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.

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

Commented [MS1]: Could add something about how students have the opportunity to make music and think more critically about it.

Commented [MS2]: knowledge and skills

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	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	
	tone, scales	including	relevant	related	dimensions of	structures, styles,
	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	iviusicai Elements

Commented [MS3]: optional- what exact courses are being offered 2024-25?

Commented [MS4]: Can we make sure the curriculum is sequenced in half terms. So even if same topic is taughtwhat would they be doing in HT1 and the what is different in HT2?

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 contemporary

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 & 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 contemporar y and historical sources Musical ability and understandin

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

Students will

also learn to

musically and sing music

Theme.

use their

from this genre.

voices

Instrumentati understand them on, and how in a wider both impact context. This unit will be supported music in film. Students will by keyboard focus on the performance pieces to further develop skills and John Williams techniques, as well as building Jaws & Harry on the skills gained throughout HT3 and HT4. Students will also reimagine the work of Tanaka applying their and compose understanding their own version of the famous Tetris Theme. Instrumentati Critical analysis of music of both performance contemporary and historical sources Williams' life, **Encounters with** performance context as one opportunities within lessons regularly Composition.

works of

composer

- Star Wars,

Potter.

Learning

each film

mentioned

above and

of Leitmotif

on to their

abilities.

Study into

work, and

of the 20th

Century's

influential

figures in

most

Music

Critical

sources

with

Encounters

performance

opportunities

within lessons

regularly

analysis of

music of both

contemporary and historical

and

pieces from

and inter-related dimensions to create and arrange original music.

Working with accessible online compositional and arrangement software -BandLab.

Musical ability understanding

	and historical		Critical			
	sources		analysis of			
	Musical ability		music of			
	and		both			
	understanding		contemporar			
			y and			
			historical			
			sources			
			Encounters			
			with			
			performance opportunities			
			within			
			lessons			
			regularly			
Year 8	Identify	Identify	Know	Know different	Know a range of	Know different
. 531 6	relevant inter-	relevant	different	music styles,	musical	musical
	related	inter-related	music styles,	know different	structures and	traditions,
	dimensions of	dimensions	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 arrangement-	play and perform
	Musical	Exploring	wide range	and play and	based tasks,	confidently as
	Elements:	The Musical Elements:	of music from	perform	building on the	solo or ensemble Film Music and
	Students will	Students will	great composers	confidently as solo or	skills learnt during	
	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
	focussing on	half-term as	Through	This unit	technology	will link to HT1
	the more	well as	Time &	continues to	(BandLab) to aid	and enable
		focussing on	Performance	explore the key	their progress.	students to
	detailed	the more	Skills:	features of various musical	Working with	retrieve the
	aspects of	detailed	This unit	styles	accessible online	elements of
	Articulation,	aspects of	explores the	throughout	compositional	music and
	and Structure.	Form and		history	and arrangement	understand them
	Students will	Expression,	key features	focussing on	software	in a wider
	deepen and	understandin g how these	of various	the Western	(BandLab).	context. Students
	broaden their	can be	musical styles	Classical	Building on the	learn what Timbre is and
	understanding	implemented	throughout	Tradition.	Y7 BandLab unit,	how it works
	these inter-	practically in	history	Students	students will	effectively in
	related	music	focussing on	continue	experiment with	films to reflect
	dimensions of	through	the Western	chronologically with a brief re-	their use of voice in composing and	the action
	unnensions of	performance	Classical	cap of prior	record they own	appropriately.
				cap or prior	record tiley own	1212121213000171

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 2handed plaving.

Critical analysis of music of both contemporary and historical sources Musical ability and understanding, combined with Keyboard performance opportunities within lessons regularly.

skills. Continued focus on Capaldi's work for keyboard skills with highlighted focus on lefthand development and playing expression. By listening to and understandin g 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

areas that
they may not
have
otherwise
experienced.

Critical
analysis of
music of
both
contemporar
y and
historical
sources
Musical
ability and
understandin
g, combined

Tradition. Students will follow this chronologicall y starting with Baroque, Classical and Early Romantic including elements of opera and learn to perform a piece from the early 19^{th} Century on Keyboards. This will cover some of the great composters such as (Bach, Mozart, and Beethoven) Musical

understandin g
Critical
analysis of
music of
both
contemporar
y and
historical
sources
Encounters
with
performance
opportunities
within
lessons

regularly

Performing

Arts in the

Opera and

the early

origins of

Links to

ability and

learning before continuing with Late Romantic, 20th Century, and ultimately, Modern Day. Students will track how music has developed through time

their
performance
skills –
performing
their learnt
19th Century
Piece
(Beethoven) in
differing styles
to reflect the
differences of
each era.
Musical ability

and

and implement

understanding

their

of these

changes in

understanding Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly vocal parts into their creations. Musical ability and understanding, combined with Keyboard/Piano performance opportunities within lessons regularly.

