Western Classical Traditional Music (Mozart and Beethoven). Critical analysis of music of both contemporary and historical sources Musical ability and understanding</p>	<p>for music in film. This will link to HT1 and enable students to retrieve the elements of music and understand them in a wider context. Students learn what Timbre is through study of the “The Orchestra” and how it works effectively in films to reflect the action appropriately This unit will be supported by keyboard performance pieces to further develop their performance skills and instrument techniques, such as correct finger and hand positions. Initially learning Barry’s Bond Theme. Students will also learn to use their voices musically and sing music from this genre.</p>	<p>Instrumentation, and how both impact music in film. Students will focus on the works of composer John Williams – Star Wars, Jaws &amp; Harry Potter. Learning pieces from each film mentioned above and applying their understanding of Leitmotif and Instrumentation to their performance abilities. Study into Williams’ life, work, and context as one of the 20<sup>th</sup> Century’s most influential figures in Music Composition. Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly</p>	<p>understand them in a wider context. This unit will be supported by keyboard performance pieces to further develop skills and techniques, as well as building on the skills gained throughout HT3 and HT4. Students will also reimagine the work of Tanaka and compose their own version of the famous Tetris Theme. Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly</p>	<p>and inter-related dimensions to create and arrange original music.</p> <p>Working with accessible online compositional and arrangement software – BandLab.</p> <p>Musical ability and understanding</p>
---	--	---	--	--	--

	and historical sources Musical ability and understanding		Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly			
Year 8	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations.</i></p> <p><b>Exploring The Musical Elements:</b> Students will retrieve and build-upon the musical elements taught in Year7 as well as focussing on the more detailed aspects of Articulation, and Structure. Students will deepen and broaden their understanding these inter-related dimensions of</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations.</i></p> <p><b>Exploring The Musical Elements:</b> Students will retrieve and build-upon the musical elements taught during the previous half-term as well as focussing on the more detailed aspects of Form and Expression, understanding how these can be implemented practically in music through performance</p>	<p><i>Know different music styles, know different musical traditions, use voice, and play instruments. Listen and identify a wide range of music from great composers and play and perform confidently as solo or ensemble.</i></p> <p><b>Music Through Time &amp; Performance Skills:</b> This unit explores the key features of various musical styles throughout history focussing on the Western Classical</p>	<p><i>Know different music styles, know different musical traditions, use voice, and play instruments. Listen and identify a wide range of music from great composers and play and perform confidently as solo or ensemble.</i></p> <p><b>Music Through Time &amp; Performance Skills:</b> This unit continues to explore the key features of various musical styles throughout history focussing on the Western Classical Tradition. Students continue chronologically with a brief recap of prior</p>	<p><i>Know a range of musical structures and compose range of structures, styles, genres, and traditions.</i></p> <p><b>Composition &amp; BandLab:</b> This unit explores the key features of compositional and arrangement-based tasks, building on the skills learnt during the Arrangement topic in Year7, students will compose a piece to a given brief/stimulus using music technology (BandLab) to aid their progress. Working with accessible online compositional and arrangement software (BandLab). Building on the Y7 BandLab unit, students will experiment with their use of voice in composing and record they own</p>	<p><i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as solo or ensemble</i></p> <p><b>Film Music and Composition</b></p> <p>This unit will explore the purpose and importance for music in film. This will link to HT1 and enable students to retrieve the elements of music and understand them in a wider context. Students learn what Timbre is and how it works effectively in films to reflect the action appropriately.</p>

<p>building on that foundational knowledge. Students also further deepen their knowledge of reading musical notation with the introduction of Bass Clef. Practical focus here is on Lewis Capaldi (world of popular music), on Keyboards with focus on improved 2-handed playing.</p> <p>Critical analysis of music of both contemporary and historical sources Musical ability and understanding, combined with Keyboard performance opportunities within lessons regularly.</p>	<p>skills. Continued focus on Capaldi's work for keyboard skills with highlighted focus on left-hand development and playing with expression. By listening to and understanding diverse styles of music such as, popular music, music from the western classical tradition, and music from the worlds of stage and screen, students are given the opportunity to find a passion in areas that they may not have otherwise experienced.</p> <p>Critical analysis of music of both contemporary and historical sources Musical ability and understanding, combined</p>	<p>Tradition. Students will follow this chronologically starting with Baroque, Classical and Early Romantic – including elements of opera and learn to perform a piece from the early 19<sup>th</sup> Century on Keyboards. This will cover some of the great composers such as (Bach, Mozart, and Beethoven)</p> <p>Musical ability and understanding Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly Links to Performing Arts in the Opera and the early origins of</p>	<p>learning before continuing with Late Romantic, 20<sup>th</sup> Century, and ultimately, Modern Day. Students will track how music has developed through time and implement their understanding of these changes in their performance skills – performing their learnt 19<sup>th</sup> Century Piece (Beethoven) in differing styles to reflect the differences of each era.</p> <p>Musical ability and understanding Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly</p>	<p>vocal parts into their creations. Musical ability and understanding, combined with Keyboard/Piano performance opportunities within lessons regularly.</p>	<p>This unit will be supported by keyboard performance pieces to further develop their performance skills and instrument techniques, such as correct finger and hand positions. Students will also learn to use their voices musically and sing music from this genre. Students will focus on the works of composer Hans Zimmer – Pirates of the Caribbean, Lion King, Batman. Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly</p>
---	--	---	---	--	--

