

(Music and Performing Arts) Curriculum Overview 2023-24

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 curriculum overview	Ensemble Performance Whole class and smaller group singing, exploring the musical elements via performance and listening.	Rhythm Nation Reading rhythm notation, performing accurately from a score, holding your own part in a performance, composing	Keyboard Skills Learning to play melodies on the keyboard, knowing where the notes are, correct playing technique, reading staff notation	Intro to Music technology Students will learn how to use music software to compose, they will explore musical structures - binary, ternary, song structure.	Form and Structure A continuation of looking at form and structure through performance of well-known classical pieces and composing melodies in AB / ABA / ABACA form and composing contrasting Q&A phrases	Perform! Students will prepare a solo and ensemble performance of a reggae song. They will learn about the features of reggae music.
Skills	Vocal technique Accuracy and fluency when singing Communicating with an audience Identifying musical elements when listening to a range of music	Note values Notation - rhythm grids Percussion playing technique Polyrhythm Ensemble skills Vocal technique Composition - Q&A phrases Identifying musical elements when listening to a range of music	Reading staff notation - treble clef Note values Identifying notes on the keyboard Playing technique Vocal technique	Tech skills Composition - choosing musical elements to contrast Identifying musical elements when listening to a range of music	Analysis Reading staff notation - treble clef Note values Identifying musical elements when listening to a range of music	Reading staff notation - treble clef Note values Identifying notes on the keyboard Playing technique Vocal technique Communicating with an audience Identifying musical elements when listening to a range of music Accuracy and fluency when performing
Personal Development links	Self-confidence, team work, self-esteem, attention, concentration, listening and evaluating	Self-confidence, team work, independence, self-esteem, communication, listening and evaluating	Self-confidence, independence, self-esteem, communication, listening and evaluating	Self-confidence, team work, independence, self-esteem, communication, listening and evaluating	Self-confidence, decision making, independence, self-esteem, communication, listening and evaluating	Self-confidence, team work, independence, self-esteem, communication, listening and evaluating
Career links	Choir leader https://www.careerexplorer.com/careers/choir-director/	Roadie https://nationalcareers.service.gov.uk/job-profiles/roadie#:~:text=Roadies%20set%20	Peri teacher https://musiciansunion.org.uk/working-performing/working-with-	Music Producer https://www.ukmusic.org/job-profiles/music-producer/	Conductor https://www.careersinmusic.com/conductor/	Venue Manager https://www.berklee.edu/careers/roles/venue-manager#:~:text=Venue%20managers%20hire%2C%2

(Music and Performing Arts) Curriculum Overview 2023-24

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MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8 curriculum overview	Pop piano Learning to play chords and bass lines, inversions, composing own chord patterns	Ensemble Skills Ukulele recap/group performances	Blues Melody, chords and bass line performance, improvisation, blues scale, 7th chords	Intro to Music technology Students will learn how to use music software to compose, they will explore musical structures - binary, ternary, song structure.	Form and Structure A continuation of looking at form and structure through performance of well-known classical pieces and composing melodies in AB / ABA / ABACA form and composing contrasting Q&A phrases	Perform! Students will prepare a solo and ensemble performance of a reggae song. They will learn about the features of reggae music.
Skills	Playing chords and bass line Identifying musical elements when listening to a range of music	Ensemble skills Keyboard/vocal/ukulele/percussion performance skills Identifying musical elements when listening to a range of music	Ensemble skills Keyboard/vocal/ukulele/percussion performance skills Improvisation skills Identifying musical elements when listening to a range of music	Tech skills Composition - choosing musical elements to contrast Identifying musical elements when listening to a range of music	Analysis Reading staff notation - treble clef Note values Identifying musical elements when listening to a range of music	Reading staff notation - treble clef Note values Identifying notes on the keyboard Playing technique Vocal technique Communicating with an audience Identifying musical elements when listening to a range of music Accuracy and fluency when performing
Personal Development links	Independence, decision-making, self-confidence,	Self-confidence, decision making, independence,	Self-confidence, decision making, independence, self-esteem,	Self-confidence, team work, independence, self-esteem, communication, listening	Self-confidence, decision making, independence, self-esteem,	Self-confidence, team work, independence, self-esteem,

(Music and Performing Arts) Curriculum Overview 2023-24

	listening and evaluating	self-esteem, communication, listening and evaluating	communication, listening and evaluating	and evaluating	communication, listening and evaluating	communication, listening and evaluating
Career links	Session musician https://www.ukmusic.org/job-profiles/session-musician/#:~:text=What%20does%20a%20Session%20Musician,music%20and%20music%20for%20radi Q.	Music promoter https://nationalcareers.service.gov.uk/job-profiles/music-promotions-manager	Music journalist https://www.berklee.edu/careers/roles/music-journalist	Music Producer https://www.ukmusic.org/job-profiles/music-producer/	Orchestra musician https://www.berklee.edu/careers/roles/orchestra-member	Stage manager https://www.berklee.edu/careers/roles/stage-manager

