Curriculum Overview for Music: Year 7

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	**Year 7:** Singing	**Year 7:** Singing	**Year 7:** Drums	**Year 7:** Drums	**Year 7:** Keyboard	**Year 7:** Keyboard
Core Knowledge to be developed- including Key Concepts:	**Year 7** Students need to be able to identify the skills of pulse, pitch, posture, dynamics, note lengths and breathing techniques.	**Year 7** Students need to be able to identify the skills of pulse, pitch, posture, dynamics, note lengths and breathing techniques.	**Year 7** Students need to be able to identify the skills of master drummer, unison, call & response, polyrhythm, ostinato and ensemble.	**Year 7** Students need to be able to identify the skills of master drummer, unison, call & response, polyrhythm, ostinato and ensemble.	**Year 7** Students will gain a basic understanding of how to read music and become more confident when playing melodies and Identifying chords. Students will also learn how to use both hands.	**Year 7** Students will gain a basic understanding of how to read music and become more confident when playing melodies and Identifying chords. Students will also learn how to use both hands.
Links to Prior Knowledge:	**Year 7** Use their voices expressively and creatively	**Year 7** Use their voices expressively and creatively	**Year 7** Listen with attention to detail and recall sounds	**Year 7** Listen with attention to detail and recall sounds	**Year 7** Playing musical keyboards with increasing	**Year 7** Playing musical keyboards with increasing

	by singing songs and speaking chants and rhymes. Listen with attention to detail and recall sounds with increasing aural memory.	by singing songs and speaking chants and rhymes. Listen with attention to detail and recall sounds with increasing aural memory.	with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	accuracy, fluency, control and expression.	accuracy, fluency, control and expression.
Key Vocabulary to be developed:	**Year 7** • Pulse • Pitch • Posture, Dynamics	**Year 7** • Pulse • Pitch • Posture, Dynamics	**Year 7** • Master Drummer • Unison • Call & Response	**Year 7** • Master Drummer • Unison • Call & Response	**Year 7** • Playing with two hands • Pitch • Tempo • Dynamics	**Year 7** • Playing with two hands • Pitch • Tempo • Dynamics

Subject Area: **Curriculum Overview Template**

	• Note lengths	• Note lengths	• Polyrhythm • Ostinato • Ensemble	• Polyrhythm • Ostinato • Ensemble		
Opportunities to develop increased Cultural Capital:	**Year 7** Learning different genres of music.	**Year 7** Learning different genres of music.	**Year 7** Exploring the African culture.	**Year 7** Exploring the African culture.	**Year 7** Exploring a different instrument.	**Year 7** Exploring a different instrument.
Key Assessed Pieces:	**Year 7** Ensemble work and a written assessment.	**Year 7** Ensemble work and a written assessment.	**Year 7** Ensemble practical assessment and written assessment.	**Year 7** Ensemble practical assessment and written assessment.	**Year 7** Solo practical assessment and written assessment.	**Year 7** Solo practical assessment and written assessment.

Curriculum Overview for Music: Year 8

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	**Year 8:** Film Soundtrack	**Year 8:** Film Soundtrack	**Year 8:** BritPop	**Year 8:** BritPop	**Year 8:** Gamelan	**Year 8:** Gamelan
Core Knowledge to be developed- including Key Concepts:	**Year 8** Students need to be able to identify the skills of leitmotif, main theme tune, reading music, flat and sharp notes and chords.	**Year 8** Students need to be able to identify the skills of leitmotif, main theme tune, reading music, flat and sharp notes and chords.	**Year 8** Students need to be able to identify the skills of notation, how to read music and develop their knowledge of notes to how to structure a piece of music with riffs and hooks.	**Year 8** Students need to be able to identify the skills of notation, how to read music and develop their knowledge of notes to how to structure a piece of music with riffs and hooks.	**Year 8** Students will understand how scales influence the sound and mood of music. They will use pitched and unpitched percussion instruments to perform as a class ensemble. Students will compose a piece in the style of gamelan using an 8-bar	**Year 8** Students will understand how scales influence the sound and mood of music. They will use pitched and unpitched percussion instruments to perform as a class ensemble. Students will compose a piece in the style of gamelan using an 8-bar

					structure and a semi scale.	structure and a semi scale.
Links to Prior Knowledge:	**Year 8** Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related	**Year 8** Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the inter-related	**Year 8** Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with attention to detail and recall sounds with increasing aural memory.	**Year 8** Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with attention to detail and recall sounds with increasing aural memory.	**Year 8** Students have explored playing percussion instruments and using non-western scales to perform and compose music in the style of Indonesian gamelan.	**Year 8** Students have explored playing percussion instruments and using non-western scales to perform and compose music in the style of Indonesian gamelan.

