

Sandhill View

Music Curriculum Policy

Aspire Achieve Enjoy

Aim

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

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

Intent

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

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

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

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

Literacy

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

Sequence and structure

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

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

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations</i></p> <p>Body Percussion</p> <p>This unit explores the elements of music and how they are applied in music. Elements include, Pitch, Rhythm, Melody, Dynamics. Understanding these inter-related dimensions of music in this way will aid all</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know TAB and relative notations</i></p> <p>Grade 1 guitar: an introduction</p> <p>This unit explores the basic skills needed to play the guitar. It combines knowledge of the musical dimensions from the previous unit with these performance skills and uses the</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know TAB and relative notations</i></p> <p>Grade 1 guitar: ‘Get Off’</p> <p>This unit introduces the first Rock School Grade 1 guitar piece: ‘Get Off’. It introduces all of the skills needed for success with this piece: chords, riff, solo, hand position etc. And it gives</p>	<p><i>Know different music styles, know different musical traditions, use voice, and play instruments. Listen and identify a wide range of music from great composers and play and perform confidently as solo or ensemble.</i></p> <p>Musical Heritage:</p> <p>This unit explores the key features of various musical styles throughout history focussing on the Western Classical Tradition. Students will follow this chronologically starting with Baroque, Classical and Early Romantic – including elements of opera</p>	<p><i>Know a range of musical structures and compose range of structures, styles, genres, and traditions.</i></p> <p>Write a Song</p> <p>This unit explores the key features of compositional and arrangement-based tasks, with performance alongside to further strengthen understanding of music theory. Students will begin to understand how to use and manipulate the</p>	<p><i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as solo or ensemble</i></p> <p>Write a Song</p> <p>Here pupils will develop their song composition by adding vocals. They will be asked to use voice to write their vocal line – further</p>

	<p>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. In this unit whole class singing is to be adopted to further foster the love of singing from KS2. Critical analysis of music of both contemporary and historical sources Musical ability and understanding</p>	<p>guitar as a means to practically demonstrate the elements that we've been listening to. Students also being to learn how to read TAB and translate this to their instrument (guitar). Finally, we will extend our knowledge of tones and scales by learning Rock School Grade 1 scales from memory.</p>	<p>the students regular opportunities to perform in front of the class – translating their learning from acoustic guitalele to the electric guitar at the front of the room. Encounters with performance opportunities within lessons regularly</p>	<p>and learn to perform a piece from the early 19th Century on Keyboards. This will cover some of the great composers such as (Bach, Mozart, and Beethoven)</p> <p>Musical ability and understanding Critical analysis of music of both contemporary and historical sources Encounters with performance opportunities within lessons regularly Links to Performing Arts in the Opera and the early origins of musical theatre.</p>	<p>Musical Elements and inter-related dimensions to create and arrange original music.</p> <p>Students use the skills that they've gained on guitar as their compositional 'tool' allowing them to compose chord progressions as well as solos and melody lines.</p> <p>Musical ability and understanding</p>	<p>utilising vocal skills in the curriculum.</p> <p>Further development will be completed when pupils use the musical dimensions to add 'style' to their chords and melody composition.</p>
Year 8	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know TAB and relative notations</i></p> <p>Grade 2 guitar: scales and skills</p> <p>This unit explores the extended skills needed for Grade 2 guitar. It combines knowledge of the musical</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know TAB and relative notations</i></p> <p>Grade 2 guitar: 'What Makes You Beautiful'</p> <p>This unit introduces the first Rock School Grade 2 guitar piece: 'What</p>	<p><i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as solo or ensemble</i></p> <p>Reggae</p>	<p><i>Know a range of musical structures and compose range of structures, styles, genres, and traditions.</i></p> <p>Reggae: composition</p> <p>This unit explores the key features of compositional and arrangement-based tasks, building on the skills learnt during the Write a Song topic in Year7, students will compose a piece to a given</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations.</i></p> <p><i>Play and perform confidently</i></p> <p>Styles of Music with Performance:</p> <p>Students will retrieve and further build</p>	<p><i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know staff and relative notations.</i></p> <p><i>Play and perform confidently</i></p> <p>Styles of Music with Performance:</p> <p>Students will</p>