		with Keyboard performance opportunities within lessons regularly.	musical theatre.			
Year 9	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations.</i></p> <p><i>Play and perform confidently</i></p> <p><b>Further Understanding &amp; Using Musical Elements with Performance:</b> Students will retrieve and further build upon the musical elements taught throughout Years 7 &amp; 8, developing their knowledge of more nuanced aspects of the area of study – such as: ornamentation and</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations.</i></p> <p><i>Play and perform confidently</i></p> <p><b>Further Understanding &amp; Using Musical Elements with Performance :</b> This unit continues to build upon Musical Element knowledge and will further develop students’ abilities to understand more complex and nuanced aspects of Music – such as: expressive</p>	<p><i>Know different music styles, know different musical traditions, use voice, and play instruments.</i></p> <p><i>Listen and identify a wide range of music from great composers</i></p> <p><i>Play and perform confidently as solo or ensemble.</i></p> <p><b>The Blues, American Music &amp; World Music</b> Linking closely to studies in History and Art running simultaneously, students will learn about the rise of The Blues and how it began</p>	<p><i>Know different music styles, know different musical traditions, use voice, and play instruments.</i></p> <p><i>Listen and identify a wide range of music from great composers</i></p> <p><i>Play and perform confidently as solo or ensemble.</i></p> <p><b>The Blues, American Music &amp; World Music</b> Continuing from last half-term students will further learn about the impact American Music in the 20<sup>th</sup> Century has had on the wider world of Music. Explanation of the importance of studying</p>	<p><i>Know a range of musical structures and compose range of structures, styles, genres, and traditions.</i></p> <p><b>Traditional Composition Methods Using Notation</b> (MuseScore)</p> <p>Students here will learn the fundamentals of traditional composition methods. Using their knowledge of music notation learnt in prior topics they will arrange and compose music using MuseScore. Starting with simple melody inputting, to re-arranging and improvising their own melodies, before finally writing their own short piece.</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations.</i></p> <p><i>Play and perform confidently</i></p> <p><b>Further Understanding &amp; Using Musical Elements with Performance:</b> Students will retrieve and further build upon the musical elements taught throughout Years 7 &amp; 8, developing their knowledge of more nuanced aspects of the area of study – such as: ornamentation, expressive playing, tone colour. Students will deepen and broaden their understanding these inter-related dimensions of</p>

<p>implementing this into their practical skills. Students will deepen and broaden their understanding these inter-related dimensions building on that foundational knowledge and further applying this to their practical skills. Answering the question: how can we use the elements of music to perform &amp; interpret music using Piano &amp; Keyboard skills? Students also further deepen their knowledge of reading musical notation with development of Bass &amp; Treble Clef understanding. By listening to and understanding diverse styles of music such as, popular music, music from the western</p>	<p>playing, tone colour. Students will seek to further improve their keyboard performance ability by utilising these more subtle parts of instrument playing. By listening to and understanding diverse styles of music such as, popular music, music from the western classical tradition, and music from the worlds of stage and screen, performing pieces from these worlds also. Critical analysis of music of both contemporary and historical sources Musical ability and understanding Encounters with</p>	<p>to change and shape the world of modern-day music. Explanation of the importance of studying music genres Knowledge &amp; content of genres to be studied in this half-term: Blues, Start of American music through time. Blues, Historical background, and origins Characteristics of blues music Key artists and their contributions Importance of the evolution and impact of blues on American culture Performance of 12-bar blues with chord work on Ukulele and introduction</p>	<p>music genres Knowledge &amp; content of genres to be studied in this half-term: Continued American Music Through Time, and later impact on World Music. American Music Through Time Overview of major musical movements in American history (e.g., jazz, rock 'n' roll) Key artists and their contributions to each movement – Elvis Presley Examination of how social, political, and cultural factors influenced musical styles over World Music Definition and explanation of world music as a wider genre Study of various cultures'</p>	<p>Their prior knowledge of the musical elements will be utilised here to accomplish this; can they employ the correct elements required for a coherent composition. Rudiments of rhythm, tempo, tonality, dynamics and pitch. Musical ability and understanding Composing skills. Working with accessible online compositional and arrangement software</p>	<p>building on that foundational knowledge and further applying this to their practical skills – how can we use the elements of music to perform &amp; interpret music using Piano &amp; Keyboard skills. Students also further deepen their knowledge of reading musical notation with development of Bass Clef understanding. By listening to and understanding diverse styles of music such as, popular music, music from the western classical tradition, and music from the worlds of stage and screen, performing pieces from these worlds also. Students will then perform in small ensemble groups with Keyboards, Ukuleles, and voice. Critical analysis of music of both contemporary</p>
---	---	---	---	--	---

