

Curriculum map: PERFORMING ARTS - MUSIC

MUSIC KEY STAGE 3		
Units Delivered		
	Year 7	Year 8
Autumn 1	<p>Introduction to Instruments</p> <ul style="list-style-type: none"> • Research and identify different instrument families (e.g., strings, woodwinds, brass, percussion) and their main characteristics. • Explore and compare various instruments within each family, including their sound production, range, and typical usage. • Engage in hands-on activities, such as playing basic notes or rhythms on different instruments to understand their unique features. 	<p>The History of Music : The orchestra</p> <ul style="list-style-type: none"> • Introduction to the History of Music • The Orchestra: Instruments and their roles • Basic Music Theory • Music Composition: Creating a piece for the Orchestra.
Autumn 2	<p>Singing Techniques</p> <ul style="list-style-type: none"> • Learn and practice proper posture, breathing, and vocal warm-up exercises to develop vocal control and endurance. • Study different vocal registers (chest, head, falsetto) and learn how to transition between them smoothly. • Explore vocal techniques such as dynamics (soft and loud singing), articulation (clear pronunciation), and phrasing (expressive interpretation) through guided vocal exercises and repertoire. 	<p>Band Musicianship: Next to me</p> <ul style="list-style-type: none"> • Band Musicianship: Next to Me • Music Production: Recording and Mixing
Spring 1	<p>The Power of the Pentatonic Scale</p> <ul style="list-style-type: none"> • Discover the pentatonic scale and its prevalence in various musical cultures around the world. • Learn to recognize and sing melodies based on the pentatonic scale and experiment with improvisation within this scale. • Analyse popular songs that extensively use the pentatonic scale and discuss its impact on the overall mood and character of the music. 	<p>World Music: African Music</p> <ul style="list-style-type: none"> • World Music: African Music • African Music Instruments and their roles • African Music Performance and Dance



<p>Spring 2</p>	<p>The Blues and Its Influence on Music</p> <ul style="list-style-type: none"> • Study the history and origins of the blues, including its African American roots and its connection to African musical traditions. • Listen to and analyse different blues styles and their characteristics, such as 12-bar blues form, call-and-response patterns, and expressive vocal techniques. • Explore how the blues has influenced various genres of music, such as jazz, rock, and pop, and discuss specific examples and their musical elements. 	<p>Advanced concepts</p> <ul style="list-style-type: none"> • Music Theory: Advanced concepts • Music Analysis: Analysing famous pieces of music. • Music Appreciation: Understanding different genres of music.
<p>Summer 1</p>	<p>Reggae Music and Its Roots</p> <ul style="list-style-type: none"> • Explore the history and cultural significance of reggae music, focusing on its development in Jamaica and its roots in African rhythms and Caribbean folk traditions. • Listen to and analyse iconic reggae songs, paying attention to characteristic elements like the "skank" guitar rhythm, offbeat accents, and socially conscious lyrics. • Learn and perform reggae rhythms on instruments, such as the guitar or keyboard, and experiment with syncopation and improvisation within the reggae style. 	<p>World Music: Samba</p> <ul style="list-style-type: none"> • World Music: Samba • Samba Instruments and their roles • Samba Music Performance and Dance
<p>Summer 2</p>	<p>Band Musicianship: Combining Instruments and Vocals</p> <ul style="list-style-type: none"> • Study different roles within a band, such as lead vocalist, backing vocalist, guitarist, bassist, and drummer, and understand how they contribute to the overall sound. • Collaborate with classmates to form a band and learn to play popular songs together, focusing on the coordination between instruments and vocals. • Experiment with arranging and performing songs by making creative choices regarding instrumentation, vocal harmonies, and dynamics to create unique interpretations. 	<p>Music Tech / Performance</p> <ul style="list-style-type: none"> • Music Production: Creating a music video. • Music Performance: Showcasing skills learned throughout the year. • Reflection and Evaluation: Reviewing progress and setting goals for the future.