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

This unit will be

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

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

.1		1	. •	
classical	performance	to	unique	and historical
tradition, and	opportunities within	Improvised	musical	sources
music from the	lessons	Pentatonic	traditions	Musical ability
worlds of stage	regularly	Melody on	(e.g., African	and
and screen,		Piano.	drumming,	understanding
performing			Indian classical	
pieces from		American	music, British	Encounters with
these worlds		Music	pop culture,	performance
also.		Through	reggae & ska).	opportunities
Critical analysis		Time	This builds up	within lessons
of music of		Overview of	well leading	regularly
both		major 	into KS4 AOS.	
contemporary		musical	In relation to	
and historical		movements	Music and	
sources		in American	Hollywood –	
Musical ability and		history (e.g.,	Performing	
understanding		jazz, rock 'n'	arts lessons	
Encounters		roll)	will be	
with		Key artists	Incorportated	
performance		and their	into this term.	
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	
		social,	will link	
		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
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 A -		the	Techniques	Techniques	

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

and skills in contextual personal develop develop influences. This these set pieces. influences. 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 understand the A2 performanc performanc Students will e ideas and rehearsing, e ideas and roles. performing and understand the creation the creation responsibilities contributing to the roles, of costumes of costumes and skills in sets, props, the creation. responsibilitie 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, Roles-Actors, the set the set Directors and Creative and Writers, works being works being Designer. Directors and Responsibilitie Organisation. studied in studied in component **B1/2** Designer. component s - rehearsing, Learners will Responsibilitie performing explore and s - rehearsing, C1 -C2 and contributing to Students Students participate in performing workshops and and will will the creation. contributing document document Skills classes to develop their to the and track and track Physical, knowledge and creation. their their Vocals. understanding of 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 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 workshops during Learners will Exploring and 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 include and strength and developmen and future Performance understanding developmen and rehearsal t and of the 3 plays. respond t and to develop This will constructive techniques respond include ly to constructive such as -Performance feedback Stimulus ly to 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. PSA – September Release. 12 Hour guided assessment			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 – A - Understand how to respond to a brief through discussion and practical exploration activities A1 - 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 - Select and develop skills and techniques in response to a brief And A - Understand how to respond to a brief through discussion and practical exploration activities B1 - Students will begin to select and develop skills and	Focus – Component 3 – Responding to a brief. Essential Content – C - Apply skills and techniques in a workshop performance in response to a brief C1 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 – D – Evaluate the developmen t process and outcome in response to a brief D1/2 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, understanding and skills acquired and developed in Component s 1 and 2 and includes synoptic assessment. Learners will apply their skills and techniques creatively to	

performance and existing techniques in They will a workshop consider the performanc repertoire. response to a or realisation. Students will brief via self-Performers success of e for a reflection. selected work as a group will apply the process 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 will select and commitment. stimulus, audience, 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 well as their given. workshops. Evaluation evaluation understanding C2/3 Report, report. of the Students will starting with demands of work short 2 exams: the example effectively reviews of 1- Ideas briefs. with others the (800 words) Performance and outcome of 1hr skills may communicate activities 2 - Skills include ideas through and building (800 words) individual performances. to produce 1h performance This will be larger skills such as during and written vocal or PSA May prior to any responses physical, group Submission. performances that reflect and style skills or workshops on the such as and involve process and improvisation students from outcome. and comedy, both **PSA** and Released performance developments or design. January. of target audience skills. Assessment Designer skills Mock of 1 Period -Theory Exam may include and Practical research, This performance shaping and external refining ideas component and builds on understanding knowledge, design understandi implications. ng and skills

acquired

A1 -

		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	t and		
		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	(800 words)		
		example	1hr		
		briefs given.	2 - Skills		
			(800 words)		
			(800 words)		
			T11		
1	i	1		1	1

