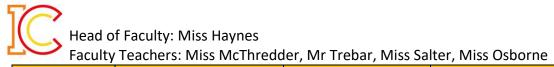
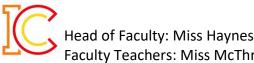


Performing Arts Curriculum Overview for KS4 2022 2023

			KS4 Scheme of	work overview		
DANCE	HT1	HT2	HT3	HT4	HT5	HT6
Year 9	Contemporary Dance	Turkish Dance	Arts	Arts	Professional work Case	Professional work
Sliver Arts	Technique	Arts Choreography	Leadership	Leadership	Studies	Case Studies
Award / BTEC	Students participate in	Challenge	Silver Arts Award:	Silver Arts Award:		
	technique classes /	Ceyda Tanc Dance	Unit 2 Parts A and B	Unit 2 parts C, D and	Students gain a	Students gain a
	workshops, continuing	company		E	practical appreciation	practical appreciation
	the development of		Part A: learners		of professional work by	of professional work
	physical and expressive	Choreography/techni	identify the skills	Part C: Learners will	exploring a range of	by exploring a range
	skills linked to the styles	que Challenge – Unit	and qualities of a	deliver their	dance works and styles.	of dance works and
	of pioneering	1 Part B and unit 2	leader and consider	leadership project	They learn how	styles. They learn how
	contemporary dance	Part B (silver Arts	examples of good	following the project	choreographers may	choreographers may
	choreographers: Martha	Award) Students will	leadership that they	plan, making	respond to or treat a	respond to or treat a
	Graham	begin to build a	have experienced.	adjustments to it	particular theme or	particular theme or
	Merce Cunningham	stronger foundation	They specify the	where necessary.	issue, how they	issue, how they
	Joan Skinner Release	to increase upon in	leadership skills	Throughout the	use/interpret/modify a	use/interpret/modify
	technique	year 10 and 11, they	they wish to	delivery of the	pre-existing style, and	a pre-existing style,
	Students will develop	will understand how	develop. learners		how they communicate	and how they
	their knowledge of how	to explore, develop	then plan the arts	project and in	ideas to their audience	communicate ideas to
	to effectively evaluate	and create	project they have	addition to the	through stylistic	their audience
	their development	choreography	chosen to lead,	factual description	qualities.	through stylistic
	processes and outcomes	through participation	providing details of	of the delivery,	They will examine the	qualities.
	of their dance skills and	in workshops learning	the project, why	learners will	roles, responsibilities	They will examine the
	use of techniques.	two motifs from	they have chosen it,	demonstrate how	and skills used to create	roles, responsibilities
	By target setting	Turkish influenced	and its creative aims	they are developing	work, developing their	and skills used to
	and reviewing	work 'Volta' by Ceyda	for the learners and	and applying their	knowledge and	create work,
		Tanc Dance as a basis	the participants.	chosen leadership	understanding of how	developing their
	targets	to explore the	Part B: learners	skills.	they contribute to	knowledge and
	Milestone	choreographic	include plans	Part D: learners will	performance.	understanding of how
	evaluations of	process to create	covering the	gather evidence to	participate in	they contribute to
	self-	their own dance.	practical aspects of	show they are	workshops and classes	performance.
	improvements	As as at a fall it is	the project and take	working effectively	to develop their	participate in
	 Self and peer 	As part of their arts	into account the		knowledge and	workshops and
	feedback / video	challenge, students	needs of the	with others involved	understanding of the	classes to develop
		will also continue to	participants and/or	in the project,	interrelationships	their knowledge and