<p>dimensions from previous units with these performance skills and uses the guitar as a means to practically demonstrate the elements that we've been listening to. Students use their knowledge of TAB to read new scales and techniques needed for Grade 2. Finally, we will look at the skills needed to 'What Makes You Beautiful' (grade 2 piece) before embarking on the piece as a whole: pitch bend, pairs of notes. Hammer on, pull off.</p>	<p>Makes You Beautiful'. It introduces all of the skills needed for success with this piece: slide, hammer on, pull off, pairs of notes etc. And it gives the students regular opportunities to perform in front of the class – translating their learning from acoustic guitalele to the electric guitar at the front of the room. Encounters with performance opportunities within lessons regularly</p>	<p>This unit will explore the purpose and importance of Reggae. This will link to HT1 Y7 and enable students to retrieve the elements of music and understand them in a wider context. Students learn what Timbre is and how it works effectively in Reggae to reflect the action appropriately. This unit will be supported by guitar 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. Encounters with performance opportunities</p>	<p>brief/stimulus using guitar skills gained in previous units as well as knowledge gained last half term about Reggae specifically. Students will experiment with their use of voice in composing and record they own vocal parts into their creations. Musical ability and understanding, combined with guitar performance opportunities within lessons regularly.</p>	<p>upon the musical elements taught throughout Years 7 & 8, developing their knowledge of varying pop styles such as Broadway, 60s and 70s rock. Students will deepen and broaden their understanding these inter-related dimensions of building on that foundational knowledge and further applying this to their practical skills – how can we use the elements of music to perform & interpret music using Guitar skills. By listening to and understanding diverse styles of music such as, popular music, music from the western classical tradition, and music from the worlds of stage and screen, performing pieces from these worlds</p>	<p>retrieve and further build upon the musical elements taught throughout Years 7 & 8, developing their knowledge of varying pop styles such as computer music and modern pop. Students will deepen and broaden their understanding these inter-related dimensions of building on that foundational knowledge and further applying this to their practical skills – how can we use the elements of music to perform & interpret music using Guitar skills. By listening to and understanding diverse styles of music such as, popular music, music from the western classical</p>
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			within lessons regularly		also. Students will then perform in small ensemble groups with guitar, bass, voice and sometimes drums. Critical analysis of music of both contemporary and historical sources Musical ability and understanding Encounters with performance opportunities within lessons regularly	tradition, and music from the worlds of stage and screen, performing pieces from these worlds also. Students will then perform in small ensemble groups with guitar, bass, voice and sometimes drums. Critical analysis of music of both contemporary and historical sources Musical ability and understanding Encounters with performance opportunities within lessons regularly
Year 9	<i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know TAB and relative notations</i> Grade 3 guitar: scales and skills This unit explores the	<i>Identify relevant inter-related dimensions of music including tone, scales and music devices and Know TAB and relative notations</i> Grade 3 guitar: 'Smells Like Teen Spirit'	<i>Know different music styles, know different musical traditions, use voice, and play instruments.</i> <i>Listen and identify a wide range</i>	<i>Know different music styles, know different musical traditions, use voice, and play instruments.</i> <i>Listen and identify a wide range of music from great composers</i>	<i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as</i>	<i>Know different musical traditions, identify relevant inter-related dimensions of music, listen, and identify a wide range of music from great composers and play and perform confidently as</i>