DO MORE: Milestone assessment end points

	Basic Clear		Detailed	
Year Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)	
•	· · · · · · · · · · · · · · · · · · ·			
7	END OF YEAR END POINTS FOR	END OF YEAR END POINTS FOR	END OF YEAR END POINTS FOR	
7	MUSIC Identify some (at least 4) of the Musical Elements and what they mean. Have a basic* understanding of grade 1 musical notation (*Treble Clef Notes) Identify the notes in performances of appropriate pieces of music on piano in relation to the topic/focus. Identify some characteristics* of film and Video game music. *At least: The 4 families of the orchestra Zommonly used elements Key terminology (Leitmotif, Film Score and Start Up Music) Rearrange and compose a piece of music using BandLab and apply 1 of the elements of music.	MUSIC Identify some (at least 5) of the Musical Elements when listening to music and understand what they mean Have a clear* understanding of grade 1 musical notation. (*Treble Clef Notes and duration) 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) Understand some of the characteristics* of film and video game music. *At least: The 4 families of the orchestra and some of their members. (at least 2 instruments) 3 commonly used elements Key terminology and vocabulary and use in correctly in writing (Leitmotif, Film Score, Composer, Conductor, Start Up Music, Ground Theme) Rearrange and compose a piece of music using BandLab applying at	MUSIC Identify most (at least 6) of the Musical Elements when listening to music and understand what they mean and why they have been used Have a detailed* understanding of grade 1 musical notation. (*Treble Clef Notes duration and accidentals) Perform grade appropriate pieces of music on piano in relation to the topic/focus with few errors and confidence (errors include: minor accidents) Understand most of the characteristics* of film and video game music. *At least: The 4 families of the orchestra and most of their members (at least 3 instruments) A commonly used elements Key terminology and vocabulary and use in correctly in writing and speaking tasks (Leitmotif, Film Score, Composer, Conductor, Start Up Music, Ground Theme) Rearrange and compose a piece of music using BandLab applying at least 4 of the musical elements correctly	

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	END OF YEAR END POINTS Identify some (at least 5) of the Musical Elements and what they mean (including new basic knowledge of Harmony). Have a clear* understanding of grade 1 musical notation (*Treble Clef Notes, duration, and accidentals) Identify the notes in performances of appropriate pieces of music on piano in relation to the focus/topics - Historical Music, Musical Theatre Identify some characteristics* of Western Music Through Time. *At least: 1 instrument development 2 commonly used elements Key terminology Baroque, Classical, Romantic) Compose a piece of music using BandLab and apply 2 of the elements of music responding to a brief/stimulus. Understand some of the characteristics* of film music. *At least: The 4 families of the orchestra and some of their members. (at least 2 instruments) 3 commonly used elements o 3 commonly used elements	END OF YEAR END POINTS Identify some (at least 6) of the Musical Elements when listening to music and what they mean (including new clear knowledge of Harmony). Have a basic* understanding of Grade 2 musical notation (*Grade 1 + Bass Clef) 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) Understand some characteristics* of Western Music Through Time. *At least: 2 instrument developments 3 commonly used elements Key terminology and use correctly in writing — Baroque, Classical, Romantic, Orchestra, Programme Music) Recognise some* of the taught composers - at least 2 of Bach, Mozart, Beethoven	END OF YEAR END POINTS Identify most (at least 8) of the Musical Elements when listening to music and what they mean (including new detailed knowledge of Harmony). Have a clear* understanding of Grade 2 musical notation (*Grade 1 + Bass Clef & Rhythms) 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) Understand most characteristics* of Western Music Through Time. *At least: 3 instrument developments 4 commonly used elements Key terminology and use correctly in writing and speaking tasks — Baroque, Classical, Romantic, Orchestra, Programme Music) Recognise all* of the taught composers and some of their works - Bach, Mozart, Beethoven Compose a piece of music using BandLab and apply 6 of the elements of music correctly responding to a

