

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	The Elements: Key skills	STOMP	Darkwood Manor	African drumming and historical content	Intro to music tech	Making the band
General musicianship	<ul style="list-style-type: none"> Enjoy making music with others Develop internal sense of pitch and rhythm 	<ul style="list-style-type: none"> Read, write and play crotchets, quavers, rests, triplets and semiquavers using Kodaly method Develop sense of pulse 	<ul style="list-style-type: none"> Creativity in responding to a stimulus Using skills from autumn term to create a composition 	<ul style="list-style-type: none"> Sense of pulse Maintaining and creating compound rhythms and patterns 	<ul style="list-style-type: none"> Sense of pulse – playing in time with a metronome 	<ul style="list-style-type: none"> Playing in time with others. Resilience and commitment in rehearsal. Read lead sheet.
Instrumental competence and music technology	<ul style="list-style-type: none"> Basic keyboard and instrumental skills alone and with the whole class 	<ul style="list-style-type: none"> Play rhythms using body and 'STOMP' percussion 	<ul style="list-style-type: none"> Use of different instruments and basic sound effects to create atmospheric compositions 	<ul style="list-style-type: none"> Djembe drumming: two tones, unison and polyrhythms 	<ul style="list-style-type: none"> Rehearsal of previously learned keyboard skills Music tech: <ul style="list-style-type: none"> Loops Record chords, bass line, riff. Edit: trim, copy, paste, quantise, delete. 	<ul style="list-style-type: none"> Develop competence on chosen instrument. Create contrast within given structure (rhythms, dynamics, articulation).
Ensemble skills	<ul style="list-style-type: none"> Rehearse rhythms and pitches as a whole class – teacher led. Following a leader Ensemble sensitivity 	<ul style="list-style-type: none"> Play in time alone and with others Whole class, teacher led rehearsal Arrange and rehearse in small groups Listening to others, sharing ideas, making decisions together 	<ul style="list-style-type: none"> Crate and rehearse with others Empathy Awareness of timbre combinations 	<ul style="list-style-type: none"> Whole class modelling of effective ensembles Small group rehearsing and arranging Listening to others, sharing ideas, making decisions together 		<ul style="list-style-type: none"> Play in time alone and with others Arrange and rehearse in small groups Listening to others, sharing ideas, making decisions together.
Musical language and contextual understanding	<ul style="list-style-type: none"> Dynamics, melody and harmony Understand meaning of songs and sing expressively 	<ul style="list-style-type: none"> Rhythms, dynamics and tempo 	<ul style="list-style-type: none"> Musical elements Compositional devises – drone, chromatic and ostinato 	<ul style="list-style-type: none"> Context and history of traditional African drumming and songs 	<ul style="list-style-type: none"> Sequencer Loops Riffs, chords, bass lines and melodies. Structure 	<ul style="list-style-type: none"> All language relating to: Pop song structure Parts in pop songs Instrumental techniques Creating contrast
Composition and improvisation		<ul style="list-style-type: none"> Compose rhythms and arrange rhythmic pieces with others 	<ul style="list-style-type: none"> Composing using a basic structure with contrasting sections 	<ul style="list-style-type: none"> Arrange songs and drumming accompaniment in small groups Improvise drum rhythms 	<ul style="list-style-type: none"> Arrange loops into simple ABA piece Compose riff 	Making the band
Assessment	Small group composition and performance to the class	Small group rhythm composition Listening test: elements, rhythms, instruments and elements in	Performing composition to a live audience to tell the story	Small group performance of composition arrangement	Recording of composition	<ul style="list-style-type: none"> Playing in time with others. Resilience and commitment in rehearsal. Read lead sheet.