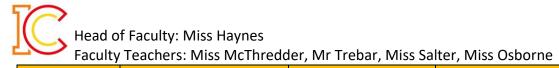


Tacuity	reachers. Whiss Michineuc	aci, ivii Ticbai, iviiss sa	1101, 141133 03001110			
	feedback /	develop and improve	audience, resources	including other team	between processes,	understanding of the
	audience	on the physical skills	required and how	members (where	techniques and	interrelationships
	feedback	they have identified	they will identify	appropriate),	approaches that	between processes,
		they need to work on	and measure the	participants, their	contribute to	techniques and
		from their HT1	development of	adviser and other	performance repertoire	approaches that
		technique	their leadership	people. Learners will		contribute to
		assessment.	skills throughout the	collect feedback and	Professional Works:	performance
		Learners will	project	reflect on how	A Linha Curva	repertoire
		implement their Arts			Message in a Bottle	
		challenge for Unit 1		effectively they are	Emancipation of	Professional Works:
		on the Silver Arts		working with others.	Expressionism	Shadows
		Award.		Part E:		Within Her Eyes
				Learners will carry		Rosas Danst Rosas
				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.		
Year 10	Component 2	Component 2	Component 1	Component 1	Choreography	Contemporary Dance
BTEC Tech	Developing Skills and	Developing Skills and	Exploring the	Exploring the	Choreography	Technique
Award P. Arts		Techniques in the	performing Arts	performing Arts		recillique
Dance	Techniques in the	·	performing Arts	performing Arts		
Approach	performing Arts	performing Arts				Students will
Spec 2022	NA/aulija a a a alau	Morking as a daysey	Learners understand	Learners understand	Learners will further	participate in technique
	Working as a dancer	Working as a dancer learners will	the requirements of	the requirements of	explore dance	classes continuing the
	learners will communicate	communicate intentions	being a performer	being a performer	choreography with a focus	development of
	intentions to an audience.	to an audience.	across one	across one	on Improvisation. Building	physical and expressive
		to an audience.	professional dance	professional dance		skills linked to the styles



Faculty Teachers: Miss McThredder, Mr Trebar, Miss Salter, Miss Osborne Learners will develop work and in its style work and in its style on year 9 choreography within contemporary Learners will develop performing skills and styles. styles. challenge. dance building on year Learners will respond to 9 and 10. techniques by taking part in performing skills and Learners will develop Learners will develop a range of improvisations Students will develop workshops and classes techniques by taking a practical a practical techniques to create a their knowledge of how developing technical, part in workshops and understanding of how understanding of how short choreography linked to effectively evaluate classes developing practical, and interpretative performing arts work performing arts work to a theme. their development skills through the rehearsal technical, practical, and is created. Analysing is created. Analysing processes and and performance process. interpretative skills roles, responsibilities roles, responsibilities **Outcomes** outcomes of their dance Using existing performing through the rehearsal and the application of and the application of Demonstrate how to skills and use of arts repertoire, applying and performance relevant skills and relevant skills and respond to a theme techniques. relevant skills and process. Using existing techniques. techniques. By target techniques to reproduce performing arts **Practically exploring** Practically exploring Apply choreographic setting and performance elements of repertoire, applying the work of different the work of different improvisational skills and reviewing the work. relevant skills and professionals to professionals to techniques in response to develop an develop an a theme targets techniques to appreciation of the appreciation of the Milestone Learners will review own reproduce performance methods they use to Apply technical skills in methods they use to evaluations of elements of the work. progress and consider how explore a theme and explore a theme and response to a theme. selfto make improvements. communicate to communicate to improvements Outcomes Learners will review audiences through audiences through Self and peer Use rehearsal or own progress and their work. their work. feedback / production/design consider how to make video feedback processes improvements. / audience Outcomes Outcomes feedback Apply skills and techniques Outcomes Investigate how Investigate how in performance or Use rehearsal or professional professional They will explore the realisation production/design performance or performance or work of **Renako** processes production work is production work is McDonald. Review own development created created and application of Apply skills and performance or design techniques in Demonstrate Demonstrate Outcomes skills. performance or Demonstrate skills and understanding of the understanding of the realisation techniques in a skills, techniques and skills, techniques and performance. approaches used by approaches used by Review own professionals to professionals to create Evaluate the development and create performance/producti development process application of on work