<p>extended skills needed for Grade 3 guitar. It combines knowledge of the musical dimensions from previous units with these performance skills and uses the guitar as a means to practically demonstrate the elements that we've been listening to. Students use their knowledge of TAB to read new scales and techniques needed for Grade 3. Finally, we will look at the skills needed to 'Smells Like Teen Spirit' (grade 3 piece) before embarking on the piece as a whole: Pitch bend, solo, 3rd position, individual strings, palm mute etc.</p>	<p>This unit introduces the first Rock School Grade 3 guitar piece: 'Smells Like Teen Spirit'. It introduces all of the skills needed for success with this piece: pitch bend, palm mute, individual strings, pairs of notes, 3rd position etc. And it gives the students regular opportunities to perform in front of the class – translating their learning from acoustic guitalele to the electric guitar at the front of the room. Encounters with performance opportunities within lessons regularly</p>	<p><i>of music from great composers</i></p> <p><i>Play and perform confidently as solo or ensemble.</i></p> <p>Band</p> <p>This unit introduces other instruments demonstrating to students that once they've learnt one instrument then they can translate that knowledge to any other. All pupils learn a famous song on guitar, then on bass, then on piano, vocals and finally drums. Each individual will try all of the instruments.</p> <p>Encounters with performance opportunities within</p>	<p><i>Play and perform confidently as solo or ensemble.</i></p> <p>Band - ensemble</p> <p>This unit really hones in on the ensemble skills required to be in a successful band or to be a successful musician. Pupils work in groups, each individual choosing a different instrument or voice and together perform the full arrangement of chosen song.</p> <p>Encounters with performance opportunities within lessons regularly.</p> <p>Pupils will also be given the opportunity for their band to perform in assembly as part of this unit.</p>	<p><i>solo or ensemble</i></p> <p>EDM</p> <p>This unit will explore the purpose and importance of EDM. This will link to previous listening units and enable students to retrieve the elements of music and understand them in a wider context. Students learn what Timbre is and how it works effectively in EDM to reflect the action appropriately. This unit will be supported by guitar 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. Encounters with performance opportunities</p>	<p><i>solo or ensemble</i></p> <p>EDM – performance/ arrangement</p> <p>This unit will be supported by keyboard performance pieces to further develop their performance skills and instrument techniques, such as correct finger and hand positions. Students will also learn to use their voices musically and sing music from this genre. Encounters with performance opportunities within lessons regularly</p>
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			lessons regularly		within lessons regularly	
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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 GCSE Music Pathway)

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

KS4	Half Term 1	Half Term 2	Half term 3	Half Term 4	Half Term 5	Half Term 6
Year 10	<p>Understanding Theory for Area of Study 1 – Musical Forms & Devices: Deepen understanding of core musical elements (melody, harmony, rhythm, form, dynamics, tempo, metre) within the context of the Western Classical Tradition. Focus on structural forms: binary, ternary, minuet and trio, rondo, variation, and strophic forms. Explore compositional devices such as repetition, contrast, sequence, ostinato, simple chord progressions (including cadences), and modulation to</p>	<p>Understanding Theory for Area of Study 1 – Musical Forms & Devices: Reinforce theoretical concepts of AoS1 through practical application and analysis of performed works.</p> <p>Performance: Students will select and rehearse pieces from the Baroque, Classical, or Romantic eras, or pieces that clearly demonstrate binary, ternary, rondo, variation, or strophic forms. Focus on developing technical control, expressive interpretation, and stylistic awareness appropriate to</p>	<p>Understanding Theory for Area of Study 2 – Music for Ensemble: Focus on the concepts of texture and sonority in ensemble music. Explore different types of textures (e.g., monophonic, homophonic, polyphonic) and how they are manipulated. Investigate instrumental and vocal groupings in genres such as chamber music, jazz and blues, and musical theatre. Study textural devices like layering, tutti/unison, descant, countermelod</p>	<p>Understanding Theory for Area of Study 2 – Music for Ensemble: Consolidate theoretical knowledge of AoS2 through practical ensemble playing and listening analysis.</p> <p>Performance: Engage in active ensemble performance emphasizing collaborative playing, balance, and blend within the group. Students will perform pieces from the chamber music, musical theatre, or jazz/blues traditions. A significant portion of the</p>	<p>Understanding Theory for Area of Study 3 – Film Music: Explore how music functions in film to create mood, atmosphere, and convey narrative. Study concepts such as thematic material (including leitmotif), dynamics, orchestration techniques for dramatic effect, and the use of special effects. Introduce minimalistic techniques like phasing, layering, rhythmic displacement, and metamorphos</p>	<p>Understanding Theory for Area of Study 3 – Film Music: Review and solidify theoretical understanding of AoS3 through performing and analyzing film scores.</p> <p>Performance: Students will perform existing film music pieces or their own composed film music, concentrating on expressing the intended mood and dramatic effect of the original scene. Encourage the use of music technology in performance where appropriate (e.g.,</p>