	<p>classical tradition, and music from the worlds of stage and screen, performing pieces from these worlds also.</p> <p>Critical analysis of music of both contemporary and historical sources</p> <p>Musical ability and understanding</p> <p>Encounters with performance opportunities within lessons regularly</p>	<p>performance opportunities within lessons regularly</p>	<p>to Improvised Pentatonic Melody on Piano.</p> <p>American Music Through Time</p> <p>Overview of major musical movements in American history (e.g., jazz, rock 'n' roll)</p> <p>Key artists and their contributions to each movement – Louis Armstrong and Scott Joplin.</p> <p>Examination of how social, political, and cultural factors influenced musical styles over time.</p> <p>Performance building on from Blues piece and improvisation, looking at song structure and including</p>	<p>unique musical traditions (e.g., African drumming, Indian classical music, British pop culture, reggae &amp; ska).</p> <p>This builds up well leading into KS4 AOS.</p> <p>In relation to Music and Hollywood – Performing arts lessons will be Incorporated into this term.</p> <p>Students will explore and examine the American Film Industry and look at the characteristics and different art forms. This will link closely to BTEC PA (Specifically component 1)</p>		<p>and historical sources</p> <p>Musical ability and understanding</p> <p>Encounters with performance opportunities within lessons regularly</p>
--	---	---	--	---	--	--



			<p>elements of composition/ songwriting using BandLab.</p> <p>Critical analysis of music of both contemporary and historical sources.</p> <p>Musical ability and understanding, combined with Keyboard/Piano performance opportunities</p>			
--	--	--	--	--	--	--

We know that students who read well achieve well. As such, all subject areas are committed to providing regular opportunities to read extensively, including the use of our SMART Reader model within lessons. We also provide regular opportunities for students to read as part of a research process.

**Our Key Stage 4 Curriculum (Optional BTEC Performing Arts Pathway)**

At Key Stage 4 students, who opt to study further, currently follow the Pearson BTEC Performing Arts (Tech Award)

KS4	Half Term 1	Half Term 2	Half term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	Focus – Component 1 (Exploring the Performing Arts) Learning Outcome <b>A</b> -	Focus – Component 1 (Exploring the Performing Arts)	Focus – Component 2 - Developing Skills and Techniques in the	Focus – Component 2 - Developing Skills and Techniques	Focus – Component 2 - Developing Skills and Techniques	Focus – Revisit for potential resits Component 1 (Exploring the

<p><i>Investigate how professional performance or production work is created. <b>And B</b> - Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</i></p> <p><b>A1</b> - Students will analyse and explore the acting styles such as Melodrama, Naturalism and Classical. Students will study the plays of <b>Blood Brothers, An Inspector Calls</b> and <b>DNA</b>, and focus on the Creative stylistic qualities such as production elements, form/structure/narrative, style/genre and contextual influences. This will also look at the purpose of each play.</p> <p><b>A2</b> - Students will understand the roles, responsibilities</p>	<p>Learning Outcome <b>A</b> - <i>Investigate how professional performance or production work is created. <b>And B</b> - Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</i></p> <p><b>A1</b> - Students will analyse and explore the acting styles such as Melodrama, Naturalism and Classical. Students will study the plays of <b>Blood Brothers, An Inspector Calls</b> and <b>DNA</b>, and focus on the Creative stylistic qualities such as production elements, form/structure/narrative, style/genre and</p>	<p>Performing Arts Learning Outcome <b>A</b> - <i>Use rehearsal or production/design processes.</i></p> <p><b>A1</b> - Students will continue the development of their skills and techniques by participating in rehearsal or production/design practices. Students will explore the themes, ideas, styles and genres of the professional set works of <b>Blood Brothers, Beauty and The Beast</b> and <b>DNA</b>. Students will interpret and reproduce performances from these set works and understand the necessary behaviours and attitudes and health and safety, whilst reviewing and recording their own</p>	<p>in the Performing Arts Learning Outcome <b>B</b> - <i>Apply skills and techniques in performance or realisation</i></p> <p><b>And C</b> - <i>Review own development and application of performance or design skills.</i></p> <p><b>B1</b> - Students will continue to apply interpretative skills and techniques whilst studying, interpreting and reproducing set works. Students will apply and develop performance vocal and physical skills within rehearsals and performances. Students will also apply and</p>	<p>in the Performing Arts Learning Outcome <b>B</b> - <i>Apply skills and techniques in performance or realisation</i></p> <p><b>And C</b> - <i>Review own development and application of performance or design skills.</i></p> <p><b>B1</b> - Students will continue to apply interpretative skills and techniques whilst studying, interpreting and reproducing set works. Students will apply and develop performance vocal and physical skills within rehearsals and performances. Students will also apply and</p>	<p>Performing Arts) Learning Outcome <b>A</b> - <i>Investigate how professional performance or production work is created. <b>And B</b> - Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</i></p> <p><b>A1</b> - Students will analyse and explore the acting styles such as Melodrama, Naturalism and Classical. Students will study the plays of <b>Blood Brothers, An Inspector Calls</b> and <b>DNA</b>, <b>Hamilton</b> and focus on the Creative stylistic qualities such as production elements, form/structure/narrative, style/genre and contextual</p>
--	--	--	---	---	--