Progress Assessment Task Schedule		
	Year 7	Year 8
Autumn 1	<p>1 - Performance & Accuracy: Performance of 'Ode to Joy' and 'Rolling in the deep', using notation, chords on a structured song sheet. Performance evidence.</p> <p>2 - Musical Notation: Student can follow and perform using music notation. Performance evidence</p>	<p>1 - Appraising Music: recognising different musical elements (Melody, harmony, and texture) in relation to music studied. Written evidence. Test</p> <p>2 - Creating Ideas: Composing a small piece of music in relation to music studied. Performance or recorded evidence.</p>
Autumn 2	<p>1 - Singing: Performance of the Song Rolling in the deep, Singing. Performance evidence.</p> <p>2 - Appraising Music: recognising different musical elements (Melody, harmony, and texture) in relation to music studied. Test.</p>	<p>1 - Group Skills: Student can perform as part of a group with players using different instruments.</p> <p>2 - Performance & Accuracy / Singing: Performance of a Song within the chosen style (4 chord song). Performance evidence.</p>
Spring 1	<p>1 - Musical Notation: Student can follow and perform a Pentatonic scale using music notation. Performance evidence</p> <p>2 - Creating Ideas / Improvisation: Students can perform an improvised melody using the pentatonic scale</p>	<p>1 - Appraising Music: recognising different musical elements (Rhythm, texture and structure, Instruments) in relation to music studied. Written evidence.</p> <p>2 - Creating Ideas / improvisation: Composing a small piece of music in relation to music studied, with some improvised sections. Performance or recorded evidence.</p>
Spring 2	<p>1 - Appraising Music: recognising different musical elements (Melody, harmony, and texture) in relation to music studied (Reggae). Test.</p> <p>2 - Performance & Accuracy / Singing: Performance of a Song within the chosen style (4 chord song). Performance evidence.</p>	<p>1 - Musical Notation: Student can follow and perform using music notation.</p> <p>2 - Appraising Music: recognising different musical elements (Rhythm, texture and structure, Instruments) in relation to music studied. Written evidence</p>
Summer 1	<p>1 - Appraising Music: recognising different musical elements (Melody, harmony, and texture) in relation to music studied (Blues). Test.</p> <p>2 - Creating Ideas / improvisation: Composing a small piece of music in relation to music studied, with some improvised sections. Performance or recorded evidence.</p>	<p>1 - Appraising Music: recognising different musical elements (Rhythm, texture and structure, Instruments) in relation to music studied. Written evidence.</p> <p>2 - Creating Ideas / improvisation: Composing a small piece of music in relation to music studied, with some improvised sections. Performance or recorded evidence</p>
Summer 2	<p>1 - Performance & Accuracy / Singing: Performance of a Song within the chosen style (Reggae/ Blues). Performance evidence</p> <p>2 - Group Skills: Student can perform as part of a group with players using different instruments.</p>	<p>1 - Group Skills: Student can perform as part of a group with players using different instruments.</p> <p>2 - Performance & Accuracy / Singing: Performance of a Song within the chosen style Performance evidence</p>

MUSIC KS4 COURSE STRUCTURE

Course Title	BTEC Tech Award Music Practice 2022
Qualification (GCSE, BTEC etc)	BTEC
Exam Board	Pearson

Unit	Title	Weighting	Examination Method
1	Exploring Music Products and Styles	30%	Internal
2	Music Skills Development	30%	Internal
3	Responding to a Music Brief	40%	External synoptic

	Units Delivered		
	Year 9	Year 10	Year 11
Autumn 1	Introduction to the course. Start of Component 1: Exploring Music Products and Styles.	Continue with Component 2. Further enhancement of music skills. Prepare for internal assessment.	Continue with Component 3.
Autumn 2	Continue with Component 1. Deepen understanding of music products and styles. Prepare for internal assessment.	Finalise learning for Component 2. Conduct internal assessment for Component 2. Reflect on results and identify areas for improvement.	Retake opportunity for Components 1 and 2, or early Component 3.
Spring 1	Finalise learning for Component 1. Conduct internal assessment for Component 1. Reflect on results and areas for improvement.	Review and reinforce Component 2. Start preparing for the final assessments.	Continue and complete Component 3. Conduct final assessments.
Spring 2	Review Component 1. Introduction to Component 2: Music Skills Development.	Continuation of preparation for final assessments. Conduct mock assessments and review results.	
Summer 1	Start of Component 2. Focus on basic music skill development.	Final preparation for end of year assessments. Conduct final assessments.	
Summer 2	Continue with Component 2. Deepen understanding and proficiency in music skills through practical activities.	Introduction of Component 3	

Progress Assessment Task Schedule			
	Year 9	Year 10	Year 11
Autumn 1	1 - Initial understanding of Component 1 (Informal assessment: ongoing feedback)	1 - Skills evaluation in Component 2	1 - Continuation with Component 3 (Informal ongoing feedback)
Autumn 2	1 - Continuation with Component 1 (Informal assessment: ongoing feedback)	1 - Formal Assessment for "Music Skills Development" (Component 2)	1 - Retake opportunities or early stages of Component 3
Spring 1	1 - Understanding and application of Component 1 concepts	1 - Skills evaluation in Component 2	1 - Deepening understanding in Component 3
Spring 2	1 - Formal Assessment for "Exploring Music Products and Styles" (Component 1)	1 - Mock assessments for Component 2	1 - Formal Assessment for "Responding to a Music Brief" (Component 3)
Summer 1	1 - Introduction and understanding of Component 2 (Informal assessment: ongoing feedback)	1 - Review and preparation for final Component 2 assessment	
Summer 2	1 - Continuation with Component 2 (Informal assessment: ongoing feedback on activities)	1 - Initial understanding and exploration of Component 3	