	<p>dominant and relative minor.</p> <p>Composition Skills Linked: Apply learned forms and devices to short compositional tasks. Students will create pieces that demonstrate understanding of these structures (e.g., a simple binary form piece) or effectively use devices like ostinato or sequence to develop musical ideas. Focus on developing melodic and rhythmic motifs.</p>	<p>the Western Classical style. One performance piece should be linked to AoS1.</p>	<p>y, backing ideas, contrasting timbres, and the use of imitation, call and response, echo, and antiphonal devices.</p> <p>Composition Skills Linked: Compose short ensemble pieces or sections that highlight specific textures and sonorities. Students will experiment with different instrumental/vocal combinations to achieve desired effects, focusing on how parts interweave and contribute to the overall sound.</p>	<p>performance assessment (at least one minute) must be an ensemble piece, and this can be linked to AoS2.</p> <p>Performance 1 Recorded and evaluated</p>	<p>is, as they often appear in film scores.</p> <p>Composition Skills Linked: Compose short musical cues for specific film scenes (e.g., suspense, action, emotional moments). Focus on using musical elements and technology to create atmosphere and support a visual narrative. This may involve experimenting with sound design and digital audio workstations.</p> <p>Free Composition completed and submitted</p>	<p>sequencing, sound manipulation).</p> <p>Performance 2 Recorded and evaluated</p>
Year 11	<p>Half-Term 1: Understanding Theory and Area of Study 4 (Popular Music) (with composition skills linked)</p> <p>Understanding Theory: Examine</p>	<p>Half-Term 2: Understanding Theory and Area of Study 4 (Popular Music) (with performance)</p> <p>Understanding Theory: Consolidate</p>	<p>Half-Term 3: Listening/Appraising Practise</p> <p>Appraising: Intensive practice for Component 3 (Appraising). Develop strong analytical</p>	<p>Half-Term 4: Listening/Appraising Practise</p> <p>Appraising: Continued intensive practice for Component 3, with a focus</p>	<p>Half-Term 5: Revision</p> <p>Revision: Comprehensive review of all four Areas of Study, key musical elements, terminology,</p>	

<p>the characteristics, structures, and stylistic elements of various popular music genres (e.g., Rock, Pop, R&B, Electronic Dance Music). Focus on common song forms (e.g., verse-chorus, 32-bar form), typical instrumentation, rhythmic grooves, and harmonic progressions (e.g., common chord sequences). Understand the significant role of music technology in popular music production.</p> <p>Composition Skills Linked: Compose original songs or instrumental pieces in a chosen popular music genre. Focus on creating strong melodic hooks, effective chord progressions, and appropriate rhythmic patterns. Utilize composition software and music technology for arrangements and production, potentially working towards the "free composition"</p>	<p>theoretical understanding of AoS4 through practical performance and analysis of popular music.</p> <p>Performance: Students will perform popular music pieces, either solo or as part of a group, demonstrating stylistic awareness and appropriate technical and expressive skills for the chosen genre. This can include their own compositions. Encourage the use of music technology in performance where applicable.</p> <p>Composition to Brief completed and submitted</p> <p>Performances evaluated and final submissions</p>	<p>listening skills across all four Areas of Study. Students will practice identifying and describing musical elements (melody, harmony, tonality, form, dynamics, sonority, texture, tempo, rhythm, metre) , understanding musical contexts (purpose, intention, historical/cultural factors) , and using precise musical language (notation, chord symbols, key signatures). Work through past paper questions and prescribed extracts to become familiar with exam format.</p>	<p>on refining written analytical responses. Students will deepen their understanding of how specific musical elements and devices are used within each Area of Study to create particular effects. Practice responding to unseen musical extracts and structuring comprehensive answers using appropriate musical vocabulary.</p>	<p>and concepts across all three components (Performing, Composing, and Appraising). This period should be used for targeted practice based on individual student needs identified through mock examinations and assessments. Students will finalize and polish their performance pieces and compositions for submission/examination, ensuring all requirements are met.</p>	
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requirement or a set brief linked to AoS4.					
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DO MORE: Milestone assessment end points

