



Head of Faculty: Miss Haynes

Faculty Teachers: Miss McThredder, Mr Trebar, Miss Salter, Miss Osborne

### Performing Arts Curriculum Overview for KS4 2022 2023

KS4 Scheme of work overview						
DANCE	HT1	HT2	HT3	HT4	HT5	HT6
<p><b>Year 9</b> <b>Sliver Arts Award / BTEC</b></p>	<p style="text-align: center;"><b>Contemporary Dance Technique</b></p> <p>Students participate in technique classes / workshops, continuing the development of physical and expressive skills linked to the styles of pioneering contemporary dance choreographers: <b>Martha Graham</b> <b>Merce Cunningham</b> <b>Joan Skinner Release technique</b></p> <p>Students will develop their knowledge of how to effectively evaluate their development processes and outcomes of their dance skills and use of techniques.</p> <ul style="list-style-type: none"> <li>• By target setting and reviewing targets</li> <li>• Milestone evaluations of self-improvements</li> <li>• Self and peer feedback / video</li> </ul>	<p style="text-align: center;"><b>Turkish Dance Arts Choreography Challenge</b> <b>Ceyda Tanc Dance company</b></p> <p><b>Choreography/technique Challenge – Unit 1 Part B and unit 2 Part B (silver Arts Award)</b> Students will begin to build a stronger foundation to increase upon in year 10 and 11, they will understand how to explore, develop and create choreography through participation in workshops learning two motifs from Turkish influenced work <b>‘Volta’</b> by Ceyda Tanc Dance as a basis to explore the choreographic process to create their own dance.</p> <p>As part of their arts challenge, students will also continue to</p>	<p style="text-align: center;"><b>Arts Leadership</b></p> <p><b>Silver Arts Award: Unit 2 Parts A and B</b></p> <p><b>Part A: learners</b> identify the skills and qualities of a leader and consider examples of good leadership that they have experienced. They specify the leadership skills they wish to develop. learners then plan the arts project they have chosen to lead, providing details of the project, why they have chosen it, and its creative aims for the learners and the participants.</p> <p><b>Part B: learners</b> include plans covering the practical aspects of the project and take into account the needs of the participants and/or</p>	<p style="text-align: center;"><b>Arts Leadership</b></p> <p><b>Silver Arts Award: Unit 2 parts C, D and E</b></p> <p>Part C: Learners will deliver their leadership project following the project plan, making adjustments to it where necessary. Throughout the delivery of the project and in addition to the factual description of the delivery, learners will demonstrate how they are developing and applying their chosen leadership skills.</p> <p><b>Part D:</b> learners will gather evidence to show they are working effectively with others involved in the project,</p>	<p style="text-align: center;"><b>Professional work Case Studies</b></p> <p>Students gain a practical appreciation of professional work by exploring a range of dance works and styles. They learn how choreographers may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. They will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance. They will participate in workshops and classes to develop their knowledge and understanding of the interrelationships</p>	<p style="text-align: center;"><b>Professional work Case Studies</b></p> <p>Students gain a practical appreciation of professional work by exploring a range of dance works and styles. They learn how choreographers may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. They will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance. They will participate in workshops and classes to develop their knowledge and</p>