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Keyboard skills	Traditional West African singing	• Whole class band	• Film music	• Traditional music – From another culture	
General musicianship	<ul style="list-style-type: none"> Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo. 	<ul style="list-style-type: none"> Singing in harmony Singing in tune Sense of pulse 	<ul style="list-style-type: none"> Playing in time with others. Resilience and commitment in rehearsal. 	<ul style="list-style-type: none"> Develop imagination, creativity, understanding of how meaning connects to sound. Develop use of musical elements to represent meaning. 	<ul style="list-style-type: none"> Apply all previously developed general musicianship strengths to a new style of music in performance and composition. 	
Instrumental competence and music technology Principles of practice in every scheme	<ul style="list-style-type: none"> Know where notes are on the keyboard Basic music theory Listening skills 	<ul style="list-style-type: none"> Singing melodies and harmonies in tune alone, with the whole class and in small groups Djembe drumming: complex polyrhythms 	<ul style="list-style-type: none"> Develop competence on chosen instrument. 	<ul style="list-style-type: none"> Develop competence on chosen instrument. 	<ul style="list-style-type: none"> Develop competence on chosen instrument. 	
Ensemble skills		<ul style="list-style-type: none"> Whole class modelling of effective ensembles Small group rehearsing and arranging Listening to others, sharing ideas, making decisions together 	<ul style="list-style-type: none"> Whole class modelling of and participation in ensemble. Musical sensitivity. Listening to others, sharing ideas, making decisions together. 	<ul style="list-style-type: none"> Whole class improvising and composing. Small group improvising and composing. Listening to others, sharing ideas, making decisions together. 	<ul style="list-style-type: none"> Play chosen traditional music in whole class and small group ensembles. 	
Musical language and contextual understanding	<ul style="list-style-type: none"> Musical elements, bass lines and melodies. 	<ul style="list-style-type: none"> Context and history of traditional African drumming and songs 	<ul style="list-style-type: none"> Riffs, chords, bass lines and melodies. Structure: verse, chorus, stops. Texture: creating contrast 	<ul style="list-style-type: none"> John Williams and his context. How musical elements are used to convey meaning. 	<ul style="list-style-type: none"> Language and contextual understanding related to chosen traditional music. 	
Composition and improvisation		<ul style="list-style-type: none"> Arrange songs and drumming accompaniment in small groups Improvise drum rhythms 		<ul style="list-style-type: none"> Improvising and composing on themes and for short sections of film as a whole class and in small groups. 	<ul style="list-style-type: none"> Improvise and/or compose in the style of chosen traditional music in small groups and on music technology. 	
Assessment	Keyboard performance	Small group performance of arrangement of song	<ul style="list-style-type: none"> Whole class band performance as a part of whole year group performance. 	<ul style="list-style-type: none"> Recording of small group composition for film clip. 	<ul style="list-style-type: none"> Recording of composition in the style of chosen traditional music. Listening test: Film music, chosen traditional music, staff notation and elements in popular songs. 	