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<p>END OF YEAR END POINTS FOR MUSIC</p> <ul style="list-style-type: none"> Identify some (at least 4) of the Musical Elements and what they mean. Have a basic* understanding of grade 1 musical notation (*TAB) Identify the notes in performances of appropriate pieces of music on guitar in relation to the topic/focus. Identify some characteristics* of musical heritage. *At least: <ul style="list-style-type: none"> The 4 families of the orchestra 2 commonly used elements Key terminology (Harpsichord, Piano) Compose a piece basic of music using guitar and apply 1 of the elements of music. 	<p>END OF YEAR END POINTS FOR MUSIC</p> <ul style="list-style-type: none"> 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. (*TAB and rhythm) Perform grade appropriate pieces of music on guitar in relation to the topic/focus with some minor errors (errors include: slower tempo, hesitation, and minor accidents) Understand some of the characteristics* of Musical Heritage. *At least: <ul style="list-style-type: none"> 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 (Harpsichord, piano, forte, crescendo) 	<p>END OF YEAR END POINTS FOR MUSIC</p> <ul style="list-style-type: none"> 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. (*TAB rhythm and techniques) Perform grade appropriate pieces of music on guitar in relation to the topic/focus with few errors and confidence (errors include: minor accidents) Understand most of the characteristics* of musical heritage. *At least: <ul style="list-style-type: none"> 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 (harpsichord, piano, forte, crescendo, melody and

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
		<ul style="list-style-type: none"> Rearrange and compose a piece of music using guitar applying at least 3 of the musical elements correctly 	<p>accompaniment, alberti bass)</p> <ul style="list-style-type: none"> Rearrange and compose a piece of music using guitar applying at least 4 of the musical elements correctly
8	<p>END OF YEAR END POINTS</p> <ul style="list-style-type: none"> 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 2 musical notation (*TAB, rhythm and techniques) Identify the notes in performances of appropriate pieces of music on guitar in relation to the focus/topic – Reggae. Identify some characteristics* of Reggae. *At least: <ul style="list-style-type: none"> 1 instrument development 2 commonly used elements Key terminology – syncopation) Compose a piece of music using guitar and apply 2 of the elements of music responding to a brief/stimulus. 	<p>END OF YEAR END POINTS</p> <ul style="list-style-type: none"> 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 Perform grade appropriate pieces of music on guitar in relation to the focus/topics - Reggae some minor errors (errors include: slower tempo, hesitation and minor accidents) Understand some characteristics* of Reggae *At least: <ul style="list-style-type: none"> 2 instrument developments 3 commonly used elements Key terminology and use correctly in writing – syncopation, bass line, riff) Compose a piece of music using Guitar and apply 4 of the elements of music correctly responding to a brief/stimulus. 	<p>END OF YEAR END POINTS</p> <ul style="list-style-type: none"> 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 (*TAB, rhythm, techniques and instrument specific terms) Perform grade appropriate pieces of music on guitar in relation to the focus/topics - Reggae few errors confidently (errors include: minor accidents) Understand most characteristics* of Reggae *At least: <ul style="list-style-type: none"> 3 instrument developments 4 commonly used elements Key terminology and use correctly in writing and speaking tasks – syncopation, bass line, riff, skank, one-drop rhythm) Compose a piece of music using guitar and apply 6 of the elements of music correctly responding to a brief/stimulus, reflecting on work to make improvements over time.

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
9	<p>END OF YEAR END POINTS</p> <ul style="list-style-type: none"> • Understand most* of the Musical Elements and what they mean. *At least 7. • Identify the notes in a grade appropriate piece of music on guitar incorporating 1 musical element accurately. • Have a detailed* understanding of grade 2 musical notation (*TAB rhythm, accidentals and instrument specific techniques) • Apply prior learnt theory knowledge* to compositional tasks (*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 	<p>END OF YEAR END POINTS</p> <ul style="list-style-type: none"> • Understand all the Musical Elements and what they mean • Perform a grade appropriate piece of music on guitar incorporating 2-3 musical elements accurately with minor errors. (Errors include: slower tempo, hesitation, and minor accidents) • Have a clear* understanding of grade 3 musical notation (*Grade 1 + 2 of the following: pitch bend) • Apply prior learnt theory knowledge* to compositional tasks with accuracy (*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 	<p>END OF YEAR END POINTS</p> <ul style="list-style-type: none"> • 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 guitar incorporating 2-3 musical elements accurately without error. (Errors include: minor accidents) • Have a detailed* understanding of grade 3 musical notation (*Grade 1 +2 + pitch bend, palm mute, which strings to play etc.) • Apply prior learnt theory knowledge* to compositional tasks with accuracy and confidence to create desired effect (*rhythm, notation, pitch, treble clef, chords, tonality, texture) • 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 skills shown) • Performed as part of an ensemble choosing a grade appropriate performance piece, without error confidently