	<p>and skills in these set pieces. Roles– Actors, Writers, Directors and Designer. Responsibilities – rehearsing, performing and contributing to the creation. Skills – Physical, Vocals, Managing, Communication, Creative and Organisation.</p> <p><b>B1/2</b> Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the 3 plays. This will include Performance and rehearsal to develop techniques such as - Stimulus Response, Exploring and Developing Ideas, Discussing and Sharing with Performers/Designers and Setting Tasks.</p>	<p>contextual influences. This will also look at the purpose of each play.</p> <p><b>A2 -</b> Students will understand the roles, responsibilities and skills in these set pieces. Roles– Actors, Writers, Directors and Designer. Responsibilities – rehearsing, performing and contributing to the creation. Skills – Physical, Vocals, Managing, Communication, Creative and Organisation.</p> <p><b>B1/2</b> Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the 3 plays. This will include Performance and rehearsal</p>	<p>personal development.</p>	<p>develop design skills such as: researching, pitching and developing performance ideas and the creation of costumes sets, props, lighting and sound in relation to the set works being studied in component 2.</p> <p><b>C1 -</b> Students will document and track their progress this half term. They will reflect on their rehearsal and design process during workshops and rehearsals, identify areas of strength and development and respond constructively to feedback and targets.</p>	<p>develop design skills such as: researching, pitching and developing performance ideas and the creation of costumes sets, props, lighting and sound in relation to the set works being studied in component 2.</p> <p><b>C2 -</b> Students will document and track their progress this half term. They will reflect on their Performance and outcomes process during workshops and performances, identify areas of strength and future development and respond constructively to</p>	<p>influences. This will also look at the purpose of each play.</p> <p><b>A2 -</b> Students will understand the roles, responsibilities and skills in these set pieces. Roles– Actors, Writers, Directors and Designer. Responsibilities – rehearsing, performing and contributing to the creation. Skills – Physical, Vocals, Managing, Communication, Creative and Organisation.</p> <p><b>B1/2</b> Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the 3 plays. This will include Performance and rehearsal to develop techniques such as - Stimulus Response,</p>
--	---	--	------------------------------	---	--	--

		to develop techniques such as - Stimulus Response, Exploring and Developing Ideas, Discussing and Sharing with Performers/Designers and Setting Tasks. <b>PSA – September Release. 12 Hour guided assessment</b>			audience feedback. <b>PSA – February Release. 5/6 Hour guided assessment</b>	Exploring and Developing Ideas, Discussing and Sharing with Performers/Designers and Setting Tasks.
Year 11	Focus – Component 3 – Responding to a brief. Essential Content – <b>A</b> - <i>Understand how to respond to a brief through discussion and practical exploration activities</i> <b>A1</b> - Students will begin to develop techniques to analyse briefs to create an original workshop performance. Students will explore other starting points, such as themes, issues, props, time and place	Focus – Component 3 – Responding to a brief. Essential Content – <b>B</b> - <i>Select and develop skills and techniques in response to a brief</i> <b>And A</b> - <i>Understand how to respond to a brief through discussion and practical exploration activities</i> <b>B1</b> - Students will begin to select and develop skills and	Focus – Component 3 – Responding to a brief. Essential Content – <b>C</b> - <i>Apply skills and techniques in a workshop performance in response to a brief</i> <b>C1</b> Students will focus on their contribution to a workshop performance, including skills and techniques, working effectively with others and communicating ideas through	Focus – Component 3 – Responding to a brief. Essential Content – <b>D</b> - <i>Evaluate the development process and outcome in response to a brief</i> <b>D1/2</b> Students will review the creative process from the initial exploration of ideas through to their contributions to the development process.	Focus – Component 3 – Responding to a brief. Assessment Period -  This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to	

	<p>and existing repertoire. Students will work as a group to develop ideas by identifying the target audience, performance space, resources, running time and style, as well as understanding their roles and responsibilities within the example briefs given.</p>	<p>techniques in response to a brief via self-reflection. Both performers and designers will select and develop skills as an individual, using their knowledge of their strengths and areas to improve as well as their understanding of the demands of the example briefs. Performance skills may include individual performance skills such as vocal or physical, group and style skills such as improvisation and comedy, and developments of target audience skills. Designer skills may include research, shaping and refining ideas and understanding design implications.</p> <p><b>A1 -</b></p>	<p>performance or realisation. Performers will apply focus, concentration, energy and commitment. Designers will demonstrate their use of research, interpretative and collaborative skills through the workshops.</p> <p><b>C2/3</b></p> <p>Students will work effectively with others and communicate ideas through performances. This will be during and prior to any performances or workshops and involve students from both performance or design.</p> <p><b>Mock of 1 Theory Exam and Practical performance</b></p>	<p>They will consider the success of the process in relation to the brief, the stimulus, and the contributions of their group members. Learners should experience writing an Evaluation Report, starting with short reviews of the outcome of activities and building to produce larger written responses that reflect on the process and outcome.</p> <p><b>PSA Released January.</b></p> <p>Assessment Period -</p> <p>This external component builds on knowledge, understanding and skills acquired</p>	<p>a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p> <p>2 exams: 1- Ideas (800 words) 1hr 2 - Skills (800 words) 1h</p> <p><b>PSA May Submission.</b></p>	
--	---	---	--	---	---	--