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	feedback / audience feedback	develop and improve on the physical skills they have identified they need to work on from their HT1 technique assessment. Learners will implement their Arts challenge for Unit 1 on the Silver Arts Award.	audience, resources required and how they will identify and measure the development of their leadership skills throughout the project	including other team members (where appropriate), participants, their adviser and other people. Learners will collect feedback and reflect on how effectively they are working with others. Part E: Learners will carry out a final review of the project, considering the leadership skills they stated they wanted to develop at the start of the project in unit 2: part A and the success of the project and the development of these skills.	between processes, techniques and approaches that contribute to performance repertoire  Professional Works: <b>A Linha Curva</b> <b>Message in a Bottle</b> <b>Emancipation of Expressionism</b>	understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire  Professional Works: <b>Shadows</b> <b>Within Her Eyes</b> <b>Rosas Danst Rosas</b>
<b>Year 10 BTEC Tech Award P. Arts Dance Approach Spec 2022</b>	<b>Component 2 Developing Skills and Techniques in the performing Arts</b>  Working as a dancer learners will communicate intentions to an audience.	<b>Component 2 Developing Skills and Techniques in the performing Arts</b>  Working as a dancer learners will communicate intentions to an audience.	<b>Component 1 Exploring the performing Arts</b>  Learners understand the requirements of being a performer across one professional dance	<b>Component 1 Exploring the performing Arts</b>  Learners understand the requirements of being a performer across one professional dance	<b>Choreography</b>  Learners will further explore dance choreography with a focus on Improvisation. Building	<b>Contemporary Dance Technique</b>  Students will participate in technique classes continuing the development of physical and expressive skills linked to the styles



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	<p>Learners will develop performing skills and techniques by taking part in workshops and classes developing technical, practical, and interpretative skills through the rehearsal and performance process. Using existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work.</p> <p>Learners will review own progress and consider how to make improvements.</p> <p><u>Outcomes</u> Use rehearsal or production/design processes</p> <p>Apply skills and techniques in performance or realisation</p> <p>Review own development and application of performance or design skills.</p>	<p>Learners will develop performing skills and techniques by taking part in workshops and classes developing technical, practical, and interpretative skills through the rehearsal and performance process. Using existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work.</p> <p>Learners will review own progress and consider how to make improvements.</p> <p><u>Outcomes</u> Use rehearsal or production/design processes</p> <p>Apply skills and techniques in performance or realisation</p> <p>Review own development and application of</p>	<p>work and in its style styles.</p> <p>Learners will develop a practical understanding of how performing arts work is created. Analysing roles, responsibilities and the application of relevant skills and techniques. Practically exploring the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work.</p> <p><u>Outcomes</u> Investigate how professional performance or production work is created</p> <p>Demonstrate understanding of the skills, techniques and approaches used by professionals to create</p>	<p>work and in its style styles.</p> <p>Learners will develop a practical understanding of how performing arts work is created. Analysing roles, responsibilities and the application of relevant skills and techniques. Practically exploring the work of different professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work.</p> <p><u>Outcomes</u> Investigate how professional performance or production work is created</p> <p>Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/producti on work</p>	<p>on year 9 choreography challenge.</p> <p>Learners will respond to a range of improvisations techniques to create a short choreography linked to a theme.</p> <p><u>Outcomes</u> Demonstrate how to respond to a theme</p> <p>Apply choreographic improvisational skills and techniques in response to a theme</p> <p>Apply technical skills in response to a theme.</p>	<p>within contemporary dance building on year 9 and 10.</p> <p>Students will develop their knowledge of how to effectively evaluate their development processes and outcomes of their dance skills and use of techniques.</p> <ul style="list-style-type: none"> <li>• By target setting and reviewing targets</li> <li>• Milestone evaluations of self-improvements</li> <li>• Self and peer feedback / video feedback / audience feedback</li> </ul> <p>They will explore the work of <b>Renako McDonald</b>.</p> <p><u>Outcomes</u> Demonstrate skills and techniques in a performance.</p> <p>Evaluate the development process and outcome - links to</p>
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		performance or design skills.	performance/producti on work			Comp 3 Skills / evaluation Logs
Year 11 RSL CAPA Dance	<p><b>Mock CAPA 201E Live Performance – Core Unit, External</b></p> <p>Learners will explore all the skills required for a live performance. These range from planning, rehearsing and the performance itself to the reflection required post-performance to ensure continual development as performers.</p>	<p><b>CAPA 201e <i>Preparation Window</i> Live Performance – Core Unit, External</b></p> <p>Learners will explore all the skills required for a live performance. These range from planning, rehearsing and the performance itself to the reflection required post-performance to ensure continual development as performers.</p>	<p><b>CAPA 201E <i>Assessment Window</i> Live Performance – Core Unit, External Assessment March 2023</b></p> <p>Learners will plan and Rehearse CAPA 201E External assignment brief. Exploring personal aims and image Researching performance ideas Equipment Health &amp; Safety Rehearsal techniques and dance techniques</p> <p>They will develop Performance and communication skills</p> <p><u>Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Be able to plan for a live performance</li> <li>2. Be able to demonstrate the skills for a live performance</li> <li>3. Be able to reflect on their performance</li> </ol>	<p><b>CAPA 201E <i>Assessment Window</i> Live Performance – Core Unit, External External Assessment March 2023</b></p> <p>Learners will plan and Rehearse CAPA 201E External assignment brief. Exploring personal aims and image Researching performance ideas Equipment Health &amp; Safety Rehearsal techniques and dance techniques</p> <p>They will develop Performance and communication skills</p> <p><u>Outcomes:</u></p> <ol style="list-style-type: none"> <li>1. Be able to plan for a live performance</li> <li>2. Be able to demonstrate the skills for a live performance</li> <li>3. Be able to reflect on their performance</li> </ol>		



