

End Points

	Year 7
Term 1	Sound Explores
	<p>Performance</p> <ul style="list-style-type: none"> • Use voice and sound sources confidently to perform a structured soundscape • Maintain timing and control when layering sounds in a group <p>Composition</p> <ul style="list-style-type: none"> • Create a voicescape using layering, contrast, and structure • Manipulate musical elements (dynamics, texture, timbre) to create mood <p>Appraising</p> <ul style="list-style-type: none"> • Identify how soundscapes use musical elements to create atmosphere • Use key vocabulary to describe and evaluate sound-based compositions <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: timbre, texture, dynamics, structure, soundscape • Know how music and sound can represent environments and ideas
Term 2	Body Percussion
	<p>Performance</p> <ul style="list-style-type: none"> • Perform interlocking rhythmic patterns using body percussion • Maintain pulse and accuracy within a group performance <p>Composition</p> <ul style="list-style-type: none"> • Create rhythmic compositions using repetition and call-and-response

	<ul style="list-style-type: none"> • Layer rhythms to build polyrhythmic texture <p>Appraising</p> <ul style="list-style-type: none"> • Identify features of African music (polyrhythm, call-and-response, cyclic patterns) • Evaluate how rhythm creates structure and cohesion <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: polyrhythm, ostinato, syncopation, call-and-response • Know the cultural and social role of African drumming traditions
Term 3 & Term 4	Keyboard Skills
	<p>Performance</p> <ul style="list-style-type: none"> • Perform simple Baroque pieces using correct hand position and coordination • Demonstrate rhythmic accuracy and basic articulation <p>Composition</p> <ul style="list-style-type: none"> • Create short melodic ideas using repetition and sequence • Structure simple ideas in a Baroque style <p>Appraising</p> <ul style="list-style-type: none"> • Identify features of Baroque music (ornamentation, harpsichord sound, sequence) • Recognise music by composers such as Bach <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: sequence, ornamentation, bassline, melody • Know key features and context of Baroque music
	Fanfare

Term 5	<p>Performance</p> <ul style="list-style-type: none"> • Perform a short fanfare using rhythmic accuracy and clear articulation • Maintain part in an ensemble with awareness of pulse and entries <p>Composition</p> <ul style="list-style-type: none"> • Create a fanfare using repetition, rhythm, and strong opening gestures • Structure music using simple motifs and call-and-response <p>Appraising</p> <ul style="list-style-type: none"> • Identify key features of fanfares (brass, forte dynamics, ceremonial style) • Describe how rhythm and dynamics create impact <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: motif, unison, forte/piano, brass instruments • Know the purpose and context of fanfares (ceremonial/music for events)
Term 6	Blues
	<p>Performance</p> <ul style="list-style-type: none"> • Perform a 12-bar blues pattern using chords or a bassline • Maintain a steady pulse and swing rhythm <p>Composition</p> <ul style="list-style-type: none"> • Compose a melody or improvisation using the blues scale • Structure music using the 12-bar blues form <p>Appraising</p> <ul style="list-style-type: none"> • (identify) features of blues (structure, call-and-response, swing feel)

	<ul style="list-style-type: none"> • Recognise instruments and expressive techniques <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: 12-bar blues, blues scale, improvisation, call and response • Know origins of blues and its cultural significance
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	Year 8
Term 1	<p>Music for Atmosphere</p> <p>Performance</p> <ul style="list-style-type: none"> • Perform short motifs with expression to reflect mood • Use dynamics, tempo, and articulation to convey atmosphere <p>Composition</p> <ul style="list-style-type: none"> • Create music to match a given mood (e.g. horror, romance) • Use musical elements deliberately to create tension or emotion <p>Appraising</p> <ul style="list-style-type: none"> • Identify how music creates atmosphere in film and media • Evaluate effectiveness of musical choices <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: dissonance, harmony, motif, tempo, dynamics • Know how musical elements are used to evoke specific emotions
	SAMBA

Term 2	<p>Performance</p> <ul style="list-style-type: none"> • Perform interlocking rhythmic patterns as part of a samba ensemble • Maintain pulse while playing syncopated rhythms <p>Composition</p> <ul style="list-style-type: none"> • Create layered rhythmic patterns using ostinato • Combine parts to build a full ensemble texture <p>Appraising</p> <ul style="list-style-type: none"> • Identify features of samba (syncopation, polyrhythm, percussion focus) • Evaluate how rhythm creates energy and drive <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: syncopation, ostinato, texture, ensemble • Know samba's Brazilian context and carnival links
Term 3 & Term 4	<p>Performance</p> <ul style="list-style-type: none"> • Perform simple Classical repertoire with accuracy and control • Demonstrate clear phrasing and balance between hands <p>Composition</p> <ul style="list-style-type: none"> • Create short balanced phrases using melody and accompaniment • Structure music using repetition and contrast <p>Appraising</p>