		<p>Students will begin to develop techniques to analyse briefs to create an original workshop performance. Students will explore other starting points, such as themes, issues, props, time and place and existing repertoire. Students will work as a group to develop ideas by identifying the target audience, performance space, resources, running time and style, as well as understanding their roles and responsibilities within the example briefs given.</p>		<p>and developed in Component s 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to a workshop performance for a selected audience. Learners will capture their ideas on planning, development and effectiveness of the production process in a written log and an evaluation report.</p> <p>2 exams:  1- Ideas (800 words)  1hr  2 - Skills (800 words)  1h</p>		
--	--	--	--	--	--	--

**DO MORE: Milestone assessment end points**

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p><b>END OF YEAR END POINTS FOR MUSIC</b></p> <ul style="list-style-type: none"> <li>• Identify some (at least 4) of the Musical Elements and what they mean.</li> <li>• Have a basic* understanding of grade 1 musical notation (*Treble Clef Notes)</li> <li>• Identify the notes in performances of appropriate pieces of music on piano in relation to the topic/focus.</li> <li>• Identify some characteristics* of film and Video game music. *At least: <ul style="list-style-type: none"> <li>○ The 4 families of the orchestra</li> <li>○ 2 commonly used elements</li> <li>○ Key terminology (Leitmotif, Film Score and Start Up Music)</li> </ul> </li> <li>• Rearrange and compose a piece of music using BandLab and apply 1 of the elements of music.</li> </ul>	<p><b>END OF YEAR END POINTS FOR MUSIC</b></p> <ul style="list-style-type: none"> <li>• Identify some (at least 5) of the Musical Elements when listening to music and understand what they mean</li> <li>• Have a clear* understanding of grade 1 musical notation. (*Treble Clef Notes and duration)</li> <li>• Perform grade appropriate pieces of music on piano in relation to the topic/focus with some minor errors (errors include: slower tempo, hesitation, and minor accidents)</li> <li>• Understand some of the characteristics* of film and video game music. *At least: <ul style="list-style-type: none"> <li>○ The 4 families of the orchestra and some of their members. (at least 2 instruments)</li> <li>○ 3 commonly used elements</li> <li>○ Key terminology and vocabulary and use in correctly in writing (Leitmotif, Film Score, Composer, Conductor, Start Up Music, Ground Theme)</li> </ul> </li> <li>• Rearrange and compose a piece of music using BandLab applying at</li> </ul>	<p><b>END OF YEAR END POINTS FOR MUSIC</b></p> <ul style="list-style-type: none"> <li>• Identify most (at least 6) of the Musical Elements when listening to music and understand what they mean and why they have been used</li> <li>• Have a detailed* understanding of grade 1 musical notation. (*Treble Clef Notes duration and accidentals)</li> <li>• Perform grade appropriate pieces of music on piano in relation to the topic/focus with few errors and confidence (errors include: minor accidents)</li> <li>• Understand most of the characteristics* of film and video game music. *At least: <ul style="list-style-type: none"> <li>○ The 4 families of the orchestra and most of their members (at least 3 instruments)</li> <li>○ 4 commonly used elements</li> <li>○ Key terminology and vocabulary and use in correctly in writing and speaking tasks (Leitmotif, Film Score, Composer, Conductor, Start Up Music, Ground Theme)</li> </ul> </li> <li>• Rearrange and compose a piece of music using BandLab applying at least 4 of the musical elements correctly</li> </ul>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
		least 3 of the musical elements correctly	
8	<p><b>END OF YEAR END POINTS</b></p> <ul style="list-style-type: none"> <li>• Identify some (at least 5) of the Musical Elements and what they mean (including new basic knowledge of Harmony).</li> <li>• Have a clear* understanding of grade 1 musical notation (*Treble Clef Notes, duration, and accidentals)</li> <li>• Identify the notes in performances of appropriate pieces of music on piano in relation to the focus/topics - Historical Music, Musical Theatre</li> <li>• Identify some characteristics* of Western Music Through Time. *At least: <ul style="list-style-type: none"> <li>○ 1 instrument development</li> <li>○ 2 commonly used elements</li> <li>○ Key terminology – Baroque, Classical, Romantic)</li> </ul> </li> <li>• Compose a piece of music using BandLab and apply 2 of the elements of music responding to a brief/stimulus.</li> <li>• Understand some of the characteristics* of film music. *At least: <ul style="list-style-type: none"> <li>○ The 4 families of the orchestra and some of their members. (at least 2 instruments)</li> <li>○ 3 commonly used elements</li> </ul> </li> </ul>	<p><b>END OF YEAR END POINTS</b></p> <ul style="list-style-type: none"> <li>• Identify some (at least 6) of the Musical Elements when listening to music and what they mean (including new clear knowledge of Harmony).</li> <li>• Have a basic* understanding of Grade 2 musical notation (*Grade 1 + Bass Clef)</li> <li>• Perform grade appropriate pieces of music on piano in relation to the focus/topics - Historical Music, Musical Theatre some minor errors (errors include: slower tempo, hesitation and minor accidents)</li> <li>• Understand some characteristics* of Western Music Through Time. *At least: <ul style="list-style-type: none"> <li>○ 2 instrument developments</li> <li>○ 3 commonly used elements</li> <li>○ Key terminology and use correctly in writing – Baroque, Classical, Romantic, Orchestra, Programme Music)</li> <li>○ Recognise some* of the taught composers - at least 2 of Bach, Mozart, Beethoven</li> </ul> </li> </ul>	<p><b>END OF YEAR END POINTS</b></p> <ul style="list-style-type: none"> <li>• Identify most (at least 8) of the Musical Elements when listening to music and what they mean (including new detailed knowledge of Harmony).</li> <li>• Have a clear* understanding of Grade 2 musical notation (*Grade 1 + Bass Clef &amp; Rhythms)</li> <li>• Perform grade appropriate pieces of music on piano in relation to the focus/topics - Historical Music, Musical Theatre few errors confidently (errors include: minor accidents)</li> <li>• Understand most characteristics* of Western Music Through Time. *At least: <ul style="list-style-type: none"> <li>○ 3 instrument developments</li> <li>○ 4 commonly used elements</li> <li>○ Key terminology and use correctly in writing and speaking tasks – Baroque, Classical, Romantic, Orchestra, Programme Music)</li> <li>○ Recognise all* of the taught composers and some of their works - Bach, Mozart, Beethoven</li> </ul> </li> <li>• Compose a piece of music using BandLab and apply 6 of the elements of music correctly responding to a</li> </ul>



Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<ul style="list-style-type: none"> <li>○ Key terminology and vocabulary and use in correctly in writing (Leitmotif, Film Score, Composer, Conductor)</li> </ul>	<ul style="list-style-type: none"> <li>● Compose a piece of music using BandLab and apply 4 of the elements of music correctly responding to a brief/stimulus.</li> <li>● Understand most of the characteristics* of film music. *At least:               <ul style="list-style-type: none"> <li>○ The 4 families of the orchestra and most of their members (at least 3 instruments)</li> <li>○ 4 commonly used elements</li> <li>○ Key terminology and vocabulary and use in correctly in writing and speaking tasks (Leitmotif, Film Score, Composer, Conductor)</li> </ul> </li> </ul>	<p>brief/stimulus, reflecting on work to make improvements over time.</p> <ul style="list-style-type: none"> <li>● Understand all taught characteristics* of film music. *At least:               <ul style="list-style-type: none"> <li>○ The 4 families of the orchestra and most of their members (at least 4 instruments)</li> <li>○ 6 commonly used elements</li> <li>○ Key terminology and vocabulary and use in correctly in writing and speaking tasks (Leitmotif, Film Score, Composer, Conductor)</li> </ul> </li> </ul>
9	<p><b>3 Termly End Points Year 9 Term 1 – Theory &amp; Performance Skills</b></p> <ul style="list-style-type: none"> <li>● Understand most* of the Musical Elements and what they mean. *At least 7.</li> <li>● Identify the notes in a grade appropriate piece of music on piano incorporating 1 musical element accurately.</li> <li>● Have a detailed* understanding of grade 1 musical notation (*Treble Clef Notes, Duration, Accidentals)</li> </ul>	<p><b>3 Termly End Points Year 9 Term 1 – Theory &amp; Performance Skills</b></p> <ul style="list-style-type: none"> <li>● Understand all the Musical Elements and what they mean</li> <li>● Perform a grade appropriate piece of music on piano incorporating 2-3 musical elements accurately with minor errors. (Errors include: slower tempo, hesitation, and minor accidents)</li> <li>● Have a clear* understanding of grade 2 musical notation (*Grade 1 + 2 of the</li> </ul>	<p><b>3 Termly End Points Year 9 Term 1 – Theory &amp; Performance Skills</b></p> <ul style="list-style-type: none"> <li>● Understand all the Musical Elements, what they mean, and recognise them aurally within a piece of music.</li> <li>● Confidently perform a grade appropriate piece of music on piano incorporating 2-3 musical elements accurately without error. (Errors include: minor accidents)</li> <li>● Have a detailed* understanding of grade 2 musical notation (*Grade 1 + Bass Clef, Rhythms, Chords)</li> </ul>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
9	<p><b>Term 2 – The Blues, American Music &amp; World Music:</b></p> <ul style="list-style-type: none"> <li>• Identify some characteristics* of American Music through time. *At least: <ul style="list-style-type: none"> <li>○ 1 commonly used instrument from each genre.</li> <li>○ 2 commonly used elements</li> <li>○ Key terminology – (12 bar blues, walking bassline, improvisation)</li> </ul> </li> <li>• Identify the basic chronology of how music developed in America</li> <li>• Demonstrate basic* knowledge of World Music Genres (*can recognise 2 distinct genres aurally)</li> <li>• Identify the notes in genre specific musical pieces using Keyboards &amp; Ukuleles</li> </ul> <p><b>Summer Term – Composition &amp; Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• Apply prior learnt theory knowledge* to compositional tasks</li> </ul>	<p>following: Bass Clef, Rhythms, Chords)</p> <p><b>Term 2 – The Blues, American Music &amp; World Music:</b></p> <ul style="list-style-type: none"> <li>• Understand some characteristics* of American Music through time *At least: <ul style="list-style-type: none"> <li>○ 2 commonly used instrument from each genre.</li> <li>○ 4 commonly used elements</li> <li>○ Key terminology – (as with basic + Riffs, Offbeat, Syncopation)</li> </ul> </li> <li>• Understand the chronology of how music developed in America with reference to wider context &amp; historical events* (*cross-curricular History links)</li> <li>• Demonstrate clear* knowledge of World Music Genres (*can recognise 4 distinct genres aurally)</li> <li>• Perform genre specific musical pieces using Keyboards &amp; Ukuleles, applying genre specific performance skills &amp; techniques, with some minor errors (Errors include: slower tempo, hesitation, and minor accidents)</li> </ul> <p><b>Summer Term – Composition &amp; Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• Apply prior learnt theory knowledge* to compositional tasks with accuracy</li> </ul>	<p><b>Term 2 – The Blues, American Music &amp; World Music:</b></p> <ul style="list-style-type: none"> <li>• Understand most characteristics* of American Music through time *At least: <ul style="list-style-type: none"> <li>○ 4 commonly used instrument from each genre.</li> <li>○ 5 commonly used elements</li> <li>○ Key terminology – (as with clear + Clave Rhythm, Fusion)</li> </ul> </li> <li>• Confidently understand the chronology of how music developed in America with reference to wider context &amp; historical events* (*cross-curricular History links)</li> <li>• Demonstrate detailed* knowledge of World Music Genres (*can recognise 5+ distinct genres aurally and describe their features)</li> <li>• Perform genre specific musical pieces using Keyboards &amp; Ukuleles, applying genre specific performance skills &amp; techniques confidently without error. (Errors include: minor accidents)</li> </ul> <p><b>Summer Term – Composition &amp; Ensemble Skills</b></p> <ul style="list-style-type: none"> <li>• Apply prior learnt theory knowledge* to compositional tasks with accuracy and confidence to create desired effect (*rhythm, notation, pitch, treble clef, chords, tonality, texture)</li> </ul>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>(*rhythm, notation, pitch, treble clef)</p> <ul style="list-style-type: none"> <li>• Utilise some of the musical elements (Structure and Melody) within composition skills</li> <li>• Compose