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**Dance  
Knowledge  
KS4**

**To gain  
knowledge  
Understanding**

**To extend and recall knowledge from KS3**

**To develop knowledge of own dance skills improvements and apply techniques through reproduction of dance repertoire.**

- Physical skills
- Expressive skills
- Choreographic / Improvisational skills

**To develop understanding of the processes and interrelationships used to create different performances styles.**

- Develop a broader understanding of performance skills / influences across a range of dance styles – contemporary, ballet and street.
- Gain a practical appreciation of different styles of choreographer's work using repertoire to communicate ideas to audiences using stylistic qualities.
- Develop knowledge of the purpose of selected stylistic qualities
- Develop knowledge of dancers and choreographers' roles and responsibilities including rehearsing, creating, refining and managing self and others.
- Develop knowledge of set / costume and lighting designer's interrelationship with dancers and choreographers.

**To develop and build upon understanding how to creatively response to different range of stimuli and briefs.**

- Target audiences
- How to communicate themes in dance through movement and production elements.
- How to respond to a stimulus
- How to choreograph / improvise / plan a production from a brief

**To develop the ability to safely and efficiently set up personal equipment for performance as required**

- Understanding of personal Health & Safety considerations in relation to performing in the context of the performance environment generally

**To develop their knowledge of how to effectively evaluate their development processes and outcomes of their dance skills and use of techniques.**

- By target setting and reviewing targets
- Milestone evaluations of self-improvements
- Self and peer feedback / video feedback / audience feedback



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**Dance Skills  
and  
Processes  
KS4**

**Revisit and extend on skills and processes from KS3.**

**Enhance and refine stylistic qualities of range of dance styles.**

- Physical skills
- Expressive Skills
- Choreographic
- Technical

**To use stimuli, choreographic skills and processes creatively and originality through refining and reflecting on original individual contributions from a set brief.**

- Communication
- Organisational
- Choreographic
- Performance

**To use communication Skills:**

- Identify and respond to audio/visual cues
- Use of verbal and/or non-verbal communication in live performance (with other performers).

**The analyse and assess own skills and personal aims, evaluate their own work and consider ways of improving own performance in a live performance environment.**

- to respond positively to teacher comments and evaluations.
- to assess and act upon Health & Safety considerations

**Organisational Skills**

- To **plan** and prepare effectively for live performance
- The means to access the relevant personal and peripheral **equipment** required for live performance
- Strategies for **learning and retaining repertoire (rehearsal skills)**
- Time management: working to a given time frame, working to deadlines

**To refine examination skills roles / responsibilities of the different practitioners through in-depth analysis and research.**

**To refine evaluation skills strengths and areas for development / individual contribution including self-reflections, photographing, recording, auditing.**