Music	Rotation 1	Rotation 2	Rotation 3
Year 9 curriculum overview	Theme and Variations Performing a theme, tonality, identifying musical features, applying changes in tempo, pitch, tonality, dynamics.	Film Music Analysis of film scenes, leitmotifs, themes, instrumentation, diminished chords, composing leitmotifs, selecting the appropriate tonality.	Remix Features of EDM, creating a drum loop, structure, changing musical elements.
Skills	Independence, decision-making, self-confidence, listening and evaluating	Listening and appraising, performing, composing, group work	Independence, decision-making, self-confidence, listening and evaluating
Personal Development links	Independence, decision-making, self-confidence, listening and evaluating	Independence, decision-making, self-confidence, group work, listening and evaluating	Independence, decision-making, self-confidence, listening and evaluating

(Music and Performing Arts) Curriculum Overview 2023-24

Career links	A&R https://www.ukmusic.org/job-profiles/ar-asistant/	Film Music Composer https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/z7bphbk	DJ https://www.careersinmusic.com/dj/
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MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10 curriculum overview	Musical styles 1 Performance and composition skills, exploring rock n roll, reggae and house music. Music theory and listening.	Musical styles 2 Performance and composition skills, exploring African Drumming, Blues and the Classical Era 1750-1825. Music theory and listening.	Component 1: Exploring Music Products and Styles BTEC assessment period In response to Task 1, learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. In response to Task 2, learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.		Music skills development: Performance focus Preparation for component 2	Music skills development: Composition focus Preparation for Component 3 - arranging music into a new style.
Skills	Performing accurately and fluently as a soloist and in an ensemble, aural skills, analysing, composing using key musical features	Performing accurately and fluently as a soloist and in an ensemble, aural skills, analysing, composing using key musical features	Performing Composing Analysing Presentation Evaluation	Performing Composing Analysing Presentation Evaluation	Auditing existing skills and maintaining a development plan Performing, musical analysis, effective rehearsal time, aural skills	Composing, analysing, aural skills
Personal Development links	Self confidence, team work, communication, active listening, resilience	Self confidence, team work, communication, active listening, resilience	Self confidence Resilience Active Listening Decision making Time management	Self confidence Resilience Active Listening Decision making Time management	Time management Self-discipline Working with others Correct and safe use of equipment Identifying resources required	Decision making Active listening Time management Self confidence
Career links	Sound technician https://www.prospects	Instrument technician https://nationalcareer	Orchestrator https://www.berklee.edu/ca	Head of Sync https://www.doorsopen.co/	Recording Engineer https://online.berklee.edu/	Tour Manager https://online.berklee.edu

(Music and Performing Arts) Curriculum Overview 2023-24

.ac.uk/job-profiles/sound-technician-broadcasting-film-video	s.service.gov.uk/job-profiles/musical-instrument-maker-repairer	reers/roles/orchestrator	blog/the-glossary-003-dane-bradshaw-head-of-creative-sound-at-ministry-of-sound-publishing/	careers-in-music/roles/recording-engineer?campaign_id=7010Z000001ZkQgQAK&pid=&utm_source=takenote&utm_medium=blog&utm_campaign=bol-gen-takenote-article-link	/careers-in-music/roles/tour-manager?campaign_id=7010Z000001ZkQgQAK&pid=&utm_source=takenote&utm_medium=blog&utm_campaign=bol-gen-takenote-article-link
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PERFORMING ARTS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11 curriculum overview	Component 2: Developing Skills and techniques in the Performing Arts Developing performance skills, working towards a final performance, keeping rehearsal logs, participating in workshops, evaluating progress.		Component 3: Responding to a brief Learners work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.			
Skills	Voice skills Physical skills Use of space Stage presence	Learning lines, managing rehearsal time, responding to feedback,	Research Improvisation Devising Voice skills Physical skills Evaluation			
Personal Development links	Confidence, resilience, team work, communication, time management	Confidence, resilience, team work, communication, time management	Group work skills, time management, communication, creativity, confidence			

(Music and Performing Arts) Curriculum Overview 2023-24

Career links	Artistic Director https://www.oldvictheatre.com/discover/the-hub/insights/what-does-an-artistic-director-do/	Stage Manager https://www.oldvictheatre.com/discover/the-hub/independent-learning/introduction-to-stage-management/	Workshop Facilitator https://www.oldvictheatre.com/discover/the-hub/insights/what-does-a-facilitator-do/	Theatre Producer https://www.oldvictheatre.com/discover/the-hub/insights/what-does-a-theatre-producer-do/	
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