# Sandhill View

# Music Curriculum Policy

# Aspire Achieve Enjoy

# <u>Aim</u>

Here at Sandhill View Academy, we aim to securely equip <u>all</u> 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.

# <u>Intent</u>

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 <u>Music</u>, and optional Key Stage 4 (years 10 and 11) studying <u>Performing Arts</u>.

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

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

		r	l _	r		
	way will aid all	previous	for music in	Instrumentati	understand them	and inter-related
	futures areas	elements	film. This will	on, and how	in a wider	dimensions to
	of study and	through	link to HT1	both impact	context. This unit	create and arrange
	act as	recall and	and enable	music in film.	will be supported	original music.
	foundational	retrieval	students to	Students will	by keyboard	
	knowledge for	tasks to	retrieve the	focus on the	performance	Working with
	all students to	embed into	elements of	works of	pieces to further	accessible online
	access and	long-term	music and	composer	develop skills and	compositional
	build on	memory.	understand	John Williams	techniques, as	and arrangement
	further.	Students	them in a	– Star Wars,	well as building	software –
	Students also	continue	wider	Jaws & Harry	on the skills	
	begin learning	learning and	context.	Potter.	gained	BandLab.
	and reading	reading	Students	Learning	throughout HT3	Musical ability
	musical	musical	learn what	pieces from	and HT4.	and
	notation –	notation with	Timbre is	each film	Students will also	understanding
	Treble Clef. By	increased	through	mentioned	reimagine the	anderstanding
	listening to and	focus on	study of the	above and	work of Tanaka	
	understanding	instrument	"The	applying their	and compose	
	diverse styles	skills &	Orchestra"	understanding	their own version	
	of music such	knowledge –	and how it	of Leitmotif	of the famous	
	as, popular	students	works	and	Tetris Theme.	
	music (The	learn the	effectively in	Instrumentati	Critical analysis of	
	Weeknd),	keyboard.	films to	on to their	music of both	
	music from the	Continued	reflect the	performance	contemporary	
	western	study of The	action	abilities.	and historical	
	classical	Weeknd	appropriately	Study into	sources	
	tradition	(popular	This unit will	Williams' life,	Encounters with	
	(Mozart and	music), and critical	be supported	work, and context as one	performance	
	Beethoven), and music from	listening to	by keyboard performance	of the 20 <sup>th</sup>	opportunities within lessons	
	the worlds of	Western	pieces to	Century's	regularly	
	stage and	Classical	further	most	regularly	
	-	Traditional	develop their			
	screen, students are	Music	performance	figures in		
	given the	(Mozart and	skills and	Music		
	opportunity to	Beethoven).	instrument	Composition.		
	find a passion	Critical	techniques,			
	in areas that	analysis of	such as	Critical		
	they may not	music of	correct finger	analysis of		
	have otherwise	both	and hand	music of both		
	experienced. In	contemporar	positions.	contemporary		
	this unit whole	y and	Initially	and historical		
	class singing is	historical	learning	sources		
	to be adopted	sources	Barry's Bond	Encounters		
	to further	Musical	Theme.	with		
	foster the love	ability and	Students will	performance		
	of singing from	understandin	also learn to	opportunities		
	KS2.	g	use their	within lessons		
	Critical analysis	0	voices	regularly		
	of music of		musically and	-0		
	both		sing music			
	contemporary		from this			
	F		genre.			
L		1		1	1	