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<p><b>Dance Concepts KS4</b></p>	<ul style="list-style-type: none"> <li>• Build on concepts of KS3 in-line with BTEC Tech Award Learning Aims for Performing Arts with a dance approach specification.</li> <li>• Go broader through the Arts Award Content - Leadership</li> <li>• To know how to compare and contrast different interrelationships between features of a performance.</li> <li>• To examine professional practitioner’s work</li> <li>• To be able to discuss different aspects of their own and others work.</li> <li>• To be able to review own development and contribution to performance.</li> <li>• To work effectively with others</li> <li>• To develop skills and techniques in rehearsal and performance</li> <li>• To apply skills and techniques in rehearsal and performance</li> <li>• To be confident performers.</li> <li>• To understand how to respond to a brief</li> <li>• To select and develop skills and techniques in response to a brief</li> <li>• To apply skills and techniques in a workshop performance in response to a brief</li> <li>• Evaluate the development process and outcome in response to a brief.</li> </ul>
<p><b>Reflect Like a Dancer</b></p>	<ul style="list-style-type: none"> <li>• Using Word/vocabulary recognition and understanding</li> <li>• Comprehension: Reading objectives with built in command words</li> <li>• Insightful reflection writing e.g., evaluate, justify own progress</li> <li>• Asking questions challenging ideas of own skills.</li> <li>• Oral feedback how to improve / what went well using correct vocabulary/terminology</li> <li>• Analysis and Interpretation discussions of professional works and own choreography.</li> <li>• Examples in writing from practical and professional analysis</li> <li>• Investigation writing of professional works and contribution of skills / Roles Responsibilities.</li> </ul>

**GCSE Drama Scheme of work overview**

<p><b>DRAMA</b></p>	<p><b>HT1</b></p>	<p><b>HT2</b></p>	<p><b>HT3</b></p>	<p><b>HT4</b></p>	<p><b>HT5</b></p>	<p><b>HT6</b></p>
<p><b>Year 9</b></p>	<p><b>Essential acting skills</b></p> <p>Students recap KS3 knowledge of key skills for performing Drama from script, which are extended and explored in detail</p>	<p><b>Performing from a script</b></p> <p>Students continue to work in groups, rehearsing extracts given in HT1. Each</p>	<p><b>An Inspector Calls</b></p> <p>Students practically explore 'An Inspector Calls' - performing characters, directing scenes and creating</p>	<p><b>Hamilton</b></p> <p>Students will explore the professional production</p>	<p><b>Devising toolkit</b></p> <p>Students Recap genre, styles, conventions, structure and devising skills at KS3. Through teacher-lead</p>	<p><b>Theatre company</b></p> <p>Students work in groups, developing ideas that respond to a stimulus. Students will create a performance in</p>