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Keyboard skills (chords and performing)	Making the band	Songwriting/protest songs (history curriculum link)		Jazz/Civil Rights/Protest Songs	
General musicianship	<ul style="list-style-type: none"> Understanding how to build a major and minor chord, musical memory, and confidence performing chords solo and as part of a group performance. 	<ul style="list-style-type: none"> Playing in time with others. Resilience and commitment in rehearsal. Read lead sheet. 	<ul style="list-style-type: none"> Develop imagination, creativity, confidence to express personal feeling and/or meaning through music. 		<ul style="list-style-type: none"> Apply all previously developed general musicianship strengths to a new style of music in performance and composition. 	
Instrumental competence and music technology	<ul style="list-style-type: none"> Know where notes are on the keyboard Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard. 	<ul style="list-style-type: none"> Develop competence on chosen instrument. Create contrast within given structure (rhythms, dynamics, articulation). 	<ul style="list-style-type: none"> Music tech: Recording multiple parts through midi and audio. Edit: trim, copy, paste, quantise, delete. 		<ul style="list-style-type: none"> Develop competence on chosen instrument through performing new, complex parts and improvising with new scales/rhythms. 	
Principles of practice in every scheme						
Ensemble skills	<ul style="list-style-type: none"> Transferring solo skills into a group performance of a song using chords 	<ul style="list-style-type: none"> Play in time alone and with others Arrange and rehearse in small groups Listening to others, sharing ideas, making decisions together. 			<ul style="list-style-type: none"> Play and improvise Jazz in whole class and small group ensembles. 	
Musical language and contextual understanding	<ul style="list-style-type: none"> Riffs, chords, bass lines and melodies. 	<ul style="list-style-type: none"> All language relating to: Pop song structure Parts in pop songs Instrumental techniques Creating contrast 	<ul style="list-style-type: none"> All language relating to: Pop song structure Parts in pop songs Instrumental techniques Creating contrast Lyric writing 		<ul style="list-style-type: none"> Language and contextual understanding related to Jazz, including Jazz's role in the Civil Rights movement. Swung rhythms, syncopation, breaks, walking bass lines. Nina Simone and Billie Holiday. 	
Composition and improvisation		<ul style="list-style-type: none"> Arrange a small group performance of a popular song. 	<ul style="list-style-type: none"> Composing parts on given chord sequences: drum beats, riffs, melodies, bass lines, harmonies. 		<ul style="list-style-type: none"> Improvise in 'breaks' in jazz style. 	
Assessment	Keyboard performance	<ul style="list-style-type: none"> Small group performance of popular song. 	<ul style="list-style-type: none"> Recording of song 		<ul style="list-style-type: none"> Recording of composition in the style of chosen traditional music. Listening test: Film music, chosen traditional music, staff notation and elements in popular songs. 	

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Introduction to Drama	Pantomime	Darkwood Manor	Shakespeare	Hunger Games 1	Hunger Games 2
	<p>Explore the skills and themes of pantomime and applying them to a fairy tale.</p> <p>Understanding how to write a professional and detailed script that includes all elements of script writing.</p> <p><u>Practical assessment</u></p> <p>Writing a script for their pantomime as part of a team.</p>	<p>Working as a team to create an original, modern pantomime applying pantomime skills and new production elements.</p> <p>Allowing students to explore the planning aspect of putting on a performance and performing to an audience.</p> <p><u>Practical assessment:</u></p> <p>Performing pantomimes to a public audience.</p>	<p>Explore the concept of devising and physical theatre. Students are taught the key skills of improvisation. Students will create a new character and will have to learn key skills to not break character. Students will not be allowed props and must learn to use their bodies</p> <p><u>Practical assessment:</u></p> <p>As their created characters students must devise a scene in a haunted house.</p> <p><u>Written assessment:</u></p> <p>Evaluation of their devising process based on the GCSE coursework questions.</p>	<p>Introduction to Shakespeare focusing on Hamlet and Macbeth. Teaching students the history of theatre and how to work with a script. As well as, teaching students about Shakespearian English.</p> <p><u>Practical assessment:</u></p> <p>Performing the witches spell from Macbeth, including multiple theatrical conventions.</p>	<p>Introduction to the dystopian genre in story telling and film.</p> <p>Teaching students about the perils of living in a totalitarian state and understand how such a society works. Students will empathise with the struggles characters have and retell their stories in a from a series of scenes</p> <p><u>Practical Assessment</u></p>	<p>Having explored 5 scenes from the Film, students will choose one of the scenes to perform. They present their work in a film format and will learn about story boarding and shooting scenes with a camera and editing with I movie</p> <p><u>Practical assessment</u></p> <p>They will present a scene from Hunger games as a film using iPad and Movie Maker. They will also provide evidence of their process through a story board and annotation.</p>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Clowning	Silent Movies	One Man, Two Guvnors	Romeo and Juliet (Physical Theatre part 1)	Romeo and Juliet (Physical Theatre part 2)	EVERYBODY DANCE NOW! (Summer Showcase)
	<p>Students will learn about the origins of the clown and clowning over the years. We will learn about the Court jester, the Zanni/ Arlechinno, the Auguste and Bouffon clowning. This module teaches students how to use their bodies to perform and how to tell a story without applying vocal skills, allowing them to focus on their facial expressions and body language.</p> <p><u>Practical Assessment</u></p> <p>Students will be assessed on their process so far. Looking particularly at their individual attitude and their cooperation and leadership in their groups.</p>	<p>Having explored physical comedy, clowning and mime. Students will undertake to devise a silent movie. over the next few weeks they will plan, perform and record their own silent movies, lasting 1 - 3 mis. There will be one student in charge of filming & directing .The rest will split roles of storyboard writing, costume and props / placards etc.</p> <p><u>Practical assessment:</u></p> <p>Devising a comedic silent movie as part of a group.</p> <p>They will be assessed on filming & directing, storyboard writing, costume and props /</p>	<p>A play by Richard Bean, an English adaptation of Servant of Two Masters (Italian: Il servitore di due padroni), a 1743 Commedia dell'arte style comedy play by the Italian playwright Carlo Goldoni.</p> <p>Adapted from: The Servant of Two Masters</p> <p><u>Practical Assessment</u></p> <p>Students will learn the elements of physical comedy and slapstick and farse to create their own scenarios based on the play and characters.</p>	<p>Students will learn about the role of a chorus in Shakespeare and how this can be developed into a physical theatre ensemble. They will tell the story of Romeo and Juliet with broad brush strokes. They will learn parts of the text as an ensemble and individuals.</p> <p><u>Practical Assessment</u></p> <p>By the end of this unit students will have a physical theatre performance piece for Romeo and Juliet. They will be marked both on the performance and their attitude in the process.</p>	<p>REHEARSAL</p> <p>PERFORMANCE</p> <p><u>Practical Assessment</u></p> <p>By the end of this unit students will have a physical theatre performance piece for Romeo and Juliet. They will be marked both on the performance and their attitude in the process.</p>	<p>This unit will prepare students to create a performance for the summer showcase. They will have a chance to show off their dance moves and learn some routines that will give them confidence on the dancefloor.</p> <p>Examples:- “Don’t Blame it on the Sunshine” “Candy” Cha Cha Slide” and so on.</p> <p><u>Practical Assessment</u></p> <p>Student will be assessed on their willingness to have a go. They will also be given the opportunity to perform a dance they have learned or created themselves</p>