	dimensions of music.	dimensions of music.				
Key Vocabulary to be developed:	**Year 8** • Leitmotif • Notation • Flat and Sharp Key • Chord	**Year 8** • Leitmotif • Notation • Flat and Sharp Key • Chord	**Year 8** • Notation • Notes • Riff and hooks	**Year 8** • Notation • Notes • Riff and hooks	**Year 8** • Pitch • Tone • Rhythm • Pulse	**Year 8** • Pitch • Tone • Rhythm • Pulse
Opportunities to develop increased Cultural Capital:	**Year 8** Exploring different genres of film	**Year 8** Exploring different genres of film	**Year 8** Exploring the era of BritPop and iconic artists.	**Year 8** Exploring the era of BritPop and iconic artists.	**Year 8** Exploring different musicals to understand how context and meaning is key in modern musicals to help promote awareness of social or political issues.	**Year 8** Exploring different musicals to understand how context and meaning is key in modern musicals to help promote awareness of social or political issues.
Key Assessed Pieces:	**Year 8** Solo performance and written assessment.	**Year 8** Solo performance and written assessment.	**Year 8** Practical performance with composition plan to support	**Year 8** Practical performance with composition plan to support	**Year 8** Workshop style approach for practical skills and written assessment.	**Year 8** Workshop style approach for practical skills and written assessment.

			and written assessment.	and written assessment.		

Subject Area: **Curriculum Overview Template**

Curriculum Overview for Music: Year 9

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	**Year 9:** Composition	**Year 9:** Composition	**Year 9:** Performance	**Year 9:** Performance	**Year 9:** Elements	**Year 9:** Elements
Core Knowledge to be developed- including Key Concepts:	**Year 9** Students will recycle all the skills explored in Year 7 & 8 to begin creating their own composition. Students will plan their ideas on paper and then implement the planning through an instrument of their choice.	**Year 9** Students will recycle all the skills explored in Year 7 & 8 to begin creating their own composition. Students will plan their ideas on paper and then implement the planning through an instrument of their choice.	**Year 9** Students will develop their confidence in performance. Students will be encouraged to explore solo performing.	**Year 9** Students will develop their confidence in performance. Students will be encouraged to explore solo performing.	**Year 9** It is essential to know the elements of music to see how this is required when composing or performing music. Students will develop their appraisal skills through various listening exercises.	**Year 9** It is essential to know the elements of music to see how this is required when composing or performing music. Students will develop their appraisal skills through various listening exercises.
Links to Prior Knowledge:	**Year 9**	**Year 9**	**Year 9**	**Year 9**	**Year 9**	**Year 9**

Subject Area: **Curriculum Overview Template**

	Students have explored varied genres of music while exploring varied instruments. This will allow them to use influences from pervious topics to support their learning.	Students have explored varied genres of music while exploring varied instruments. This will allow them to use influences from pervious topics to support their learning.	Students have explored ensemble work to build confidence and will use previous knowledge to work on confidence to perform on their own.	Students have explored ensemble work to build confidence and will use previous knowledge to work on confidence to perform on their own.	Students have looked at different elements of music but will now explicitly understand how they work together.	Students have looked at different elements of music but will now explicitly understand how they work together.
Key Vocabulary to be developed:	**Year 9** • Melody • Harmony • Rhythm • Form • Instrumentation.	**Year 9** • Melody • Harmony • Rhythm • Form • Instrumentation.	**Year 9** • Pitch • Rhythm • Expression • Timbre • Texture	**Year 9** • Pitch • Rhythm • Expression • Timbre • Texture	**Year 9** • Tonality • Dynamics • Timbre • Form • Texture • Harmony • Rhythm • Melody	**Year 9** • Tonality • Dynamics • Timbre • Form • Texture • Harmony • Rhythm • Melody
Opportunities to develop increased Cultural Capital:	**Year 9** Allowing students to explore an instrument of their choice to build on previous knowledge.	**Year 9** Allowing students to explore an instrument of their choice to build on previous knowledge.	**Year 9** To explore different artists performing and exploring a wide range of genre's to influence their	**Year 9** To explore different artists performing and exploring a wide range of genre's to influence their	**Year 9** Students will look at various cultures to understand the elements use in music. Students will also explore	**Year 9** Students will look at various cultures to understand the elements use in music. Students will also explore