and outcome - links to



		performance or design	performance/producti		Comp 3 Skills /
		skills.	on work		evaulation Logs
Year 11	Mock CAPA 201E	CAPA 201e	CAPA 201E	CAPA 201E	
RSL	Live Performance – Core	Preparation Window	Assessment Window	Assessment Window	
CAPA Dance	Unit, External	Live Performance –	Live Performance –	Live Performance –	
		Core Unit, External	Core Unit, External	Core Unit, External	
			Assessment March	External Assessment	
	Learners will explore all the	Learners will explore all	2023	March 2023	
	skills required for a live	the skills required for a			
	performance. These range	live performance.	Learners will plan and	Learners will plan and	
	from planning, rehearsing	These range from	Rehearse CAPA 201E	Rehearse CAPA 201E	
	and the performance itself	planning, rehearsing	External assignment	External assignment	
	to the reflection required	and the performance itself to the reflection	brief. Exploring	brief. Exploring	
	post-performance to ensure continual	required post-	personal aims and image Researching	personal aims and image Researching	
	development as	performance to ensure	performance ideas	performance ideas	
	performers.	continual development	Equipment Health &	Equipment Health &	
	performers.	as performers.	Safety Rehearsal	Safety Rehearsal	
		as periorilers.	techniques and dance	techniques and dance	
			techniques	techniques	
			They will develop	They will develop	
			Performance and	Performance and	
			communication skills	communication skills	
			Outcomes:	Outcomes:	
			1. Be able to plan for	1. Be able to plan for a	
			a live performance	live performance	
			2. Be able to	2. Be able to	
			demonstrate the skills	demonstrate the skills	
			for a live performance	for a live performance	
			3. Be able to reflect	3. Be able to reflect	
			on their performance	on their performance	



Head of Faculty: Miss Haynes

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

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



Head of Faculty: Miss Haynes

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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.

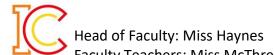
- to respond positively to teacher comments and evaluations.
- to assess and act upon Health & Safety considerations

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.

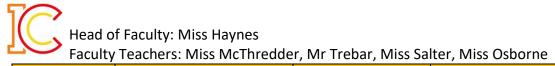
To refine evaluation skills strengths and areas for development / individual contribution including self-reflections, photographing, recording, auditing.



Faculty	Teachers: Miss McThredder, Mr Trebar, Miss Salter, Miss Osborne
Dance	Build on concepts of KS3 in-line with BTEC Tech Award Learning Aims for Performing Arts with a dance approach specification.
Concepts KS4	Go broader through the Arts Award Content - Leadership
1.04	 To know how to compare and contrast different interrelationships between features of a performance.
	To examine professional practitioner's work
	 To be able to discuss different aspects of their own and others work.
	To be able to review own development and contribution to performance.
	To work effectively with others
	To develop skills and techniques in rehearsal and performance
	To apply skills and techniques in rehearsal and performance
	To be confident performers.
	To understand how to respond to a brief
	To select and develop skills and techniques in response to a brief
	To apply skills and techniques in a workshop performance in response to a brief
	 Evaluate the development process and outcome in response to a brief.
Reflect Like a	
Dancer	Using Word/vocabulary recognition and understanding
Danoer	Comprehension: Reading objectives with built in command words
	 Insightful reflection writing e.g., evaluate, justify own progress
	 Asking questions challenging ideas of own skills.
	 Oral feedback how to improve / what went well using correct vocabulary/terminology
	 Analysis and Interpretation discussions of professional works and own choreography.
	Examples in writing from practical and professional analysis
	 Investigation writing of professional works and contribution of skills / Roles Responsibilities.
	GCSF Drama Scheme of work overview

GCSE Drama Scheme of work overview

DRAMA	HT1	HT2	НТ3	HT4	HT5	НТ6
Year 9	Essential acting skills	Performing from a	An Inspector Calls	Hamilton	Devising toolkit	Theatre company
		script	Students practically			
	Students recap KS3		explore 'An	Students will	Students Recap genre,	Students work in
	knowledge of key skills for	Students continue	Inspector Calls' -	explore the	styles, conventions,	groups, developing
	performing Drama from	to work in groups,	performing	professional	structure and devising	ideas that respond to a
	script, which are extended	rehearsing extracts	characters, directing	production	skills at KS3. Through	stimulus. Students will
	and explored in detail	given in HT1. Each	scenes and creating	P 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	teacher-lead	create a performance in