a basic piece of music using notation with some degree of coherence</li> <li>• Work as part of an ensemble</li> <li>• Performed as part of an ensemble choosing a grade appropriate performance piece, played with some minor errors (Errors include: slower tempo, hesitation, and minor accidents)</li> </ul>	<p>(*rhythm, notation, pitch, treble clef, chords)</p> <ul style="list-style-type: none"> <li>• Utilise most of the musical elements (as with basic + dynamics) within composition skills effectively</li> <li>• Compose a clear coherent piece of music using notation</li> <li>• Work collaboratively with others to perform as an ensemble* (*showing teamwork skills)</li> <li>• Performed as part of an ensemble choosing a grade appropriate performance piece, without error</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise and apply most musical elements (as with clear + texture) within composition skills effectively</li> <li>• Compose a structured, detailed, &amp; coherent piece of music using notation</li> <li>• Work collaboratively with others to perform as an ensemble successfully* (*teamwork &amp; leadership skills shown)</li> <li>• Performed as part of an ensemble choosing a grade appropriate performance piece, without error confidently</li> </ul>
<b>10</b>	<p><b>MILESTONE ENDPOINTS - PERFORMING ARTS BTEC TECH AWARD</b></p> <p>Investigate how professional performance or production work is created, professional performance material, influences, creative outcomes and purpose, roles, responsibilities, and skills Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance and production work, processes used in development, rehearsal and performance, and the production process</p>		
	<ul style="list-style-type: none"> <li>• Show basic understanding of performance informed through adequate investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work</li> <li>• Make references to some relevant examples from the professional work that relate to the theme</li> <li>• Show basic understanding of the professionals' contribution to the performance through</li> </ul>	<ul style="list-style-type: none"> <li>• Show clear understanding of performance informed through adequate investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work</li> <li>• Make references to some relevant examples from the professional work that relate to the theme</li> <li>• Show clear understanding of the professionals' contribution to the</li> </ul>	<ul style="list-style-type: none"> <li>• Show detailed understanding of performance informed through adequate investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work</li> <li>• Make references to some relevant examples from the professional work that relate to the theme</li> <li>• Show detailed understanding of the professionals' contribution to the performance through partial</li> </ul>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	<p>partial assessment of roles, responsibilities in line with intentions</p> <ul style="list-style-type: none"> <li>• Demonstrate basic understanding of the processes used in the development and rehearsal of professional works</li> <li>• Basic understanding of the techniques used in the performance/production process is shown</li> </ul>	<p>performance through partial assessment of roles, responsibilities in line with intentions</p> <ul style="list-style-type: none"> <li>• Demonstrate clear understanding of the processes used in the development and rehearsal of professional works</li> <li>• Clear understanding of the techniques used in the performance/production process is shown</li> </ul>	<p>assessment of roles, responsibilities in line with intentions</p> <ul style="list-style-type: none"> <li>• Demonstrate detailed understanding of the processes used in the development and rehearsal of professional works</li> <li>• Detailed understanding of the techniques used in the performance/production process is shown</li> </ul>
<b>11</b>	<p><b>MILESTONE ENDPOINTS - PERFORMING ARTS BTEC TECH AWARD</b></p> <p>Developing Skills and Techniques in the Performing Arts. Use rehearsal or production/design processes. Apply skills and techniques in performance or realisation. Review own development and application of performance or design skills.</p>		
	<ul style="list-style-type: none"> <li>• Show adequate application of technical and performance/ design skills during the rehearsal process</li> <li>• Show adequate and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme</li> <li>• Demonstrate adequate demonstration of technical performance/ production skills during performance/pitch</li> <li>• Display adequate use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch</li> <li>• Straightforward review of the application of skills and techniques in performance or realisation displayed</li> <li>• Set actions and targets to improve which show some consideration and are partially relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Show clear application of technical and performance/ design skills during the rehearsal process</li> <li>• Show clear and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme</li> <li>• Demonstrate clear demonstration of technical performance/ production skills during performance/pitch</li> <li>• Display clear use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch</li> <li>• Appropriate review of the application of skills and techniques in performance or realisation displayed</li> <li>• Set actions and targets to improve which show clear consideration and relevance</li> </ul>	<ul style="list-style-type: none"> <li>• Show detailed application of technical and performance/ design skills during the rehearsal process</li> <li>• Show detailed and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme</li> <li>• Demonstrate detailed demonstration of technical performance/ production skills during performance/pitch</li> <li>• Display detailed use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch</li> <li>• In-depth review of the application of skills and techniques in performance or realisation displayed</li> <li>• Set actions and targets to improve which show detailed consideration and pertinence</li> </ul>