	Students will also be encouraged to explore new instruments they may not have played before.	Students will also be encouraged to explore new instruments they may not have played before.	performance pieces.	performance pieces.	different genres of music.	different genres of music.
Key Assessed Pieces:	**Year 9** Choice of solo or ensemble performance and a written assessment.	**Year 9** Choice of solo or ensemble performance and a written assessment.	**Year 9** Choice of solo or ensemble performance and a written assessment.	**Year 9** Choice of solo or ensemble performance and a written assessment.	**Year 9** Workshops based lessons through practical exploration. Students will be end with a written test involving listening, notation and key knowledge.	**Year 9** Workshops based lessons through practical exploration. Students will be end with a written test involving listening, notation and key knowledge.

Subject Area: **Curriculum Overview Template**

Curriculum Overview for XXXX: Year XXXXX

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	**Year 10:** C1: Exploring Music Products and Styles	**Year 10:** C1: Exploring Music Products and Styles	**Year 10:** C1: Exploring Music Products and Styles	**Year 10:** C2: Music Skills Development	**Year 10:** C2: Music Skills Development	**Year 10:** C2: Music Skills Development
Core Knowledge to be developed- including Key Concepts:	**Year 10** Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They	**Year 10** Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They	**Year 10** Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They	**Year 10** Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicatin	**Year 10** Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicatin	**Year 10** Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicatin

	should apply stylistic features to performance, composition and music production activities. Students will investigate and experiment with how music from a variety of styles is performed, created and produced in order to produce their own products.	should apply stylistic features to performance, composition and music production activities. Students will investigate and experiment with how music from a variety of styles is performed, created and produced in order to produce their own products.	should apply stylistic features to performance, composition and music production activities. Students will investigate and experiment with how music from a variety of styles is performed, created and produced in order to produce their own products.	g skills development. Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines: 1. Music performance 2. Creating original music 3. Music production	g skills development. Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines: 1. Music performance 2. Creating original music 3. Music production	g skills development. Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines: 1. Music performance 2. Creating original music 3. Music production
Links to Prior Knowledge:	**Year 10** Students have explored a variety of styles of music that they can apply to new styles they hear. Students have also been	**Year 10** Students have explored a variety of styles of music that they can apply to new styles they hear. Students have also been	**Year 10** Students have explored a variety of styles of music that they can apply to new styles they hear. Students have also been	**Year 10** Students have had experience composing their own work on keyboards and learning how to read music	**Year 10** Students have had experience composing their own work on keyboards and learning how to read music	**Year 10** Students have had experience composing their own work on keyboards and learning how to read music

	involved with listening exercises to be able to identify different techniques.	involved with listening exercises to be able to identify different techniques.	involved with listening exercises to be able to identify different techniques.	throughout KS3.	throughout KS3.	throughout KS3.
Key Vocabulary to be developed:	**Year 10** • Instrumentation • Texture • Timbre • Tonality • Scales and Modes • Harmony • Rhythmic Techniques • Structure • Melodic Techniques • Production	**Year 10** • Instrumentation • Texture • Timbre • Tonality • Scales and Modes • Harmony • Rhythmic Techniques • Structure • Melodic Techniques • Production	**Year 10** • Instrumentation • Texture • Timbre • Tonality • Scales and Modes • Harmony • Rhythmic Techniques • Structure • Melodic Techniques • Production	**Year 10** • Timing • Phrasing • Music Production	**Year 10** • Timing • Phrasing • Music Production	**Year 10** • Timing • Phrasing • Music Production
Opportunities to develop increased Cultural Capital:	**Year 10** Exploring a wide range of music styles. This will allow students to gain an understanding of how culture	**Year 10** Exploring a wide range of music styles. This will allow students to gain an understanding of how culture	**Year 10** Exploring a wide range of music styles. This will allow students to gain an understanding of how culture	**Year 10** Students will use experiences from earlier in the year to build their own style through fusion and	**Year 10** Students will use experiences from earlier in the year to build their own style through fusion and	**Year 10** Students will use experiences from earlier in the year to build their own style through fusion and