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	through teacher led workshops. These skills are then put into practice through group work on one key extract.	rehearsal lesson will have a criteria related focus and will work towards a final performance of their scenes.	designs (lighting, sound, set, costume, prop) Students also learn how to write about the application of these creative decisions from the perspectives of a performer, director an designer.	'Hamilton' with the lense of the theatre criting. They will learn how to analyse individual scenes and a performance as a whole, by watching the performance and writing a theatre review.	workshops, students explore a variety of devising techniques while gaining knowledge of theatre styles: Epic Theatre, Physical Theatre. Students then respond to stimuli and start developing ideas for performance.	groups, considering intention, style, genre, and conventions. Practical lessons consist of devising and rehearsal, leading up to a final performance of their original Drama piece. Theory lessons consist of writing a portfolio based on each stage of development.
<b>Year 10</b>	<p><b>C3 recap</b></p> <p>Students recap their knowledge of An Inspector Calls. Roles of Performer, Director and designer are explored in more detail both practically and through practice questions.</p>	<p><b>C3 mock</b></p> <p>Students continue to perform, direct and design 'An Inspector Calls' scenes, and develop their approach to answering exam questions. This leads to a mock of C3.</p>	<p><b>Component 1 recap</b></p> <p>Students recap their knowledge of devising and refine their skills through teacher lead workshops. C1 groups decided, and students respond to given stimulus and begin to form ideas for performance. <u>Theory:</u> Students will begin to form answers to Qs 1 and 2 of C1 portfolio.</p>	<p><b>Component 1 prep</b></p> <p>Students identify their intentions and make decisions about how they will achieve this through style, genre, conventions, structure and language. Students will form material for their final performance. <u>Theory:</u> students will complete Qs 1 &amp; 2 and will begin to answer Qs 3 &amp; 4 of C1 portfolio.</p>	<p><b>Component 1 Mock</b></p> <p>Students to finalise creative material for C1 performance and rehearse in lessons, leading up to a mock performance. Once their piece is finalised, they must focus on the edexcel performance criteria. <u>Theory:</u> Students complete questions 1-4 of their C1 portfolio.</p>	<p><b>Component 1 exam and portfolio completion</b></p> <p>Students will rehearse their performance, reflection on their mock feedback. Students will then take part in their final C1 practical exam- This is to be recorded, marked internally and ready to send to edexcel for sampling. <u>Theory:</u> Once performance is over, students are to complete questions 5 &amp; 6 of portfolio, including 2 hours of exam conditions.</p>





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<p><b>Year 11</b></p>	<p><b>Component 2 skills recap/ intro to scripts</b> Students recap their knowledge of skills needed for script work. Teacher to lead workshops exploring these skills in depth. Students receive their groups and script extracts and begin rehearsal.</p>	<p><b>Component 2 preparation</b> Students to rehearse their first extract within their groups, applying appropriate vocal and physical skills to show characterisation and character relationships.</p> <p><u>Theory:</u> Students complete 100-200 word essay about their first extract</p>	<p><b>Component 2 preparation</b> Students to rehearse their second extract within their groups, applying appropriate vocal and physical skills to show characterisation and character relationships.</p> <p><u>Theory:</u> Students complete 100-200 word essay about their second extract</p>	<p><b>Component 2 exam/ C3 preparation</b> Students refine both C2 performances off script, referring to the edexcel C2 performance criteria. Exam to take place before the end of March.</p> <p>Students to go and see live theatre performance in preparation for C3 exam. Once the performance has been seen, students will complete 500 words of notes, which they will be able to take in for their C3 exam (Part B)</p>	<p><b>An Inspector Calls/ theatre review/ exam</b></p> <p>Once C2 exam has been completed, students will recap knowledge of An Inspector Calls and revise for C3 exam Part A</p> <p>In computer room lessons, students will continue to recall their knowledge of Live theatre performance and will develop and refine their 500 words of notes for C3 exam (Part B)</p>	
<p><b>Drama Knowledge</b></p> <p>To gain knowledge of:</p>	<p><b>Component 1- To understand the process of devising performance work</b></p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of how we respond to a stimulus to create Drama</li> <li>• To develop a knowledge and understanding of different styles of theatre (example: Naturalism, Epic Theatre, Physical Theatre, Melodrama)</li> <li>• To develop knowledge and understanding of different genres of theatre (example: Comedy, Drama, Tragedy, Romance)</li> <li>• To develop knowledge and understanding of character, structure, form (conventions) and language and how these can be used to convey meaning.</li> <li>• To build on knowledge of how performance skills create meaning and character.</li> <li>• To understand how to analyse and evaluate the creative process</li> <li>• To understand how to analyse and evaluate personal theatre performance</li> </ul>					