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
10	<p style="text-align: center;">MILESTONE ENDPOINTS – MUSIC GCSE</p> <p>By the end of Year 10, students should have:</p> <ul style="list-style-type: none"> ● Secure Theoretical Foundation (AoS 1, 2 & 3): <ul style="list-style-type: none"> ○ Demonstrated a solid understanding of musical elements (melody, harmony, rhythm, form, dynamics, sonority, texture, tempo, metre) within the contexts of Western Classical Tradition (1650-1910), Music for Ensemble, and Film Music. ○ Fluently identified and explained key forms (binary, ternary, rondo, variation), compositional devices (repetition, sequence, ostinato, cadences), textural concepts (monophony, homophony, polyphony, layering, call and response), and film music techniques (leitmotif, use of dynamics/orchestration for mood). ○ Applied Tier 3 music vocabulary accurately when discussing and analysing music related to these areas. ● Developing Performance Skills: <ul style="list-style-type: none"> ○ Performed a diverse range of pieces (at least two completed or significantly developed towards the GCSE standard), including both solo and ensemble work, demonstrating technical control, expressive interpretation, and stylistic awareness relevant to AoS 1 and 2. ○ Successfully contributed to ensemble performances, showing awareness of balance, blend, and collaborative playing. ● Growing Compositional Acumen: <ul style="list-style-type: none"> ○ Completed multiple short compositional tasks (at least one substantial piece or significant progress towards the "free composition" for GCSE) that effectively apply learned forms, devices, textures, or film music techniques. ○ Demonstrated the ability to develop melodic and rhythmic motifs and experiment with sonorities and musical technology to achieve specific effects. ○ Shown understanding of how to compose for a specific purpose or mood, particularly in the context of film music. ● Initiating Appraising Skills: <ul style="list-style-type: none"> ○ Begun to confidently apply analytical listening skills to unseen musical extracts from AoS 1, 2, and 3. ○ Started to articulate observations about musical elements and their impact using appropriate musical terminology. 		
	<p>Students will have a foundational understanding of basic musical elements and forms across AoS 1-3 – including using correct terminology (e.g., 'loud', 'quiet', 'fast', 'slow') and recognising simple forms (e.g., a repeating section or call and response); contributing to simple performances (e.g., playing a single line with support) and compositions (e.g., creating a short, simple melody); and recognising obvious features</p>	<p>Students will demonstrate a good understanding of musical elements, forms, and devices across AoS 1-3 – including identifying and explaining concepts like binary form, sequence, monophonic texture, and the use of dynamics in film music, using appropriate Tier 3 terminology (e.g., 'crescendo', 'strophic form', 'homophonic'); performing pieces with accuracy and growing expression (e.g., performing a two-part melody</p>	<p>Students will show a comprehensive and analytical understanding of AoS 1-3 – including critically analysing complex forms (e.g., rondo form, variation), compositional devices (e.g., pedal notes, modulation to relative minor), and textural manipulation (e.g., antiphony, countermelody); performing challenging pieces with technical and expressive mastery (e.g., a demanding solo piece from the Classical era with accurate</p>