	links are drawn from various parts of the world.	links are drawn from various parts of the world.	links are drawn from various parts of the world.	influences when creating their own work.	influences when creating their own work.	influences when creating their own work.
Key Assessed Pieces:	**Year 10** Learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. Learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.	**Year 10** Learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. Learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.	**Year 10** Learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. Learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.	**Year 10** Learners will plan and create 2 musical performances in different musical areas in response to a theme that will develop professional and musical skills.	**Year 10** Learners will plan and create 2 musical performances in different musical areas in response to a theme that will develop professional and musical skills.	**Year 10** Learners will plan and create 2 musical performances in different musical areas in response to a theme that will develop professional and musical skills.

Subject Area:

Curriculum Overview Template



Curriculum Overview for Music Year 11

	Half-Term 1	Half-Term 2	Half-Term 3	Half-Term 4	Half-Term 5	Half-Term 6
Curriculum Content (Unit):	**Year 11:** C2: Skills Development	**Year 11:** C2: Skills Development	**Year 11:** C3: Responding to a Music Brief	**Year 11:** C3: Responding to a Music Brief	**Year 11:** C3: Responding to a Music Brief	
Core Knowledge to be developed- including Key Concepts:	**Year 11** Learners will explore professional techniques for musicians and look at how musicians share their music with others. Learners will participate in workshops and sessions to in the following three disciplines: 1. Music performance 2. Creating original music	**Year 11** Learners will explore professional techniques for musicians and look at how musicians share their music with others. Learners will participate in workshops and sessions to in the following three disciplines: 1. Music performance 2. Creating original music	**Year 11** Learners will be given the opportunity to develop and present music in response to a given music brief. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in	**Year 11** Learners will be given the opportunity to develop and present music in response to a given music brief. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in	**Year 11** Learners will be given the opportunity to develop and present music in response to a given music brief. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in	

	3. Music production	3. Music production	their final product.	their final product.	their final product.	
Links to Prior Knowledge:	**Year 11** Students have had experience composing their own work on keyboards and learning how to read music throughout KS3.	**Year 11** Students have had experience composing their own work on keyboards and learning how to read music throughout KS3.	**Year 11** Students will combine knowledge explored on C1 and C2 to assist the completion of this exam.	**Year 11** Students will combine knowledge explored on C1 and C2 to assist the completion of this exam.	**Year 11** Students will combine knowledge explored on C1 and C2 to assist the completion of this exam.	
Key Vocabulary to be developed:	**Year 11** • Timing • Phrasing • Music Production	**Year 11** • Timing • Phrasing • Music Production	**Year 11** • Musical intention • Creative Constraints • Personal Intentions • DAW skills	**Year 11** • Musical intention • Creative Constraints • Personal Intentions • DAW skills	**Year 11** • Musical intention • Creative Constraints • Personal Intentions • DAW skills	
Opportunities to develop increased Cultural Capital:	**Year 11** Students will use experiences from earlier in the year to build their own	**Year 11** Students will use experiences from earlier in the year to build their own	**Year 11** Developing skills using a technological platform to create and explore music.	**Year 11** Developing skills using a technological platform to create and explore music.	**Year 11** Developing skills using a technological platform to create and explore music.	

	style through fusion and influences when creating their own work.	style through fusion and influences when creating their own work.				
Key Assessed Pieces:	**Year 11** Learners will plan and create 2 musical performances in different musical areas in response to a theme that will develop professional and musical skills.	**Year 11** Learners will plan and create 2 musical performances in different musical areas in response to a theme that will develop professional and musical skills.	**Year 11** Learners will respond to the brief either as a music creator and producer or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in their final product.	**Year 11** Learners will respond to the brief either as a music creator and producer or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in their final product.	**Year 11** Learners will respond to the brief either as a music creator and producer or as a music creator and performer. The brief will consist of a scenario that will include a list of 10 pieces of music from a range of styles that the learners have covered in Component 1. They will be required to use one of these in their final product.	