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	<ul style="list-style-type: none"> <li>• Extend knowledge of Drama technical keywords</li> </ul> <p><b>Component 2- To learn how to develop and apply performance skills to key extracts from published plays.</b></p> <ul style="list-style-type: none"> <li>• To extend understanding of vocal skills (Clarity, Projection, Pace, Pitch, Inflection(tone/intonation)) and how these can be applied to convey character, relationships and emotions to the audience.)</li> <li>• To extend understanding of physical skills (Gesture, Posture, Facial Expression, Use of space (levels/proxemics), Stillness, Stance, Contact, Eye Contact.) and how these can be applied to convey character, relationships, and emotions to the audience.)</li> <li>• To build on knowledge of style and understand how to appropriately demonstrate this clearly to an audience.</li> </ul> <p><b>Component 3- To understand how to make creative decisions from the perspective of a performer, director, and designer, and to apply these decisions to play extracts in written format.</b></p> <ul style="list-style-type: none"> <li>• To build on knowledge of choices that can be made as a performer (vocal/physical), designer (light, sound, set, costume, props), and a director (both)</li> <li>• Extend knowledge of a set text (An Inspector Calls)</li> <li>• To be able to justify creative choices (as a performer, designer and director)</li> <li>• To build on knowledge of how to write from the perspective of an audience member (about live theatre) and evaluate creative choices made by others.</li> </ul>
<p><b>Drama Skills and processes</b></p>	<p><b>Performance skills:</b></p> <ul style="list-style-type: none"> <li>• Vocal skills (Clarity, Projection, Pace, Pitch, Inflection(tone/intonation))</li> <li>• Physical skills (Gesture, Posture, Facial Expression, Use of space (levels/proxemics), Stillness, Stance, Contact, Eye Contact.)</li> <li>• Characterisation</li> <li>• Portrayal of character relationships</li> <li>• Audience awareness</li> <li>• Focus</li> <li>• Confidence.</li> </ul> <p><b>Theory- based skills:</b></p> <ul style="list-style-type: none"> <li>• writing as a performer</li> <li>• Writing as a director</li> <li>• Writing as a designer</li> <li>• Writing as an audience member</li> </ul>



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	<ul style="list-style-type: none"> <li>Analysing, evaluating, and justifying personal creative choices</li> <li>Analysing and evaluating the creative choices of others</li> <li>Understanding of set texts</li> </ul> <p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>Creating a character and portraying character relationships</li> <li>Responding to stimulus</li> <li>Creating and developing performance using genre, style, language, character, structure and form (conventions) to convey meaning to the audience.</li> <li>Using performance to achieve creative intentions.</li> <li>Process of rehearsal either independently or with others</li> <li>Process of evaluation and reflection</li> </ul>
<p><b>Drama Concepts</b></p>	<ul style="list-style-type: none"> <li>Build on concepts of KS3 in-line with Edexcel GCSE Drama (2016) specification.</li> <li>To be able to discuss different aspects of their own and others work.</li> <li>To be able to review own development and contribution to performance.</li> <li>To work effectively with others</li> <li>To develop skills and techniques in rehearsal and performance</li> <li>To apply skills and techniques in rehearsal and performance</li> <li>To be confident performers.</li> <li>To understand how to respond to a stimulus</li> <li>To create performance in response to a stimulus</li> <li>To create and develop performance using genre, style, language, character, structure and form (conventions) to convey meaning to the audience.</li> </ul>

**KS4 Music Scheme of work overview**

MUSIC	HT1	HT2	HT3	HT4	HT5	HT6
Year 9	BTEC Skills- Performance + Notation	Timbre and Texture	Keyboard Skills	Performance Skills- Note Values	Cover to Original	Ensemble Performance
	Performance skills- Notation	Compose using a range of Timbral	Read and perform one handed and two handed pieces	Read and Perform Note values from Whole to 8th note	Performance skills singing and playing in an ensemble	Further developing communication skills