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

Head of Faculty: Miss Haynes
Faculty Teachers: Miss McThre

Faculty Teachers: Miss McThredde	, Mr Trebar,	, Miss Salter,	, Miss Osborne
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Year 11	Component 2 skills recap/	Component 2	Component 2	Component 2	An Inspector Calls/	
	intro to scripts	preparation	preparation	exam/ C3	theatre review/ exam	
	Students recap their	Students to	Students to	preparation		
	knowledge of skills needed	rehearse their first	rehearse their	Students refine	Once C2 exam has been	
	for script work. Teacher to	extract within their	second extract	both C2	completed, students	
	lead workshops exploring	groups, applying	within their groups,	performances off	will recap knowledge of	
	these skills in depth.	appropriate vocal	applying	script, referring to	An Inspector Calls and	
	Students receive their	and physical skills to	appropriate vocal	the edexcel C2	revise for C3 exam Part	
	groups and script extracts	show	and physical skills to	performance	A	
	and begin rehearsal.	characterisation and	show	criteria. Exam to		
		character	characterisation and	take place before	In computer room	
		relationships.	character	the end of March.	lessons, students will	
			relationships.		continue to recall their	
		Theory: Students		Students to go and	knowledge of Live	
		complete 100-200	Theory: Students	see live theatre	theatre performance	
		word essay about	complete 100-200	performance in	and will develop and	
		their first extract	word essay about	preparation for C3	refine their 500 words	
			their second extract	exam. Once the	of notes for C3 exam	
				performance has	(Part B)	
				been seen,		
				students will		
				complete 500		
				words of notes,		
				which they will be		
				able to take in for		
				their C3 exam		
				(Part B)		
Drama	Component 1- To understan	d the process of devisi	ng performance work			
Knowledge	To develop knowleds	ge and understanding o	f how we respond to a	stimulus to create Dr	ama	
	To develop a knowle	dge and understanding	of different styles of th	neatre (example: Natu	ıralism, Epic Theatre, Physi	cal Theatre, Melodrama)
To gain	To develop knowled	dge and understanding	of different genres of tl	heatre (example: Com	nedy, Drama, Tragedy, Rom	iance)
knowledge of:	•	•	•	• •	nd language and how these	•
	meaning.	,	,	, /	0 0 1 1 1	
		ge of how performance	skills create meaning a	ind character.		
		o analyse and evaluate				
		•	personal theatre perfo	irmance		
	TO UNICE STATIO HOW I	o anaiyse and evaluate	personal meane perio	iniance		

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

• Extend knowledge of Drama technical keywords

Component 2- To learn how to develop and apply performance skills to key extracts from published plays.

- 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.)
- 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.)
- To build on knowledge of style and understand how to appropriately demonstrate this clearly to an audience.

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.

- 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)
- Extend knowledge of a set text (An Inspector Calls)
- To be able to justify creative choices (as a performer, designer and director)
- 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.

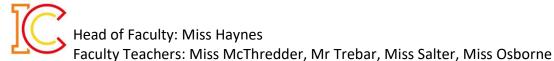
Drama Skills and processes

Performance skills:

- Vocal skills (Clarity, Projection, Pace, Pitch, Inflection(tone/intonation))
- Physical skills (Gesture, Posture, Facial Expression, Use of space (levels/proxemics), Stillness, Stance, Contact, Eye Contact.)
- Characterisation
- Portrayal of character relationships
- Audience awareness
- Focus
- Confidence.