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Othello	Othello	Making a Film Treatment	DNA	Threepenny OPERA (Brecht)	The Artist Within (Summer Showcase)
	<p>Students will learn about how to navigate a stage. They will learn about blocking and proxemics and the use of the space as an individual and an ensemble. They will also learn about Commedia Dell'Arte and its link to Shakspearian Theatre.</p> <p><u>Practical Assessment</u></p> <p>Students will be learning large scale physical theatre scenes and dances. They will assessed one their progress so far</p>	<p>Rehearse and perform the play OTHELLO. Including Design elements (costume, sound, lighting, staging and props). Using the play OTHELLO to design the different elements of stage craft. This scheme of work teaches students about other career aspects of theatre</p> <p><u>Practical assessment:</u></p> <p>Presentation of one ACT from OTHELLO and showing stage craft as a group. Designing and creating elements.</p>	<p>Students will explore a series of blockbuster films and learn about how to create a film treatment, which shows an overview of the story, with normal life, a conflict and resolution. They will learn about the importance of a protagonist and antagonist too</p> <p><u>Practical assessment:</u></p> <p>Producing a film treatment on their I pads</p>	<p>Continuing from last term, we are looking at another "In your Face" play. Students will work on a more detailed script, with a more sombre theme. They will learn about creating drama on stage, while applying theatrical conventions. Learning about gangs, the way they work and how conflict can be used to create powerful theatre.</p> <p><u>Practical assessment:</u></p> <p>Students will perform 4 extracts from DNA showing the conflict and resolution between characters and the situation they find themselves in.</p>	<p>This unit will give students an introduction to Brecht. They will learn and about Alienation Brecht's rejection of Naturalistic Theatre. Students will learn from the National Theatres 2016 production of the Threepenny Opera. They will have a go at re creating their own scenes and learning some of the songs.</p> <p><u>Practical Assessment</u></p> <p>Students will create their own modern version of the Threepenny Opera, showing examples of Alienation and breaking the fourth wall.</p>	<p>This unit will be looking at devising theatre as an individual or in groups. We will be using work by George the Poet and Michaela Cole's one woman show "Chewing Gum Nights" as a starting point for creating work from within their own experience. It will give students and opportunity to create a performance piece for the Summer Showcase.</p> <p><u>Practical Assessment</u></p> <p>Students will perform their own piece of devised work, either individually or in a group. They will have the option of recording it on their i pad or performing live.</p>