OCR GCSE Music (1-9)

KS4 COURSE STRUCTURE

Course Title	OCR GCSE Music (1-9)
Qualification (GCSE, BTEC etc)	GCSE
Exam Board	OCR

Unit	Title	Weighting	Examination Method
1	Performing	30%	Controlled Assessment
2	Composing	30%	Controlled Assessment
3	Listening and Appraising	40%	External Examination



	Units Delivered		
	Year 9	Year 10	Year 11
Autumn 1	Introduction to the course. Basic music theory. Study of first set work from Area of Study 1.	Continuation of Areas of Study, focusing on set works and related listening.	Review of all Areas of Study.
Autumn 2	Introduction to performing. Initial exploration of composing techniques. Study of second set work from Area of Study 1.	Development of performing pieces. Start of first composition project. Continuation of set works.	Finalizing performances and compositions.
Spring 1	Introduction to Area of Study 2. Study of first set work.	Study of set works from remaining Areas of Study. Finalizing first composition.	Listening and Appraising exam preparation.
Spring 2	Study of second set work from Area of Study 2. Introduction to Area of Study 3.	Development of second composition. Finalizing performing pieces.	Mock examinations.
Summer 1	Exploration of wider listening related to Areas of Study 1 and 2.	Finalizing all components for end of Year 10. Introduction to Area of Study 4.	Exam preparation and review.
Summer 2	Begin developing performance repertoire for Year 10.	Reflection on Year 10 and preparation for Year 11.	Examinations.

	Progress Assessment Task Schedule		
	Year 9	Year 10	Year 11
Autumn 1	1 - Basic theory assessment.	1 - Performance check-in.	1 - Review assessment on all Areas of Study.
Autumn 2	1 - Performance progress check. 2 - Composing draft.	1 - Composition 1 completion.	1 - Performance finalization check.
Spring 1	1 - Listening test on Area of Study 1.	1 - Listening test on known set works.	1 - Mock exam.
Spring 2	1 - Listening test on Area of Study 2.	1 - Composition 2 draft.	1 - Performance and Composition final check.
Summer 1	1 - Wider listening test.	1 - Performance progress check.	1 - Final review before exams.
Summer 2	1 - End of year performance assessment.	1 - End of year listening assessment.	1 - Final examinations.

Curriculum map: PERFORMING ARTS – DRAMA

DRAMA KS3 COURSE STRUCTURE

	Units Delivered	
	Year 7	Year 8
Autumn 1 Skills builder	Drama techniques <ol style="list-style-type: none"> 1. Still image 2. Thought Tracking 3. Cross cutting 4. Marking the moment 5. Proxemics 	Practitioners <ol style="list-style-type: none"> 1. Melodrama 2. Stanislavski 3. Brecht 4. Artaud 5. Grotowski
Autumn 2 Devised theatre	Darkwood Manor <ol style="list-style-type: none"> 1. Body props 2. Vocal skills 3. Tension/atmosphere 4. Flashback/forward 5. Monologue 	Murder Mystery <ol style="list-style-type: none"> 1. Introduction to Agatha Christie and her missing days 2. Witness for the prosecution 3. Mousetrap 4. Devising workshop 5. Rehearsal
Spring 1 Pre 1914 text	Grimm fairy tales – 1812 <ol style="list-style-type: none"> 1. Introduction to Grimm fairy tales – 1812 2. Re working the story 3. Types of narration 4. Linking subtext to the moral 5. Rehearsal 	The Government inspector – 1835 <ol style="list-style-type: none"> 1. Adaptations – Russian to British 2. Plot exploration 3. Character development – Hot seating 4. Scene rehearsal 5. Scene rehearsal
Spring 2 Contemporary text	Metamorphosis <ol style="list-style-type: none"> 1. Introduction to Kafka novella 2. Introduction to Metamorphosis play 3. Berkoff techniques – i.e. school of fish 4. Shadow work for beetle 5. Rehearsal 	“Teachers” <ol style="list-style-type: none"> 1. Introduction to the play Teachers and John Godber 2. Re cap of Brecht – multirole 3. Staging 4. Characterisation – physical and vocal 5. Rehearsal of extract