Theory- based skills:

- writing as a performer
- Writing as a director
- Writing as a designer
- Writing as an audience member



 Analysing, evaluating, and justifying personal creative cho

- Analysing and evaluating the creative choices of others
- Understanding of set texts

Processes:

- Creating a character and portraying character relationships
- Responding to stimulus
- Creating and developing performance using genre, style, language, character, structure and form (conventions) to convey meaning t the audience.
- Using performance to achieve creative intentions.
- Process of rehearsal either independently or with others
- Process of evaluation and reflection

Drama Concepts

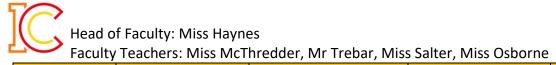
- Build on concepts of KS3 in-line with Edexcel GCSE Drama (2016) specification.
- To be able to discuss different aspects of their own and others work.
- To be able to review own development and contribution to performance.
- To work effectively with others
- To develop skills and techniques in rehearsal and performance
- To apply skills and techniques in rehearsal and performance
- To be confident performers.
- To understand how to respond to a stimulus
- To create performance in response to a stimulus
- To create and develop performance using genre, style, language, character, structure and form (conventions) to convey meaning to the audience.

KS4 Music Scheme of work overview

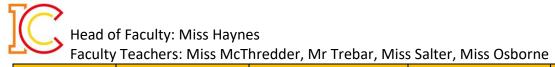
MUSIC	HT1	HT2	HT3	HT4	HT5	HT6
Year 9	BTEC Skills- Performance + Notation	Timbre and Texture	Keyboard Skills	Performance Skills- Note Values	Cover to Original	Ensemble Performance
	Performance skills- Notation	Compose using a range of Timbral	Read and perform one handed and two handed pieces	Read and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



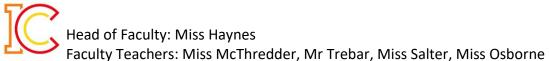
	reading, technical	effects and		and British	Selecting and	Applying inter-related
	drills, scales	combinations	Make	terminology	developing	dimensions aspects of
			improvements in	Apply to pitches	appropriate	Rhythm, Texture,
			response to		material	Melody, and
			feedback and		Teamwork	Harmony
			stimuli		Communication	
					skills	
MUSIC	HT1	HT2	HT3	HT4	HT5	HT6
Year 10	Component 1	Component 1	Component 1	Component 2	Component 2	Component 2
			+ 2			
	A Demonstrate	Through focused	A combination of	A Demonstrate	Learners will	Make a positive and
	an understanding	listening and music-	practical and	professional and	participate in	consistent
	of styles of music	making activities,	taught sessions	commercial skills for	workshops and	contribution to the
	B Apply	learners will explore	that will allow	the music industry	sessions to identify	planning of a music
	understanding of	a variety of musical	learners to	B Apply development	and develop	product, making
	the use of	styles and	investigate and	processes for music	musical skills and	considered decisions
	techniques to	understand the key	experiment with	skills and techniques	techniques in the	in relation to the
	create music	features of different	how music from a	·	following three	demands of the work.
	Research	styles of music and	variety of styles is	Learners will explore	disciplines:	
	methodology,	their use of musical	performed,	professional	1. Music	
	note- making	elements. They	created, and	techniques for	performance	
	compiling and	should apply stylistic	produced in order	musicians and look at	2. Creating original	
	filing relevant	features to	to produce their	how musicians share	music	
	information.	performance,	own products	their music with	3. Music	
	Selectivity,	composition, and		others. They will	production. They	
	presentation	music production	Select and use	learn to use a variety	will then select and	
	styles and	activities.	melodic and	of methods of	develop their	
	techniques such		harmonic	evidencing processes	individual musical	
	as mnemonics.		techniques to	and outcomes and	and professional	
			develop	communicating skills	techniques	
			contrasting musical	development.	appropriate to	