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	reading, technical drills, scales	effects and combinations	Make improvements in response to feedback and stimuli	and British terminology Apply to pitches	Selecting and developing appropriate material Teamwork Communication skills	Applying inter-related dimensions aspects of Rhythm, Texture, Melody, and Harmony
<b>MUSIC</b>	<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>
<b>Year 10</b>	<b>Component 1</b>	<b>Component 1</b>	<b>Component 1 + 2</b>	<b>Component 2</b>	<b>Component 2</b>	<b>Component 2</b>
	<p><b>A Demonstrate an understanding of styles of music</b>  <b>B Apply understanding of the use of techniques to create music</b>            Research methodology, note- making compiling and filing relevant information. Selectivity, presentation styles and techniques such as mnemonics.</p>	<p>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 should apply stylistic features to performance, composition, and music production activities.</p>	<p>A combination of practical and taught sessions that will allow learners to investigate and experiment with how music from a variety of styles is performed, created, and produced in order to produce their own products</p> <p>Select and use melodic and harmonic techniques to develop contrasting musical</p>	<p><b>A Demonstrate professional and commercial skills for the music industry</b>  <b>B Apply development processes for music skills and techniques</b></p> <p>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 communicating skills development.</p>	<p>Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines:</p> <ol style="list-style-type: none"> <li><b>1. Music performance</b></li> <li><b>2. Creating original music</b></li> <li><b>3. Music production. They will then select and develop their individual musical and professional techniques appropriate to</b></li> </ol>	<p>Make a positive and consistent contribution to the planning of a music product, making considered decisions in relation to the demands of the work.</p>



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			ideas into more extended compositional drafts, showing effective use of skills and techniques.		context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.	
<b>Music</b>	<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>
<b>Year 11</b>	<b>Component 2 Task A + B</b>  <b>B1 Development of technical music skills and techniques</b> <ul style="list-style-type: none"> <li>● Development processes: <ul style="list-style-type: none"> <li>o individual development routines</li> <li>o identifies technical exercises for development</li> <li>o includes setting goals</li> <li>o includes monitoring and</li> </ul> </li> </ul>	<b>Component 2 Task A + B</b>  <b>Music performance:</b> <ul style="list-style-type: none"> <li>o tuning (if appropriate)</li> <li>o learning repertoire</li> <li>o physical preparation and exercises</li> <li>o instrumental or vocal technique</li> <li>o practise routines such as scales, etc.</li> <li>o following accompaniment</li> <li>o stage presence.</li> </ul> <ul style="list-style-type: none"> <li>● Creating original music: <ul style="list-style-type: none"> <li>o exploring and extending ideas</li> </ul> </li> </ul>	<b>Component 2 Task A + B</b>  <b>Assessment objectives</b> <ul style="list-style-type: none"> <li>AO1 Understand how to respond to a music brief</li> <li>AO2 Select and apply musical skills in response to a music brief</li> <li>AO3 Present a final musical product in response to a music brief</li> <li>AO4 Comment on the creative process and outcome in</li> </ul>	<b>Component 3 Preparatory Task and Tasks 1+ 2</b>  Learners will be given the opportunity to develop and present music in response to a given music brief. <ul style="list-style-type: none"> <li>A Understand how to respond to a music brief</li> </ul>	<b>Component 3 Taks 3+4</b>  <b>Performing stylistically accurate cover versions.</b> <ul style="list-style-type: none"> <li>● Creating original music using existing stylistic frameworks and traits.</li> <li>● Stylistic use of a DAW and associated hardware to create an original piece</li> </ul>	<b>Component 3 completion</b>