<p>Summer 1 Bredth of theatre experience.</p>	<p>Physical theatre</p> <ol style="list-style-type: none"> 1. Introduction to Frantic assembly 2. Learning to fly – Link to curious incident 3. Chair duets – link to things I know to be true 4. Othello 5. Rehearsal 	<p>Acting for camera</p> <ol style="list-style-type: none"> 1. Camera angles and shots – link with University 2. Facial expressions on camera 3. Blocking and marks 4. Rehearsal of scene 5. Filming of the scene
<p>Summer 2 Diversity</p>	<p>East is East</p> <ol style="list-style-type: none"> 1. Introduction to the play text 2. Enoch Powell – rivers of blood 3. Projection in performance 4. Characterisation 5. Scene rehearsal 	<p>The Lamplighter – Jackie Kay</p> <ol style="list-style-type: none"> 1. Introduction to the British slave trade – link to History 2. Creation of tension and atmosphere 3. Monologues – from all stakeholders 4. Using facts and the play to create a group performance 5. Rehearsal

Progress Assessment Task Schedule		
	Year 7	Year 8
<p>Autumn 1</p>	<p>1 - Creating</p> <p>Students can show the use of a number of techniques including; Still image, thought tracking, cross cutting, marking the moment use of levels and proxemics.</p> <p>2 -Responding</p> <p>Students can give feedback to others groups using complete sentences and connectives to help improve their work as well as identify good practice.</p>	<p>1 -Creating</p> <p>Students can build on a starting point of Melodrama to use techniques of Stanislavski, Brecht, Artaud and Grotowski to vary the theatre styles they use.</p> <p>2 -Responding</p> <p>Students can give feedback to other groups for positive work and for improvements using subject specific language in full and complex sentences. They can also act upon feedback received to develop their work.</p>
<p>Autumn 2</p>	<p>1 -Performing</p> <p>Students can use teachniques learnt such as tension to create an extended performance that is full of atmosphere and use skills such as Facial expressions, body language, gesture and voice.</p> <p>2 -Responding</p> <p>Students can give feedback to others groups using complete sentences and connectives to</p>	<p>1 -Creating</p> <p>Students can use the works of Agatha Christie and her real life experience to create a Murder mystery performance in the style of a practitioner studied in unit 1.</p> <p>2 -Responding</p> <p>Students can give feedback to other groups for positive work and for improvements using subject specific language in full and complex sentences. They can also act upon feedback received to develop their work.</p>



	<p>help improve their work as well as identify good practice.</p>	
Spring 1	<p>1 -Performing</p> <p>Students will adapt fairy tales using simple techniques to bring them up to date – they will perform with a focus on, creation of character, use of voice (pitch, tone and volume) and use narration techniques to draw in an audience</p> <p>2 -Responding</p> <p>Students can give feedback to others groups using complete sentences and connectives to help improve their work as well as identify good practice.</p>	<p>1 -Performing</p> <p>Students can use characterisation (both vocal and physical) to create the exaggerated characters needed to draw out the comedy of the text and present it with considered staging.</p> <p>2 -Responding</p> <p>Students can give feedback to other groups for positive work and for improvements using subject specific language in full and complex sentences. They can also act upon feedback received to develop their work.</p>
Spring 2	<p>1 -Creating</p> <p>Students can create shadow beetles using physical theatre and shadows and incorporate these into text work from the paly. They are aware of Berkoff techniques and use them to develop ensemble work.</p> <p>2 -Responding</p> <p>Students can give feedback to others groups using complete sentences and connectives to help improve their work as well as identify good practice.</p>	<p>1 -Performing</p> <p>Students will utilise their knowledge of Brecht to perform the play Teechers showing clear differentiation between the roles they play both physically and vocally.</p> <p>2 -Responding</p> <p>Students can give feedback to other groups for positive work and for improvements using subject specific language in full and complex sentences. They can also act upon feedback received to develop their work.</p>
Summer 1	<p>1 -Creating</p> <p>Students can create theatre using body props, chair duets and lifts in the style of frantic assembly.</p> <p>2 -Responding</p> <p>Students can give feedback to others groups using complete sentences and connectives to help improve their work as well as identify good practice.</p>	<p>1- Creating</p> <p>Students can perform for camera showing use of close up acting techniques, they will use different camera shots and angles to help create story and be aware of the audience and what they want to communicate to them.</p> <p>2 -Responding</p> <p>Students can give feedback to other groups for positive work and for improvements using subject specific language in full and complex sentences. They can also act upon feedback received to develop their work.</p>
Summer 2	<p>1 -Performing</p> <p>Students will perform showing an understanding of the themes of the text and be able to portray difficult characters through physical and vocal skills.</p> <p>2 -Responding</p> <p>Students can give feedback to others groups using complete sentences and connectives to help improve their work as well as identify good practice.</p>	<p>1 -Performing</p> <p>Students will perform a monologue from the text using their historical knowledge of the setting and character and showing this in their physical and vocal performance.</p> <p>2 -Responding</p> <p>Students can give feedback to other groups for positive work and for improvements using subject specific language in full and complex sentences. They can also act upon feedback received to develop their work.</p>