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	when listening (e.g., identifying when the music gets faster or when a new instrument plays).	and accompaniment with some nuanced phrasing); creating coherent compositions (e.g., a simple ternary form piece or a short ensemble piece with clear layering); and competently analysing musical extracts (e.g., explaining how a leitmotif is used in film music or identifying instrumentation in a jazz ensemble).	ornamentation or leading an ensemble performance with dynamic balance); composing original and sophisticated works (e.g., a multi-section piece exploring different textures, or a nuanced film score cue that effectively builds tension); and confidently analysing complex musical structures and contexts (e.g., evaluating the composer's use of specific devices to create dramatic effect in an AoS1 work).
11	<p style="text-align: center;">MILESTONE ENDPOINTS - PERFORMING ARTS BTEC TECH AWARD</p> <p>By the end of Year 11 (leading up to examinations), students should have:</p> <ul style="list-style-type: none"> ● Comprehensive Theoretical Mastery (All AoS): <ul style="list-style-type: none"> ○ Achieved a deep and integrated understanding of all four Areas of Study (Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music), and the interrelationships between them. ○ Fluently applied all required musical terminology, notation reading (treble/bass clefs, key signatures, time signatures), and harmonic understanding (Roman numerals, chord symbols) across all AoS. ● Refined Performance Portfolio: <ul style="list-style-type: none"> ○ Finalised and polished their full GCSE Performance portfolio (minimum two pieces, 4-6 minutes total, including one ensemble piece and one piece linked to an AoS), demonstrating a high level of technical proficiency, expressive communication, and stylistic authenticity. ○ Consistently performed with confidence, accuracy, and musicality, ready for external assessment. ● Completed Composition Portfolio: <ul style="list-style-type: none"> ○ Successfully completed and refined both GCSE compositions (totalling 3-6 minutes), including one in response to a set brief (linked to an AoS) and one free composition. ○ Demonstrated sophisticated compositional skills, originality, and effective use of musical elements and technology to achieve their creative intentions. ○ Ensured compositions are structurally sound and stylistically appropriate to the brief/genre. ● Advanced Appraising Proficiency: <ul style="list-style-type: none"> ○ Consistently achieved strong results in mock examinations for Component 3 (Appraising), demonstrating the ability to analyse and critically evaluate music across all four Areas of Study. ○ Confidently responded to both familiar and unseen musical extracts, accurately identifying musical elements, contexts, and specific musical language. ○ Articulated insightful and well-structured written responses, using precise musical terminology and demonstrating a deep understanding of musical concepts. 		

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
	Students will meet the minimum GCSE requirements – demonstrating basic theoretical understanding across all AoS (e.g., naming a few key signatures, identifying common popular music instruments like drum kit and guitar); performing and composing with foundational accuracy (e.g., playing a simple melody in time for performance, creating a basic verse-chorus structure for composition); and answering simple appraising questions (e.g., identifying the genre of a popular music piece or stating the form of a classical extract).	Students will consistently meet all GCSE requirements – showing a solid theoretical grasp across all AoS (e.g., confidently reading staff notation, explaining typical chord progressions in popular music like I-IV-V-I); producing accurate and stylistically aware performances (e.g., a prepared solo piece demonstrating good tone and articulation, an ensemble piece with clear melodic lines and rhythmic precision); creating coherent and well-structured compositions (e.g., a set brief composition that follows the requirements, or a free composition with clear melodic and rhythmic development); and performing well in appraising tasks (e.g., discussing how dynamics are used in a film score or comparing textural features in different ensemble pieces, using appropriate terminology).	Students will exceed GCSE expectations – demonstrating a sophisticated and integrated theoretical understanding across all AoS (e.g., analysing complex harmonic progressions, explaining advanced techniques in film music, or discussing stylistic fusion in popular music); delivering outstanding performances (e.g., a technically demanding solo piece with exceptional musicality, an ensemble performance with intricate interplay and dynamic shaping); producing highly creative and polished compositions (e.g., an original composition with innovative ideas and sophisticated use of music elements, demonstrating flair); and excelling in all aspects of appraising (e.g., providing insightful and detailed analytical responses on unseen extracts, critically evaluating music and impact on listeners, and demonstrating a broad and deep musical vocabulary), ready for examination.

GO FURTHER: Skills Builder

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

How does our Curriculum cater for students with SEND?

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

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

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

Specific approaches which are used within the curriculum areas include:

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

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

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

- Aim to provide not only a space to teach technical skills in music performance, composition and theoretical understanding; but also, a space where young people feel safe and comfortable to express themselves musically, whilst also developing empathy and understanding to others, and their situations. Our subject encourages students to think creatively and develop transferable skills such as critical thinking, teamwork, and problem-solving skills to equip them for life beyond the classroom
- Work to identify barriers, interests, and what might help each pupil make the next steps in learning using more accessible performance pieces
- Provide targeted support for under-performing pupils during lesson time, such as targeted questioning, live marking and feedback, and strategic rigorous seating
- Use strategies best suited to addressing individual needs
- Ensure there are opportunities for students to make use of resources and know of the extra-curricular activities on offer to further develop their skills and knowledge of music
- Have recently launched fully funded instrument lessons taught by specialist peripatetic teachers. These have been offered to all students – ensuring everyone has access to musical learning regardless of advantage

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

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

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

Curriculum resources are selected carefully and reviewed regularly.

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

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

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

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