## **GO FURTHER: Skills Builder**

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in Music we will focus on **Creativity, Teamwork** and **Listening**. Our young people have demonstrated that taking part in creative activities both in and outside of the classroom can not only boost their self-esteem, but they can also help others. We encourage our young people to teach skills to others and work together to learn about diverse cultures and events through discussion and group work. Projects from Year 7 upwards have been designed to creatively explore a variety of materials but also to refine skills to take pride in not only their performance and practical work, but their written and theoretical work, also.

### **How does our Curriculum cater for students with SEND?**

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress, and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their absolute best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Differentiated and feedback tasks outlined clearly on the board or in teaching resources
- A variety of techniques, processes and progression are offered when working with instruments to enable all students to make progress
- Group work and discussion tasks to develop confidence in presentation and literacy skills
- Various instruments clubs and performing arts activities are on offer at lunchtimes and after school to encourage all learners to apply their knowledge and skills outside of their set lesson times

### **How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with elevated levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Music, we;

- Aim to provide not only a space to teach technical skills in music performance, composition and theoretical understanding; but also, a space where young people feel safe and comfortable to express themselves musically, whilst also developing empathy and understanding to others, and

their situations. Our subject encourages students to think creatively and develop transferable skills such as critical thinking, teamwork, and problem-solving skills to equip them for life beyond the classroom

- Work to identify barriers, interests, and what might help each pupil make the next steps in learning using more accessible performance pieces
- Provide targeted support for under-performing pupils during lesson time, such as targeted questioning, live marking and feedback, and strategic rigorous seating
- Use strategies best suited to addressing individual needs
- Ensure there are opportunities for students to make use of resources and know of the extra-curricular activities on offer to further develop their skills and knowledge of music
- Have recently launched fully funded instrument lessons taught by specialist peripatetic teachers. These have been offered to all students – ensuring everyone has access to musical learning regardless of advantage

### **How do we make sure that our curriculum is implemented effectively?**

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and to shape future learning.

Assessments are checked for reliability within the department and across the Trust.

### **How do we make sure our curriculum is having the desired impact?**

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and evaluation meetings
- Lesson observations
- Learning walks
- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil surveys
- Parental feedback
- External reviews and evaluations