		inedder, ivii Trebar, iviis.	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.	
Music	HT1	HT2	HT3	HT4	HT5	HT6
Year 11	Component 2 Task A + B	Component 2 Task A + B Music performance:	Component 2 Task A + B Assessment	Component 3 Preparatory Task and Tasks 1+ 2	Component 3 Taks 3+4	Component 3 completion
	B1 Development of technical music skills and techniques • Development processes: o individual development routines o identifies technical exercises for development o includes setting goals o includes monitoring and	o tuning (if appropriate) o learning repertoire o physical preparation and exercises o instrumental or vocal technique o practise routines such as scales, etc. o following accompaniment o stage presence. • Creating original music: o exploring and extending ideas	objectives AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in	Learners will be given the opportunity to develop and present music in response to a given music brief. A Understand how to respond to a music brief	Performing stylistically accurate cover versions. • Creating original music using existing stylistic frameworks and traits. • Stylistic use of a DAW and associated hardware to create an original piece	



tracking of	o using structure	response to a	of music from a	
progress.	effectively	music brief	given starting	
B2 Development	o using rhythmic and	Intro to	point.	
of music skills	melodic patterns	Component 3	B Select and apply	
and techniques	o development of	Music production:	musical skills in	
Developing	harmony.	o using software	response to a music	
musical skills		instruments	brief	
appropriate to		o using audio and software tools	C Present a final	
style and context,		o manipulation	musical product in response to a music	
such as:		techniques	brief	
o timing and		o inputting and	DITCI	
phrasing		editing audio		
o using rhythm		o using effects		
and pitch in the		o structuring		
creation or		music.		
recreation of				
music				
o using				
equipment,				
instrumentation,				
or software				
appropriately				
o expression				
o combining				
instruments/sou				
nds				
o health and				
safety in the use				
of equipment				
and/or				
instruments.				



racuity	Teachers: Miss McThredder, Mr Tr	Coar, Iviiss Saiter, Iviiss Ost	borric			
	Applying skills					
	development to					
	the creation of					
	content/material					
	:					
	o creative					
	intentions					
	o skills needed					
	o stylistic					
	accuracy					
	o creation of					
	content/material.					
Knowledge To gain knowledge of:	 How to review music performance How to present musical ide How to use appropriate may a given brief. Chords, Melody, Pitch range Monophony, Homophony Note ranges right hand and Stave Notation Symbols Bay Chart reading / Notation resonance Ensemble charts and musical musical may be a seen of the compositional different type Understand job roles in the compositional drafts, show 	eas in an appropriate form usical structures effectively ges, Major and Minor Tona Octaves dileft-hand approaches ar lines whole- 8th note etceading / Chart Writing copresentation formats es of organisations that me music industry. dithe underpinning knowledged and harmonic techniquotical structures and codic and harmonic techniquotical structures.	nat with clarity and active y to develop one compality when the music induction and the structure ques to develop two compared to develop two compared to the structure ques to develop two compared to the structure question and the structure question the structure question and the structure quest	ustry of the music indust	ry, its working practic	es and

	Teachers: Miss McThredder, Mr Trebar, Miss Salter, Miss Osborne
Music Skills and	Make a positive and consistent contribution to the planning of a music product, making considered decisions in relation to the
Processes	demands of the work.
	 Demonstrate a positive and consistent input into the development and delivery of a music product that is integral to the success
	of the work.
	• Explain the strengths and weaknesses of the product with reference to the management process.
	Demonstrate competent use and control of technical and interpretive music performance skills , showing consistency in focus,
	response and effort in practice and development.
	Tonality 12 and 8 note scale
	Textural differences, Monophony Etc
	Symbols reading Structures
	Sign to sound
	Dimension such as Dynamics/Accelerando/Rubato
	 Group and sectional rehearsal purpose and outcomes Chart Writing and editing
	 Group and sectional rehearsal purpose and outcomes In greater depth
	 Present a review of music performance skills, explaining strengths and areas to develop.
	• Demonstrate consistent personal management skills with competent and confident application of music performance skills in
	rehearsal.
Music	To be confident performers
Concepts	 To be able to communicate essential information to the target
	 Explain the strengths and weaknesses of the product with reference to the management process.
	Personal management skills
	Build on concepts of KS3 in-line with BTEC First Award specification.
	To know how to market a product
	To be able to discuss different aspects of their own and others work.
	To be able to review own development and contribution to performance.
	To work effectively with others
	To develop skills and techniques in rehearsal and performance
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