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	<p><b>tracking of progress.</b></p> <p><b>B2 Development of music skills and techniques</b></p> <ul style="list-style-type: none"><li>● <b>Developing musical skills appropriate to style and context, such as:</b><ul style="list-style-type: none"><li>o <b>timing and phrasing</b></li><li>o <b>using rhythm and pitch in the creation or recreation of music</b></li><li>o <b>using equipment, instrumentation, or software appropriately</b></li><li>o <b>expression</b></li><li>o <b>combining instruments/sounds</b></li><li>o <b>health and safety in the use of equipment and/or instruments.</b></li></ul></li></ul>	<ul style="list-style-type: none"><li>o <b>using structure effectively</b></li><li>o <b>using rhythmic and melodic patterns</b></li><li>o <b>development of harmony.</b></li></ul>	<p><b>response to a music brief</b></p> <p><b>Intro to Component 3</b></p> <p><b>Music production:</b></p> <ul style="list-style-type: none"><li>o <b>using software instruments</b></li><li>o <b>using audio and software tools</b></li><li>o <b>manipulation techniques</b></li><li>o <b>inputting and editing audio</b></li><li>o <b>using effects</b></li><li>o <b>structuring music.</b></li></ul>		<p><b>of music from a given starting point.</b></p> <p><b>B Select and apply musical skills in response to a music brief</b></p> <p><b>C Present a final musical product in response to a music brief</b></p>	
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	<ul style="list-style-type: none"> <li>● <b>Applying skills development to the creation of content/material</b></li> <li>:</li> <li>○ creative intentions</li> <li>○ skills needed</li> <li>○ stylistic accuracy</li> <li>○ creation of content/material.</li> </ul>					
<p><b>Knowledge</b></p> <p>To gain knowledge of:</p>	<ul style="list-style-type: none"> <li>● How to review music performance skills, explaining strengths and areas to develop.</li> <li>● How to present musical ideas in an appropriate format with clarity and accuracy</li> <li>● How to use appropriate musical structures effectively to develop one compositional draft into a completed composition to fulfil a given brief.</li> <li>● Chords, Melody, Pitch ranges, Major and Minor Tonality</li> <li>● Monophony, Homophony Octaves</li> <li>● Note ranges right hand and left-hand approaches</li> <li>● Stave Notation Symbols Bar lines whole- 8<sup>th</sup> note etc</li> <li>● Chart reading / Notation reading / Chart Writing</li> <li>● Ensemble charts and music presentation formats</li> <li>● A understand different types of organisations that make up the music industry</li> <li>● Understand job roles in the music industry.</li> <li>● How to gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities.</li> <li>● How to select and use melodic and harmonic techniques to develop two contrasting musical ideas into more extended compositional drafts, showing effective use of skills and technique</li> </ul>					



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<b>Music Skills and Processes</b>	<ul style="list-style-type: none"><li>• Make a positive and consistent contribution to the <b>planning of a music product</b>, making considered decisions in relation to the demands of the work.</li><li>• Demonstrate a positive and consistent input into the development and delivery of a music product that is integral to the success of the work.</li><li>• Explain the strengths and weaknesses of the product with reference to the <b>management process</b>.</li><li>• Demonstrate competent use and control of <b>technical</b> and <b>interpretive music performance skills</b>, showing consistency in focus, response and effort in practice and development.</li><li>• Tonality 12 and 8 note scale</li><li>• Textural differences, Monophony Etc</li><li>• Symbols reading Structures</li><li>• Sign to sound</li><li>• Dimension such as Dynamics/Accelerando/Rubato</li><li>• Group and sectional rehearsal purpose and outcomes Chart Writing and editing</li><li>• Group and sectional rehearsal purpose and outcomes In greater depth</li><li>• Present a <b>review of music performance skills</b>, explaining strengths and areas to develop.</li><li>• Demonstrate consistent <b>personal management skills</b> with competent and confident application of music performance skills in rehearsal.</li></ul>
<b>Music Concepts</b>	<ul style="list-style-type: none"><li>• To be confident performers</li><li>• To be able to communicate essential information to the target</li><li>• Explain the strengths and weaknesses of the product with reference to the management process.</li><li>• Personal management skills</li><li>• Build on concepts of KS3 in-line with BTEC First Award specification.</li><li>• To know how to market a product</li><li>• To be able to discuss different aspects of their own and others work.</li><li>• To be able to review own development and contribution to performance.</li><li>• To work effectively with others</li><li>• To develop skills and techniques in rehearsal and performance</li><li>• To apply skills and techniques in rehearsal and performance</li></ul>