	and historical		Critical			
	and historical					
	sources		analysis of			
	Musical ability		music of			
	and		both			
	understanding		contemporar			
			y and			
			historical			
			sources			
			Encounters			
			with			
			performance			
			opportunities			
			within			
			lessons			
Veer 0	Idont:fr	Idoratifi i	regularly	Kaow different	Kaowa wawa af	Know different
Year 8	Identify relevant inter-	Identify relevant	Know different	Know different	Know a range of musical	Know different musical
	related	inter-related		music styles, know different	structures and	traditions,
	dimensions of	dimensions	music styles, know	musical	compose range of	identify relevant
	music including	of music	different	traditions, use	structures, styles,	inter-related
	tone, scales	including	musical	voice, and play	genres, and	dimensions of
	and music	tone, scales	traditions,	instruments.	traditions.	music, listen, and
	devices and	and music	use voice,	Listen and	Composition &	identify a wide
	Know staff and	devices and	and play	identify a wide	BandLab:	range of music
	relative	Know staff	instruments.	range of music	This unit explores	from great
	notations.	and relative	Listen and	from great	the key features of	composers and
	Exploring The	notations.	identify a	composers	compositional and	play and perform
	Musical	Exploring	wide range	and play and	arrangement-	confidently as
	Elements:	The Musical	of music from	perform	based tasks,	solo or ensemble
		Elements:	great	confidently as	building on the	Film Music and
	Students will	Students will	composers	solo or	skills learnt during	Composition
	retrieve and	retrieve and	and play and	ensemble.	the Arrangement	composition
	build-upon the	build-upon	perform	Music	topic in Year7,	This unit will
	musical	the musical	confidently	Through Time	students will	explore the
	elements	elements	as solo or	&	compose a piece	purpose and
	taught in Year7	taught during	ensemble.	Performance	to a given brief/stimulus	importance for
	as well as	the previous	Music	Skills:	using music	music in film. This
		half-term as	Through	This unit	technology	will link to HT1
	focussing on	well as	Time &	continues to	(BandLab) to aid	and enable
	the more	focussing on	Performance	explore the key	their progress.	students to
	detailed	the more	Skills:	features of	Working with	retrieve the
	aspects of	detailed		various musical	accessible online	elements of
	Articulation,	aspects of	This unit	styles	compositional	music and
	and Structure.	Form and	explores the	throughout history	and arrangement	understand them
	Students will	Expression,	key features	focussing on	software	in a wider
	deepen and	understandin	of various	the Western	(BandLab).	context. Students
	broaden their	g how these	musical styles	Classical	Building on the	learn what
	understanding	can be	throughout	Tradition.	Y7 BandLab unit,	Timbre is and
	-	implemented	history	Students	students will	how it works
	these inter-	practically in music	focussing on	continue	experiment with	effectively in films to reflect
	related	through	the Western	chronologically	their use of voice	the action
	dimensions of	performance	Classical	with a brief re-	in composing and	appropriately.
		performance		cap of prior	record they own	appropriately.

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	building on	skills.	Tradition.	learning before	vocal parts into	This unit will be
	that	Continued	Students will	continuing with Late	their creations.	supported by
	foundational	focus on	follow this	Romantic, 20 <sup>th</sup>	Musical ability and	keyboard
	knowledge.	Capaldi's work for	chronologicall	Century, and		performance
	Students also	work for keyboard	y starting with	ultimately,	understanding, combined with	pieces to further
	further deepen	skills with	Baroque,	Modern Day.		develop their performance
	their	highlighted	Classical and	Students will	Keyboard/Piano performance	skills and
		focus on left-	Early	track how	opportunities	instrument
	knowledge of	hand	Romantic –	music has	within lessons	techniques, such
	reading musical	development	including	developed	regularly.	as correct finger
	notation with	and playing	elements of	through time		and hand
	the	with	opera and	and implement		positions.
	introduction of	expression.	learn to	their		Students will also
	Bass Clef.	By listening	perform a	understanding		learn to use their
	Practical focus	to and	•	of these changes in		voices musically
	here is on	understandin	piece from	their		and sing music
	Lewis Capaldi	g diverse	the early 19 <sup>th</sup>	performance		from this genre.
	•	styles of	Century on	skills –		Students will
	(world of	music such	Keyboards.	performing		focus on the
	popular music),	as, popular	This will cover	their learnt		works of
	on Keyboards	music, music	some of the	19 <sup>th</sup> Century		composer Hans
	with focus on	from the	great	Piece		Zimmer – Pirates
	improved 2-	western	composters	(Beethoven) in		of the Caribbean,
	handed	classical	such as (Bach,	differing styles		Lion King,
	playing.	tradition, and	Mozart, and	to reflect the		Batman.
	. , 0	music from	Beethoven)	differences of		Critical analysis of
	Critical analysis	the worlds of		each era.		music of both
	of music of	stage and	Musical	Musical ability		contemporary
	both	screen,	ability and	and		and historical
	contemporary	students are	understandin	understanding		sources
	and historical	given the	g	Critical		Encounters with
	sources	opportunity	Critical	analysis of		performance
	Musical ability	to find a	analysis of	music of both		opportunities
	and	passion in	music of	contemporary		within lessons
	understanding,	areas that	both	and historical		regularly
	combined with	they may not	contemporar	sources		
	Keyboard	have otherwise	y and	Encounters		
	performance		historical	with		
	opportunities	experienced.	sources	performance		
	within lessons	Critical	Encounters	opportunities		
	regularly.	analysis of	with	within lessons		
		music of	performance	regularly		
		both	opportunities			
		contemporar	within			
		y and	lessons			
		historical	regularly Links to			
		sources				
		Musical	Performing Arts in the			
		ability and	Opera and			
		understandin	the early			
		g, combined	origins of			
		<i>.</i> ,	0116113 01			