DRAMA KS4 COURSE STRUCTURE

Course Title	Performing Arts
Qualification (GCSE, BTEC etc)	Level 1 / 2 Vocational (Technical Award)
Exam Board	WJEC

Unit	Title	Weighting	Examination Method
Unit 1	Performing	30%	Internal
Unit 2	Creating	30%	Internal
Unit 3	Performing Arts in Practice	40%	External

	Units Delivered		
	Year 9	Year 10	Year 11
Autumn 1	Style and Practitioner Workshops DNA	Unit 1 – polish and improvement	Polish and improve all work from units taken in year 10.
Autumn 2			
Spring 1	National Theatre Connection Festivals	Unit 2 – Research and devising workshops.	Unit 3: Performing Arts in Practice (External & Internal assessment Window)
Spring 2			
Summer 1	Unit 1 – Performing	Unit 2 – Creating	
Summer 2			

	Progress Assessment Task Schedule		
	Year 9	Year 10	Year 11
Autumn 1	1 - Creating Students use their knowledge of the plot and characters to perform selected scenes from the play, they can use body language, gesture and voice to show a clear character that develops as the story progresses. 2 -Responding	1 – Performing/responding Students respond to feedback from their unit 1 results and make changes accordingly. 2 – Creating Marks will be awarded for the quality of the devised work and incorporation of	1 – improvements to unit 1 based on marks and feedback given. 2 – Final grades awarded



	<p>Students can give feedback to others for both positive traits and things to improve using extended sentences with drama vocabulary, they can also evaluate their own work as they go making adaptations accordingly.</p>	<p>practitioners, techniques and styles.</p>	
Autumn 2	<p>1 -Creating</p> <p>Students will create a performance in the style of one of the styles covered i.e. ensemble, epic, commedia and be able to demonstrate skill in the use of that genre.</p> <p>2 -Responding</p> <p>Students can give feedback to others for both positive traits and things to improve using extended sentences with drama vocabulary, they can also evaluate their own work as they go making adaptations accordingly.</p>	<p>1 – Creating</p> <p>Students will create a portfolio of research into the stimulus and compile a range of strategies to use within their piece, and make a presentation.</p> <p>2 – Responding</p> <p>Students will feedback on portfolio ideas and presentation and develop their work accordingly.</p>	<p>1 -improvements to unit 2 based on marks and feedback given.</p> <p>2 – Final grades awarded</p>
Spring 1	<p>1 – Creating</p> <p>Students will research the issue in our given play and use this to develop character, students can use prior knowledge to select a style or practitioner suitable for the play and use the techniques accordingly.</p> <p>2 – Performing</p> <p>Students will develop skills in ensemble work, as well individual performance skills including vocal and physical ability.</p>	<p>Creating/responding</p> <p>External exam unit</p>	<p>All assessments completed.</p>
Spring 2	<p>1 – Performing</p> <p>Students will perform to an audience, communicating meaning and enact the</p>	<p>Creating/responding</p>	



	<p>feedback given by the NT director.</p> <p>2 – Responding</p> <p>Students will evaluate their performance taking into account the audience feedback.</p>	<p>External exam unit</p>	
<p>Summer 1</p>	<p>1 – creating</p> <p>Students will research the social, political and historical aspects of the play two by Jim Cartwright and create a portfolio of their work.</p> <p>2 – Performing</p> <p>Students will rehearse their play in groups, creating a logbook of their progress and an annotated script.</p>	<p>1 -Creating</p> <p>Students will devise a performance and create a logbook of their progress</p> <p>2 – Responding</p> <p>Midpoint mock</p> <p>Students will respond to feedback and evaluate others</p>	
<p>Summer 2</p>	<p>1 – Performing</p> <p>Students will perform their play to an audience. Marks are awarded for acting only.</p> <p>2 – Responding</p> <p>A written evaluation of their work is produced taking into account audience feedback and creating an action plan to go forward with.</p>	<p>1 – Performing</p> <p>Students will perform their devised pieces to an audience.</p> <p>2 – Responding</p> <p>Students will write an evaluation of their work incorporating the feedback of others and creating an action plan for future work.</p>	