Term	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	Devising Performance Work (First Go!)	Showcase - Preparation, Performance & Production - Planning & Managing an Event - Design Planning for Performance - Production Skills for Performance	Musical Theatre part 1 (part 2 in Year 11)
Assessment focus:	Using the previous year's externally publish stimulus, students will create a group performance to a live audience. Detailed log books, planning process, midway performances and reflections <i>This is a 'mock' version of official unit when released in Year 11</i>	Final showcase outcome where students are assessed on their contribution to the planning, their PA input into the show and the evaluation Students are assessed constantly on planning, input, application of knowledge and reflection as well as the final full showcase to a live audience	Participation in group workshops, individual vocal lesson, development of skills in singing, acting and dancing combined. Final full show performance to a live audience as a member of the ensemble (2022 Billy Elliott)
Link to KS5 (L3 BTEC)	Group Performance Workshop	Final Live Performance	Musical Theatre

Term	Autumn 1 and 2	Spring 1 and 2	Summer 1 and 2
Topic	Devising Performance Work (The Real Deal)	Individual Showcase	Musical Theatre part 2 (part 1 in Year 10)
Assessment focus:	<p>Students will create a group performance to a live audience. Detailed log books, planning process, midway performances and reflections</p> <p><i>Students will build upon their knowledge from the Year 10 'mock' version</i></p>	<p>Externally assessed and externally set work for students to work from a selection of given workshops (set by BTEC)</p> <p>Complete a letter of application under controlled assessment conditions</p>	<p>Participation in and run group workshops, individual vocal lesson and ensemble vocal lessons, development of skills in singing, acting and dancing combined whilst maintaining an individual role within a large scale production.</p> <p>Final full show performance to a live audience as a member of the ensemble and a lead role (2022 Billy Elliott)</p>
Link to KS5 (L3 BTEC)	Group Performance Workshop	Individual Showcase Commission	Musical Theatre

Performing Arts Curriculum Intent Year 11 (L2 BTEC))

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Musical Theatre and The Performing Arts Industry	Devising Performance Work and The Performing Arts Industry	Individual Showcase		<ul style="list-style-type: none"> - Preparation, Performance & Production - Planning & Managing an Event - Design Planning for Performance - Production Skills for Performance 	
Assessment focus:	To successfully contribute to MT workshops and develop skills in Music, Dance and Drama External exam preparation	Use a stimulus to create an individual performance to a live audience External exam preparation	Externally assessed and externally set work for students to work from		Final showcase outcome where students are assessed on their contribution to the planning, their PA input into the show and the evaluation	
Link to KS5 (L3 BTEC)	Group Performance Workshop	Developing skills and techniques for live performance	Individual Showcase Commission		Final Live Performance	
Annotation notes	Ensemble skills introduced first to build confidence Exam prep ongoing	First solo piece of performance building on previous unit skills and confidence	Places here so that students have developed performance skills and devising skills With the option to resit in Year 11 if needed		Group expected to have now worked together well and know one another's strengths to successfully undertake this task. Linked to the Summer Show. 3 units in 1 as all overlap and complete before Year 11	