	with Keyboard performance opportunities within lessons regularly.	musical theatre.			
Year 9Identify relevant inter- related dimensions of music including tone, scales and music devices and Know staff and relative notations.Play and perform confidentlyFurther Understanding & Using MusicalElements with Performance: Students will retrieve and further build upon the musical 	Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations. Play and perform confidently Further Understandi ng & Using Musical Elements with Performance : This unit continues to build upon Musical Elements with Performance : 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	Know different music styles, know different musical traditions, use voice, and play instruments. Listen and identify a wide range of music from great composers Play and perform confidently as solo or ensemble. The Blues, American Music & World Music Linking closely to studies in History and Art running simultaneous ly, students will learn about the rise of The Blues and how it began	Know different music styles, know different musical traditions, use voice, and play instruments. Listen and identify a wide range of music from great composers Play and perform confidently as solo or ensemble. The Blues, American Music & World Music 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	Know a range of musical structures and compose range of structures, styles, genres, and traditions. Traditional Composition Methods Using Notation (MuseScore) 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.	Identify relevantinter-relateddimensions ofmusic includingtone, scales andmusic devices andKnow staff andrelativenotations.Play and performconfidentlyFurtherUnderstanding &Using MusicalElements withPerformance:Students willretrieve andfurther buildupon the musicalelements taughtthroughout Years7 & 8, developingtheir knowledgeof more nuancedaspects of thearea of study -such as:ornamentation,expressiveplaying, tonecolour. Studentswill deepen andbroaden theirunderstandingthese inter-relateddimensions of

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

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

elements of composition/ songwriting	
songwriting	
using	
BandLab.	
Critical	
analysis of	
music of	
both	
contemporar	
y and	
historical	
sources.	
Musical	
ability and	
understandin	
g, combined	
with	
Keyboard/Pia	
no	
performance	
opportunities	

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	Focus –	Focus –	Focus –	Focus –	Focus –	Focus – Revisit
10	Component 1	Component 1	Component 2	Component	Component	for potential
	(Exploring the	(Exploring the	- Developing	2 -	2 -	resits
	Performing Arts)	Performing	Skills and	Developing	Developing	Component 1
	Learning	Arts)	Techniques in	Skills and	Skills and	(Exploring the
	Outcome <b>A</b> -		the	Techniques	Techniques	

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

and skills in	contovtual	norconal	dovolon	davalar	influences This
and skills in	contextual	personal	develop	develop	influences. This
these set pieces.		development.	design skills	design skills	will also look at
Roles– Actors,	This will also		such as:	such as:	the purpose of
Writers,	look at the		researching,	researching,	each play.
Directors and	purpose of		pitching and	pitching and	A2 -
Designer.	each play.		developing	developing	Students will
Responsibilities			performanc	performanc	understand the
rehearsing,	Students will		e ideas and	e ideas and	roles,
performing and	understand		the creation	the creation	responsibilities
contributing to	the roles,		of costumes	of costumes	and skills in
the creation.	responsibilitie		sets, props,	sets, props,	these set
Skills – Physical,	s and skills in		lighting and	lighting and	pieces.
Vocals,	these set		sound in	sound in	Roles– Actors,
Managing,	pieces.		relation to	relation to	Writers,
Communication,	,		the set	the set	Directors and
Creative and	Writers,		works being	works being	Designer.
Organisation.	Directors and		studied in	studied in	Responsibilitie
B1/2	Designer.		component	component	s – rehearsing,
Learners will	Responsibilitie		2.	2.	performing
explore and	s – rehearsing,		C1 -	C2 -	and
participate in	performing		Students	Students	contributing to
workshops and	and		will	will	the creation.
classes to	contributing		document	document	Skills –
develop their	to the		and track	and track	Physical,
knowledge and	creation.		their	their	Vocals,
understanding o	f Skills –		progress	progress	Managing,
the 3 plays.	Physical,		this half	this half	Communicatio
This will include	Vocals,		term. They	term. They	n, Creative and
Performance and	d Managing,		will reflect	will reflect	Organisation.
rehearsal to	Communicati		on their	on their	B1/2
develop	on, Creative		rehearsal	Performanc	Learners will
techniques such	and		and design	e and	explore and
as - Stimulus	Organisation.		process	outcomes	participate in
Response,	B1/2		during	process	workshops and
Exploring and	Learners will		workshops	during	classes to
Developing	explore and		and	workshops	develop their
Ideas, Discussing	participate in		rehearsals,	and	knowledge and
and Sharing with	workshops		identify	performanc	understanding
Performers/Desi	and classes to		areas of	es, identify	of the 3 plays.
gners and	develop their		strength	areas of	This will
Setting Tasks.	knowledge		and	strength	include
	and		developmen	and future	Performance
	understanding		t and	developmen	and rehearsal
	of the 3 plays.		respond	t and	to develop
	This will		constructive	respond	techniques
	include		ly to	constructive	such as -
	Performance		feedback	ly to	Stimulus
	and rehearsal		and targets.		Response,