Subject Area:

Curriculum Overview Template

Key Formative Assessment Pieces

Year Group:	What is being assessed? (Clearly defined Curriculum End-points)	When is it being assessed?	Why is it being assessed?	How will this assessment secure core substantive and disciplinary knowledge?	Links to the National Curriculum Aims & Objectives?
Year 7	**Term 1** Music - Students are assessed on skills required for singing, reading/writing music (notation), and basic rhythm Drama – Students are assessed on basic skills required to create/perform a successful piece of drama.	Week 4 Formative assessment practical Week 6 for the written test. Knowledge is tested every lesson leading up to this. Week 7 for the practical test	This is to build on skills when using the voice. To understand how to respond to others in performance and understand the basics of using characterisation.	Skills explored will be transferable to other instruments such as pitch, dynamics and rhythm. Only key skills are assessed with some questions asking them for reasoning and examples used in their work This will also be backed up practically and will need to demonstrate the theory they have explored.	Music and Drama Play and perform confidently in a range of solo and ensemble contexts using their **voice**, fluently and with accuracy and expression. Drama (English curriculum) All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

	<u>Term 2</u> Music – Drums will be another instrument explored that will build on rhythm explored in term 1. Students will understand techniques such as call & response and polyrhythms. Drama – This will explore the topic of slavery, and this will be developed with the use of the dance style Gumboots.	Week 3 Formative Assessment practical Week 4 Written assessment -Knowledge is tested every lesson leading up to this. Week 5 Practical assessment	This is to develop a more complex understanding of rhythm which is quicker and regularly changes beat. Students will understand a wide range of time signatures rather than the basic of a 4/4 in singing. Students will explore musical techniques such as call & response, unison, time signatures and understanding why Africans began communicating through rhythm during the slavery era. Students will layer their knowledge of topics explored in Music through drama. Students will explore characterisation of the slavery era in the mines.	Students will be using knowledge explored in singing, revisiting it and using this as a baseline to increase their understanding of notation and rhythm. This will be examined practically to embed their theory knowledge and revisited again when studying dance and drama.	<u>Music</u> Develop a deepening understanding of the music that they perform and to which they listen, and its history. Play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression <u>Drama (English curriculum)</u> All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the

					artistic practice of drama.
	Term 3 Music – Keyboard Dance – Bugsy Malone	Week 3 Formative practical Assessment Week 5 Written Test Week 6 Practical Assessment	Students will be building on prior knowledge and developing this with the use of melodies. Students will gain even further understanding of notation and reading music to a more advanced level. Students will be developing the styles Charleston while learning the basic dance actions.	Knowledge is revisited from previous units and layered with more complexity. Retrieval and reflection on past tests will aid questioning in lesson. Students will be embedding skills explored at the start of the year in Drama for performance skills in terms of confidence, gestures and groups work. Students will gain the basics to lead onto other topics throughout KS3.	<u>Music</u> Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. <u>Dance (P.E curriculum)</u> Perform dances using advanced dance techniques in a range of dance styles and forms

Key Formative Assessment Pieces

Year 8	**Term 1** Music – Students are exploring music for film. Students will be tested on Drama – Devising **Term 2** Music – BritPop	Week 4 Formative practical Week 6 for the written test. Knowledge is tested every lesson leading up to this. Week 7 for the practical test Week 3 Formative Assessment practical	Students are developing their keyboard skills from Year 7 and applying this to the technique of film music. This will develop skills learned from the 'directed' approach in Year 7 through script work. Students will now use this as a scaffold to create their own ideas. This will develop their knowledge of the evolution of music and continue their understanding of different	Students will develop their notation skills from Year 7 and develop their knowledge of complex rhythms by remembering more notes at the same time. Students will be using conventions to in year 7 to apply them when creating new ideas to enhance their creative skills. Rhythm, harmony and melody will be explored to develop on what was explored in Year 7.	<u>Music</u> Listen with increasing discrimination to a wide range of music from great composers and musicians <u>Drama (English curriculum)</u> Stories, scripts, poetry and other imaginative writing. <u>Music</u> listen with increasing discrimination to a wide range of music

