



MUSIC ENDPOINTS

AN AMBITIOUS CURRICULUM

By the end of Year 8, students will be able to:	By the end of Year 10, students will be able to:	By the end of Year 11, students will be able to:
<ul style="list-style-type: none">• Demonstrate accurate rhythm and timing using advanced note lengths, rests, triplets, and time signatures (simple and compound).• Recognize and describe the core musical elements (dynamics, texture, harmony, structure, etc.) across different genres and time periods.• Read and interpret musical notation, including treble and bass clefs, ledger lines, tonic triads, intervals, and accidentals.• Identify and perform music in distinct styles, including medieval, blues, disco, and rock and roll, with awareness of how structure and mood are conveyed.• Use correct terminology to explain cadences, modes, chord progressions, and compositional techniques.• Create short compositions using tonic triads, rhythmic structures, and expressive devices to reflect mood or narrative.• Explain how music tells stories and supports drama/film, demonstrating	<ul style="list-style-type: none">• Confidently apply music theory including major/minor scales, intervals, key and time signatures, cadences, and treble/bass clef notation.• Analyse and describe musical works across a variety of genres and historical periods using precise terminology.• Compose original pieces for chosen instruments, either freely or to a given brief, demonstrating structure, creativity, and effective use of musical devices.• Use music software to transcribe and notate their own compositions and ideas with increasing proficiency.• Work collaboratively and independently on performance pieces (solo and ensemble), refining interpretation, accuracy, and expression.• Present a developing portfolio of performance recordings and compositions that reflect musical progress and creative thinking.	<ul style="list-style-type: none">• Demonstrate mastery of music theory, including accurate use of advanced notation, clefs, cadences, and harmonic/melodic devices.• Complete and submit final recordings of performance pieces that meet or exceed exam board expectations in accuracy, technique, and interpretation.• Produce and record two complete compositions, one free and one to a brief, demonstrating effective use of structure, instrumentation, and stylistic elements.• Analyse unfamiliar music with confidence, demonstrating a deep understanding of context, form, and genre.• Apply critical listening and analysis skills when completing practice exam questions and written responses.• Manage and refine their own musical portfolio, showing planning, resilience, and independence.

By the end of Year 8, students will be able to:	By the end of Year 10, students will be able to:	By the end of Year 11, students will be able to:
<p>analytical skills in discussions and written responses.</p> <ul style="list-style-type: none"> Show increased independence and creativity in group and individual music projects. 	<ul style="list-style-type: none"> Engage in reflective evaluation, identifying strengths and areas for improvement in their own and others' work. 	<ul style="list-style-type: none"> Be fully prepared for GCSE Music assessment, including performance, composition, and listening components. Reflect on their musical journey, identifying areas of strength, growth, and potential future pathways in music.
<p>At MEPA Academy, the Year 8 music curriculum goes beyond the National Curriculum by offering a more diverse and in-depth exploration of musical genres, notation, and compositional techniques. While the national framework encourages performing, composing, and understanding music, MEPA students are challenged to analyse complex musical structures such as cadences, intervals, and modes, and to read music fluently in both treble and bass clefs, including ledger lines. The inclusion of genres such as medieval, blues, disco, and rock and roll—paired with project-based learning—allows students to develop a wider cultural and historical understanding of music. Our focus on expressive performance, creative storytelling through music, and technical accuracy ensures that students are developing both theoretical knowledge and artistic confidence well above age-related expectations.</p>	<p>In Year 10, the MEPA Music curriculum significantly surpasses the ambition of the National Curriculum by introducing a rigorous, structured approach to musical development through exam-style components. Students engage with advanced theoretical concepts such as major and minor scales, cadences, and complex rhythmic patterns far earlier than required. While the National Curriculum outlines broad expectations for performing and composing, our curriculum embeds purposeful transcription, digital notation skills, and critical listening into every term. Students also begin building a professional portfolio of performances and compositions, developing their confidence, independence, and ability to articulate their musical decisions using precise technical language. This foundation prepares them not just for assessment, but for real-world application and continued study in music.</p>	<p>The Year 11 curriculum at MEPA Academy is designed to exceed national standards by demanding a high level of independence, mastery, and professional-quality outcomes. While the National Curriculum ends at Key Stage 3, our Year 11 programme reflects the highest expectations of GCSE performance—students are not only completing final compositions and recordings, but are doing so with refined knowledge of structure, harmony, instrumentation, and expressive intention. Regular engagement with practice exams, critical listening tasks, and software-based transcription pushes learners beyond surface-level understanding toward true musical fluency. Our curriculum ensures students leave with the ability to confidently analyse, perform, compose, and discuss music with sophistication, positioning them for success in further education or the music industry.</p>