	<ul style="list-style-type: none"> Identify Classical features (clarity, structure, homophonic texture) Recognise stylistic features of composers like Mozart Substantive Knowledge <ul style="list-style-type: none"> Understand: phrase, harmony, accompaniment, structure Know characteristics of the Classical period
Term 5	Leitmotif – Heroes and Villians
	Performance <ul style="list-style-type: none"> Perform simple melodic themes with expression and control Maintain character through dynamics and articulation Composition <ul style="list-style-type: none"> Compose a leitmotif to represent a character or idea Develop and vary motifs to reflect changes in mood/action Appraising <ul style="list-style-type: none"> Identify leitmotifs in film music Explain how music represents character and narrative Substantive Knowledge <ul style="list-style-type: none"> Understand: leitmotif, motif, variation, orchestration Know how film music supports storytelling
Term 6	Rock N Roll
	Performance

	<ul style="list-style-type: none"> • Perform chords, riffs or basslines in a rock and roll style • Play with a strong pulse and stylistic accuracy <p>Composition</p> <ul style="list-style-type: none"> • Create a riff-based piece using repetition and chord patterns • Structure music using verse/chorus or 12-bar frameworks <p>Appraising</p> <ul style="list-style-type: none"> • Identify features (backbeat, electric instruments, riffs) • Describe how rhythm and instrumentation define the style <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: riff, backbeat, chord progression • Know cultural origins and key artists of rock and roll
	Year 9
Term 1	<p>Performance</p> <ul style="list-style-type: none"> • Perform and trigger loops or sequences using digital tools • Maintain timing when layering digital parts <p>Composition</p> <ul style="list-style-type: none"> • Create a piece using loops, samples, and effects • Edit and structure music using sequencing software <p>Appraising</p> <ul style="list-style-type: none"> • Identify production techniques (looping, effects, layering)

	<ul style="list-style-type: none"> Evaluate how technology shapes musical outcomes Substantive Knowledge <ul style="list-style-type: none"> Understand: loop, sample, sequencing, effects, mixing Know how technology is used in modern music production
Term 2	Caribbean Music
	Performance <ul style="list-style-type: none"> Perform syncopated rhythms using instruments or body percussion Maintain groove in an ensemble setting Composition <ul style="list-style-type: none"> Create a piece using layered rhythms and off-beat accents Use structure and repetition to build a groove Appraising <ul style="list-style-type: none"> Identify stylistic features (syncopation, percussion, call-and-response) Recognise different Caribbean styles (calypso, reggae) Substantive Knowledge <ul style="list-style-type: none"> Understand: syncopation, off-beat, groove Know cultural context and influences of Caribbean music
Term 3 &	Keyboard Skills - Classical
	Performance <ul style="list-style-type: none"> Perform Romantic-style pieces with expressive dynamics and tempo

Term 4	<ul style="list-style-type: none"> • Demonstrate control of phrasing and expression <p>Composition</p> <ul style="list-style-type: none"> • Create expressive melodies using dynamics and rubato • Develop ideas to reflect mood and emotion <p>Appraising</p> <ul style="list-style-type: none"> • Identify Romantic features (expressive melody, dynamics, rubato) • Describe how music conveys emotion <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: rubato, dynamics, expression, melody • Know characteristics and context of Romantic music
Term 5	Hip - Hop
	<p>Performance</p> <ul style="list-style-type: none"> • Perform rhythmic patterns, raps, or loops with accuracy and timing • Maintain flow and strong sense of pulse <p>Composition</p> <ul style="list-style-type: none"> • Create a hip-hop track using loops, beats, and lyrics or rhythms • Layer textures using repetition and digital or live sounds <p>Appraising</p> <ul style="list-style-type: none"> • Identify features (sampling, beat, loop, rhythm focus) • Evaluate how lyrics, rhythm, and production create meaning <p>Substantive Knowledge</p>

	<ul style="list-style-type: none"> • Understand: loop, sampling, beat, texture • Know origins of hip-hop and its cultural significance
Term 6	<div></div> <p>Performance</p> <ul style="list-style-type: none"> • Perform a pop song using voice or instruments with confidence • Maintain part within an ensemble <p>Composition</p> <ul style="list-style-type: none"> • Create a pop song with melody, lyrics, and chord structure • Structure music using verse, chorus, bridge <p>Appraising</p> <ul style="list-style-type: none"> • Identify features of pop music (hooks, structure, repetition) • Evaluate how songs engage listeners <p>Substantive Knowledge</p> <ul style="list-style-type: none"> • Understand: chord progression, melody, hook, structure • Know conventions of pop songwriting and production