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	o Key terminology and vocabulary and use in correctly in writing (Leitmotif, Film Score, Composer, Conductor)	Compose a piece of music using BandLab and apply 4 of the elements of music correctly responding to a brief/stimulus. Understand most of the characteristics* of film music. *At least: The 4 families of the orchestra and most of their members (at least 3 instruments) 4 commonly used elements Key terminology and vocabulary and use in correctly in writing and speaking tasks (Leitmotif, Film Score, Composer, Conductor)	brief/stimulus, reflecting on work to make improvements over time. • Understand all taught characteristics* of film music. *At least: • The 4 families of the orchestra and most of their members (at least 4 instruments) • 6 commonly used elements • Key terminology and vocabulary and use in correctly in writing and speaking tasks (Leitmotif, Film Score, Composer, Conductor)
9	3 Termly End Points Year 9 Term 1 – Theory & Performance Skills • Understand most* of the Musical Elements and what they mean. *At least 7. • Identify the notes in a grade appropriate piece of music on piano incorporating 1 musical element accurately. • Have a detailed* understanding of grade 1 musical notation (*Treble Clef Notes, Duration, Accidentals)	3 Termly End Points Year 9 Term 1 – Theory & Performance Skills • Understand all the Musical Elements and what they mean • 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) • Have a clear* understanding of grade 2 musical notation (*Grade 1 + 2 of the	3 Termly End Points Year 9 Term 1 – Theory & Performance Skills • Understand all the Musical Elements, what they mean, and recognise them aurally within a piece of music. • Confidently perform a grade appropriate piece of music on piano incorporating 2-3 musical elements accurately without error. (Errors include: minor accidents) • Have a detailed* understanding of grade 2 musical notation (*Grade 1 + Bass Clef, Rhythms, Chords)

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

Year	Basic (Lower Ability End Points)	Clear	Detailed (Higher Ability End Boints)		
Group	(Lower Ability End Points)	(Middle Ability End Points)	(Higher Ability End Points)		
	(*rhythm, notation, pitch, treble clef) • Utilise some of the musical elements (Structure and Melody) within composition skills • Compose a basic piece of music using notation with some degree of coherence • Work as part of an ensemble • 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)	(*rhythm, notation, pitch, treble clef, chords) Utilise most of the musical elements (as with basic + dynamics) within composition skills effectively Compose a clear coherent piece of music using notation Work collaboratively with others to perform as an ensemble* (*showing teamwork skills) Performed as part of an ensemble choosing a grade appropriate performance piece, without error	Utilise and apply most musical elements (as with clear + texture) within composition skills effectively Compose a structured, detailed, & coherent piece of music using notation Work collaboratively with others to perform as an ensemble successfully* (*teamwork & leadership sills shown) Performed as part of an ensemble choosing a grade appropriate performance piece, without error confidently		
10	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				
	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 Make references to some relevant examples from the professional work that relate to the theme Show basic understanding of the professionals' contribution to the performance through	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 Make references to some relevant examples from the professional work that relate to the theme Show clear understanding of the professionals' contribution to the	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 Make references to some relevant examples from the professional work that relate to the theme Show detailed understanding of the professionals' contribution to the performance through partial		

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)	
	partial assessment of roles, responsibilities in line with intentions Demonstrate basic understanding of the processes used in the development and rehearsal of professional works Basic understanding of the techniques used in the performance/production process is shown	performance through partial assessment of roles, responsibilities in line with intentions • Demonstrate clear understanding of the processes used in the development and rehearsal of professional works • Clear understanding of the techniques used in the performance/production process is shown	assessment of roles, responsibilities in line with intentions Demonstrate detailed understanding of the processes used in the development and rehearsal of professional works Detailed understanding of the techniques used in the performance/production process is shown	
11	MILESTONE ENDPOINTS - PERFORMING ARTS BTEC TECH AWARD 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.			
	Show adequate application of technical and performance/ design skills during the rehearsal process Show adequate and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme Demonstrate adequate demonstration of technical performance/ production skills during performance/pitch Display adequate use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch Straightforward review of the application of skills and techniques in performance or realisation displayed Set actions and targets to improve which show	Show clear application of technical and performance/ design skills during the rehearsal process Show clear and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme Demonstrate clear demonstration of technical performance/ production skills during performance/pitch Display clear use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch Appropriate review of the application of skills and techniques in performance or realisation displayed Set actions and targets to improve which show	Show detailed application of technical and performance/ design skills during the rehearsal process Show detailed and partially disciplined approach to the preparation of skills and techniques for performance/ pitch that relate to the theme Demonstrate detailed demonstration of technical performance/ production skills during performance/pitch Display detailed use of performance/ design skills to express stylistic qualities of the repertoire during performance/pitch In-depth review of the application of skills and techniques in performance or realisation displayed Set actions and targets to improve which show detailed consideration and	

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 Commented [MS5]: Do we make use of extra funding or opportunities to loan instruments etc?

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