			genres of music. Students will look at ensemble work and look at a wide range of instruments. This will allow students to transfer knowledge explored such as rhythm, harmony and melody.		from great composers and musicians
	Drama – Physical Theatre	Week 4 Written assessment -Knowledge is tested every lesson leading up to this. Week 5 Practical assessment	Students are developing their skills through the use of physical theatre with skills explored for characterisation. This will be a development of the skills explored in Year 7 on blocking and staging during the script work. This will also develop the use of basic actions explored in Gumboots for Dance.	Students will be expected to embed the importance of structure to communicate ideas. This will recycle staging and blocking from previous units of work.	<u>Drama (P.E curriculum)</u> Perform dances using advanced dance techniques within a range of dance styles and forms Take part adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

	Term 3 Music – Gamelan Dance – Musical Theatre	 Week 4 Formative practical Assessment Week 5 Written Test Week 6 Practical Assessment	 Students will understand how scales influence the sound and mood of music. They will use pitched and unpitched percussion instruments to perform as a class ensemble. Students will compose a piece in the style of gamelan using an 8-bar structure and a semi scale. Students will embed the style of jazz to develop a character. This will be enhanced further through proxemics, tracking and movement	 Students have explored playing percussion instruments and using non-western scales to perform and compose music in the style of Indonesian gamelan. Students will gain an understanding of how the arts are combined when creating a performance. Students will revisit all knowledge for dance, music and drama.	 <u>Music</u> Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression <u>Dance (P.E curriculum)</u> Develop their technique and improve their performance
Year 9	**Term 1 –** Music – Composition	 Week 4 Formative assessment practical	 Students will be assessed on structure, sequencing and creativity. This is to build on performance skills over the last couple of years.	 Students will take into account all skills they have explored when exploring genres of music. Students will use	 <u>Music</u> Use staff and other relevant notations appropriately and accurately in a range of musical styles,

		Week 6 for the written test. Knowledge is tested every lesson leading up to this. Week 7 for the practical test		this knowledge to create their own work.	genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
	Drama – Stanislavski		Students will begin to look at key practitioners that have influenced work today. Students will understand the importance of naturalism.	Students will use knowledge of script work in Year 8 to help build their confidence in performance.	<u>Drama (English Curriculum)</u> Studying setting, plot, and characterisation, and the effects of these.

	Term 2 Music – Ensemble Performance	Week 4 Formative Assessment practical Week 5 Written assessment -Knowledge is tested every lesson leading up to this.	Students are being assessed on their performance skills. They will develop their understanding on an area of interest to help build confidence.	As a group, students will choose either World Music, Film Music, Britpop or Musicals. Students will collaborate to recap their knowledge of that genre and practice a song to perform at the end of the scheme of work, combining their knowledge and skills.	Music Develop a deepening understanding of the music that they perform and to which they listen, and its history. Dance (P.E curriculum) Perform dances using advanced dance techniques within a range of dance styles and forms
	Dance/Drama – Professional Repertoire	Week 6 Practical assessment	Students will develop their technical/performance skills by learning professional repertoire.	Students should be challenged to identify key skills when watching repertoire to check for understanding.	Drama (English Curriculum) Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role,

	Term 3 Music – Workshop styles for the elements of music.	Week 4 Formative practical Assessment Week 5 Written Test Week 6 Practical Assessment	This will explore elements of music required for the GCSE course including; Melody, Rhythm, Tonality, Harmony, Instrumentation, Texture and structure. This will also conclude the skills explored over KS3.	Retrieval and in depth workshops will help with developing complexity. Repetition will be key to remember the key terms.	intonation, tone, volume, mood, silence, stillness and action to add impact. Music Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Develop a deepening understanding of the music that they perform and to

	Drama/Dance - Stimuli		Students will explore all skills learned across KS3 to devise their final piece of work. This will also include the use of production features such as lighting, costume and sound to develop their skills even further. Students will be encouraged to use a mixture of music, drama and dance skills.	Students will be utilising skills explored across KS3 and this will help develop their creative and performing skills. This are essential for the BTEC course if students continue.	which they listen, and its history <u>Drama (English Curriculum)</u> Stories, scripts, poetry and other imaginative writing Studying setting, plot, and characterisation, and the effects of these