

## Curriculum Overview - Music and Performing Arts

Year Group	Unit of Learning	Why Do We Study this?	Feedback
Year 7	<p><b><u>MUSIC</u></b>            Ensemble Performance - developing vocal skills and performance skills            Reggae - developing keyboard skills and knowledge of basic stave notation</p> <p><b><u>DRAMA</u></b>            Mime: Students look at the conventions of mime and devise performances using the features of the style.</p>	<p>Students develop their vocal skills to understand how to sing with the correct technique and explore different aspects of their voices. They also concentrate on building their confidence and general performance skills, as well as group work and working independently.            Reggae - students gain knowledge on the features of reggae to understand what makes a song fit in the reggae genre. They develop their keyboard skills so that they can play hands together, and understand C - G of the treble clef, rests and rhythm.</p> <p>Students use this unit to develop their skills in characterisation and story-telling through facial expressions, gestures, over-exaggeration, posture and movement.            During their group work, students develop their confidence through listening, sharing ideas, speaking in front of others, and vocal projection.</p>	<p>Pre test: Baseline test on listening, performing and composing</p> <p>Ensemble Performance:</p> <ul style="list-style-type: none"> <li>● self assessment of whole group performance</li> <li>● peer assessment of small group performance</li> <li>● teacher assessment of unit</li> </ul> <p>Reggae:</p> <ul style="list-style-type: none"> <li>● Peer assessment of keyboard skills</li> <li>● Teacher assessment of final performance</li> </ul> <p>Peer feedback of short skills based tasks. Self assessment from watching back performances.            Teacher feedback throughout rehearsals and of the final performance.</p> <p>The overall grade from these mini projects will be used for RAWL 1 - 4.</p>

<p>Year 8</p>	<p><b>MUSIC</b> Pop Keyboard - chords and bass lines, riffs, broken chords.</p> <p><b>DRAMA</b> Physical theatre</p>	<p>Students learn about chords, and bass lines through the 4 chord progression (I, V, VI, IV) and how this is very common in popular music. They learn about chord inversions. We study this as it directly relates to lots of music students listen to/are aware of and gives them the skills to be able to perform these pieces, making it directly relevant and engaging. We look at riffs and play some famous examples, as well as broken chords from pieces such as 'Clocks', 'Grenade' and 'Someone Like You'. This further develops the students keyboard skills from Yr 7.</p> <p>Students will continue to develop the skills they learned in Mime, in year 7. They will learn about how to put the human body at the centre of the story-telling process, studying the techniques used by Frantic Assembly to develop their own pieces of physical theatre.</p>	<p>Baseline test: Keyboard skills test Pop keyboard: Self assessment of 4 chord song and broken chords, teacher assessment of final performances.</p> <p>Peer feedback of short skills based tasks. Self assessment from watching back performances. Teacher feedback throughout rehearsals and of the final performance.</p> <p>The overall grade from these mini projects will be used for RAWL 1 - 4.</p>
<p>Year 9</p>	<p><b>MUSIC</b> Film Music - performance, composing and listening</p>	<p>Students study how music is used for effect. They listen to a range of examples and identify musical features. This helps students understand how music is created. Students further develop their keyboard skills by performing more complex melodies featuring changes of position and accidentals. Students then apply their learning by composing a</p>	<p>Film Music – self assessment of performance, peer and teacher assessment of composition. Self assessment of listening skills throughout the unit.</p>

	<p><b>DRAMA</b> Verbatim Theatre</p>	<p>soundtrack, focusing on chords and motifs.</p> <p>Students will explore the conventions of verbatim theatre by studying famous works such as London Road and the plays of Mark Wheeller. They will develop their performance skills through script work, focusing on characterisation, staging and interpretation.</p>	<p>Peer feedback of short skills based tasks. Self assessment from watching back performances. Teacher feedback throughout rehearsals and of the final performance.</p> <p>The overall grade from these mini projects will be used for RAWL 1 - 4.</p>
Year 10	<p>Exploring the Performing Arts - students will look at 3 different pieces of repertoire and explore the processes and roles involved in creating it.</p>	<p>Students study this unit to understand how a piece of theatre is created. They explore different genres, and the roles involved in creating a piece of theatre. They look at how people work together, and the different creative processes involved. They develop their understanding through watching live performance and exploring text/choreography/music from the pieces of repertoire.</p>	<p>Work is all externally moderated – no feedback allowed once Assignment is under way.</p> <p>The assessment of this work will form part of the RAWL 1 -2 grade.</p>
Year 11	<p>Exploring the Performing Arts - musical theatre.</p> <p>Devising to a brief - mock assessment.</p>	<p>Students will examine the roles and responsibilities of those involved in creating and performing musical theatre. They will explore scenes from musicals, with a focus on vocal skills, ensemble movement and characterisation.</p> <p>Students will prepare for their externally set devising assessment</p>	<p>Work is all externally moderated – no feedback allowed once Assignment is under way.</p> <p>Ideas log, rehearsal log and evaluation will all be assessed by 3 x 30 minute</p>

		<p>by completing a mock exam of the devising process.</p> <p>Students will explore different starting points for devising, developing ideas into material and performing their pieces.</p> <p>There will also be a focus on writing about their ideas, rehearsals and evaluating the devising process.</p>	<p>written assessments.</p> <p>Recordings of rehearsals will give students the opportunity to reflect on their work.</p> <p>Teacher assessment of final performance of devised piece in front of an invited audience.</p> <p>The assessment of this work will form part of the RAWL 1 -2 grade.</p>
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