		to develop techniques such as - Stimulus Response, Exploring and Developing Ideas, Discussing and Sharing with Performers/D esigners and Setting Tasks. <b>PSA –</b> <b>September</b> <b>Release.</b> <b>12 Hour</b> <b>guided</b> <b>assessment</b>	Fogur	Fogue	audience feedback. PSA – February Release. 5/6 Hour guided assessment	Exploring and Developing Ideas, Discussing and Sharing with Performers/De signers and Setting Tasks.
Year 11	Focus – Component 3 – Responding to a brief. Essential Content – <b>A</b> - Understand how to respond to a brief through discussion and practical exploration activities <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> - Select and develop skills and techniques in response to a brief <b>And A</b> - Understand how to respond to a brief through discussion and practical exploration activities <b>B1</b> - Students will begin to select and develop skills and	Focus – Component 3 – Responding to a brief. Essential Content – <b>C</b> - Apply skills and techniques in a workshop performance in response to a brief <b>C1</b> Students will focus on their contribution to a workshop performance, including skills and techniques, working effectively with others and communicatin g ideas through	Focus – Component 3 – Responding to a brief. Essential Content – <b>D</b> - <i>Evaluate the</i> <i>developmen</i> <i>t process</i> <i>and</i> <i>outcome in</i> <i>response to</i> <i>a brief</i> <b>D1/2</b> Students will review the creative process from the initial exploration of ideas through to their contribution s to the developmen t process.	Focus – Component 3 – Responding to a brief. Assessment Period - This external component builds on knowledge, understandi ng and skills acquired and developed in Component s 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to	

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

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

# DO MORE: Milestone assessment end points

Year	Basic	Clear	Detailed (Higher Ability End Points) END OF YEAR END POINTS FOR MUSIC	
Group	(Lower Ability End Points)	(Middle Ability End Points)		
7	END OF YEAR END POINTS FOR MUSIC	END OF YEAR END POINTS FOR MUSIC		
7	<ul> <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> <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>	<ul> <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> <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>	<ul> <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:</li> <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> <li>Rearrange and compose a piece of music using BandLab applying at least 4 of the musical elements correctly</li> </ul>	

Year	Basic	Clear	Detailed	
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)	
	<ul> <li>Key terminology and vocabulary and use in correctly in writing (Leitmotif, Film Score, Composer, Conductor)</li> </ul>	<ul> <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> <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, Composer, Conductor)</li> </ul> </li> </ul>	<ul> <li>brief/stimulus, reflecting on work to make improvements over time.</li> <li>Understand all taught characteristics* of film music. *At least: <ul> <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	3 Termly End Points Year 9 Term 1 – Theory & Performance Skills • Understand most* of the Musical Elements and	3 Termly End Points Year 9 Term 1 – Theory & Performance Skills • Understand all the Musical Elements and	3 Termly End Points Year 9 Term 1 – Theory & Performance Skills • Understand all the Musical Elements, what they	
9	<ul> <li>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>	<ul> <li>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>	<ul> <li>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	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
	Term 2 – The Blues, American	following: Bass Clef,	
	Music & World Music:	Rhythms, Chords)	Term 2 – The Blues, American
	<ul> <li>Identify some</li> </ul>	Term 2 – The Blues, American	Music & World Music:
	characteristics* of	Music & World Music:	<ul> <li>Understand most</li> </ul>
	American Music through	<ul> <li>Understand some</li> </ul>	characteristics* of
	time. *At least:	characteristics* of	American Music through
	<ul> <li>1 commonly used</li> </ul>	American Music through	time *At least:
	instrument from	time *At least:	• 4 commonly used
	each genre.	o 2 commonly	instrument from
	<ul> <li>2 commonly used</li> </ul>	used instrument	each genre.
	elements	from each	<ul> <li>5 commonly used</li> </ul>
	<ul> <li>Key terminology</li> </ul>	genre.	elements
	– (12 bar blues,	o 4 commonly	<ul> <li>Key terminology –</li> </ul>
	walking bassline,	used elements	(as with clear +
	improvisation)	<ul> <li>Key terminology</li> </ul>	Clave Rhythm, Fusion)
	Identify the basic	– (as with basic + Riffs, Offbeat,	
	chronology of how music developed in America	Syncopation)	<ul> <li>Confidently understand the chronology of how</li> </ul>
	<ul> <li>Demonstrate basic*</li> </ul>	Understand the	music developed in
9	knowledge of World	chronology of how	America with reference to
5	Music Genres	music developed in	wider context & historical
	(*can recognise 2 distinct	America with reference	events*
	genres aurally)	to wider context &	(*cross-curricular History
	<ul> <li>Identify the notes in</li> </ul>	historical events*	links)
	genre specific musical	(*cross-curricular	<ul> <li>Demonstrate detailed*</li> </ul>
	pieces using Keyboards &	History links)	knowledge of World Musi
	Ukuleles	Demonstrate clear*	Genres
		knowledge of World	(*can recognise 5+ distinct
		Music Genres	genres aurally and
		(*can recognise 4	describe their features)
		distinct genres aurally)	Perform genre specific
		Perform genre specific	musical pieces using
		musical pieces using	Keyboards & Ukuleles,
		Keyboards & Ukuleles,	applying genre specific
		applying genre specific	performance skills &
		performance skills &	techniques confidently
		techniques, with some	without error. (Errors
		minor errors (Errors	include: minor accidents)
		include: slower tempo,	Summer Term – Composition &
		hesitation, and minor accidents)	Ensemble Skills
		Summer Term – Composition &	Apply prior learnt theory
	Summer Term – Composition &	Ensemble Skills	knowledge* to
	Ensemble Skills		compositional tasks with
		<ul> <li>Apply prior learnt theory</li> </ul>	accuracy and confidence
	Apply prior learnt theory	knowledge* to	to create desired effect
	knowledge* to	compositional tasks with	
	compositional tasks	accuracy	(*rhythm, notation, pitch,
		,	treble clef, chords,
			tonality, texture)

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
	<ul> <li>(*rhythm, notation, pitch, treble clef)</li> <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>	<ul> <li>(*rhythm, notation, pitch, treble clef, chords)</li> <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> <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 sills shown)</li> <li>Performed as part of an ensemble choosing a grade appropriate performance piece, without error confidently</li> </ul>
10	MILESTONE ENDPOINTS - PERFORMING A Investigate how professional performance or production work material, influences, creative outcomes and purpose, roles, res Demonstrate understanding of the skills, techniques and appro performance and production work, processes used in developm production process		ed, professional performance ities, and skills sed by professionals to create
	<ul> <li>Show basic</li></ul>	<ul> <li>Show clear</li></ul>	<ul> <li>Show detailed</li></ul>
	understanding of	understanding of	understanding of
	performance informed	performance informed	performance informed
	through adequate	through adequate	through adequate
	investigation of stylistic	investigation of stylistic	investigation of stylistic
	qualities, features and	qualities, features and	qualities, features and
	influences and how they	influences and how they	influences and how they
	contribute to the creative	contribute to the	contribute to the creative
	intentions and purpose of	creative intentions and	intentions and purpose of
	the work <li>Make references to some</li>	purpose of the work <li>Make references to</li>	the work <li>Make references to some</li>
	relevant examples from	some relevant examples	relevant examples from
	the professional work	from the professional	the professional work that
	that relate to the theme <li>Show basic</li>	work that relate to the	relate to the theme <li>Show detailed</li>
	understanding of the	theme <li>Show clear</li>	understanding of the
	professionals'	understanding of the	professionals' contribution
	contribution to the	professionals'	to the performance
	performance through	contribution to the	through partial

Year	Basic	Clear	Detailed
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)
	<ul> <li>partial assessment of roles, responsibilities in line with intentions</li> <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>	<ul> <li>performance through partial assessment of roles, responsibilities in line with intentions</li> <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</li> </ul>	<ul> <li>assessment of roles, responsibilities in line with intentions</li> <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>
11	MILESTONE EN	process is shown IDPOINTS - PERFORMING ARTS BTE	C TECH AWARD
	Apply skills and techniques in perfo performance or design skills.	the Performing Arts. Use rehearsal	development and application of
	<ul> <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> <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> <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/ 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 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 extracurricular 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