TCS KS3 Performing Arts Curriculum

Drama

Year 7

Beginning of Year 7 Drama Skills Audit: At the beginning of each year, students complete a Drama skills audit in their student progress tracker booklets. At the start of Year 7 it is important to ascertain each students' prior knowledge/skills associated with Drama in addition to the information relating to their individual learning needs.

	Outline of Course/ SOW delivery	**Key Assessments** *(End point task)*	**Skill Development** *(How does this unit build on prior knowledge?)*	**Key Vocabulary** *(URL link to Tier 2&3 key words)*
Autumn 1	**Essential Drama Skills** Introduction to the three C's essential for making effective Drama: **Concentration** **Collaboration** **Creativity**	Small Group Performance Task: **UGG'S CREATION** Groups stage in dramatic form a poem using narration, still image and body as prop.	**Making** Development of group skills through problem solving, interpreting and shaping work based on performance skills explored. **Performing** Sharing work to an audience (peer groups and whole class settings) **Evaluating** Each lesson provides opportunities for self/peer evaluation. Students are introduced to 'TCS Drama Language for Learning' using terms to structure verbal/written evaluations of their work. As with every scheme, the final assessment task is filmed and watched the following week for self-evaluation.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Still Image • Staying in Role • Transitions • Physical Theatre/ Body as Prop • Narration
Autumn 2	**Greek Theatre** Discovering the roots of theatre, the skills developed and applying these to an ancient Greek myth	Ensemble Group Performance Task: **OEDIPUS AND THE SPHYNX** Groups' dramatization of myth using physical theatre,	**Making** Ensemble work – working in unison vocally and physically to create theatre. **Performing** Timing and transitions. Learning importance of the rehearsal process in a successful performance.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Unison • Choral Speech

		role play and choral narration.	**Evaluating** Progress trackers: students evaluate work and assess progress based on previous assessment task (Autumn 1).	• Gesture • Physical Theatre • Multi Rolling
Spring 1	**Mime** Exploring the popular art form of mime theatre. Learning the core skills that mime artists use in performance.	Small Group Performance Task: **RESTAURANT SCENE** Students work in pairs or threes to shape a comic mimed scenario.	**Making** Students learn and apply the core mime skills in individual and group based tasks. **Performing** Developing direct relationship (rapport) with audience. **Evaluating** Application of core mime skills alongside continued development of the 3 C's: Concentration, Collaboration and Creativity.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Gesture • Body Language • Facial Expressions • Clocking • Attention to Detail
Spring 2	**Hamlet** Introducing students to Shakespeare through his most famous play. Exploring the action of the play.	Large Group Performance Task: **THE DUAL SCENE** Groups rehearse/ perform dual scene in Hamlet.	**Making** Interpreting key themes through character-based role plays and improvisations. **Performing** Role play used as key dramatic form in exploring key moments of action within the play. **Evaluating** Evaluation of performances/work during the rehearsal process, applying core skills and 3 C's.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Characterisations • Directing • Soundscape • Movement • Role Play • Improvisation
Summer 1	**Spies and Secret Agents** Entering the world of espionage in this character based scheme.	Small Group Performance Task: **THE MISSION** Groups devise and perform spy mission scenario.	**Making** Students utilise prior skills to develop spy roles and scenario's associated with the world of espionage. **Performing** Character/Scenario Work incorporating regular Peer/Whole Class feedback **Evaluating** The final task group performance. Filmed assessment evaluation.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Characterisations • Hot Seating • Role Play • Still Image • Improvisation
Summer 2	**Musicals** This scheme enables groups to recreate scenes from a famous musical, involving acting, singing and dance in an	Small Group and Ensemble Group Performance Task: **STAGING SONGS FROM OLIVER!** Performance of songs, scenes and	**Making** Exploration of Victorian Poorhouse through Oliver Twist story. Creating detailed characterisations through text based rehearsals. **Performing** Songs and associated choreography linked to scenes from musical. Ensemble and small	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Ensemble skills • Characterisations

	ensemble performance.	staged choreography from Oliver!	group rehearsal process. The art of blocking scenes. **Evaluating** The final task group performance. Filmed assessment evaluation.	• Blocking • Choreography • Choral Singing

End of Year 7 Drama Skills Audit: Students complete a Drama skills audit in their student progress tracker booklets to assess their individual progress during Year 7 and set targets for the following year. Students refer to TCS Drama Language for Learning for audit.

Year 8

Beginning of Year 8 Drama Skills Audit: Students complete a Drama skills audit in their student progress tracker booklets. At the start of Year 8 students reflect on their progress during Year 7, audit their current knowledge and understanding of core Drama skills and set targets for the year ahead. Students refer to the 'TCS Drama Language for Learning' to support their auditing.

	Outline of Course/SOW delivery	**Key Assessments** *(End point task)*	**Skill Development** *(How does this unit build on prior knowledge?)*	**Key Vocabulary** *(URL link to Tier 2&3 key words)*
Autumn 1	**A Midsummer Night's Dream** An exploration of Shakespeare's mystical comedy through text, movement and character work.	Large Group Performance Task: **TRAGEDY OF PYRAMUS & THISBE** Performances of the Mechanicals staged play for the Wedding of Theseus and Hippolyta	**Making** Interpretation of text through voice and body from page to stage. **Performing** Applying core skills in development of characters and scenic interpretation. **Evaluating** Use of Self/Peer assessment during lessons to evaluate effectiveness of skills applied in performance.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Character Traits • Staying in Role • Interpreting text • Use of Dialogue • Use of Space • Laban Theory
Autumn 2	**Commedia Dell' Arte** Character driven scheme based on the 16th century Italian comic theatre that has influenced everything from Panto to the Simpsons!	Small Group Performance Task: **THE TRAP!** Rehearsed and improvised group staging of classic Commedia Scenario.	**Making** Developing core performance skills of Commedia through its key stock characters. **Performing** Applying Commedia performance skills in small group improvised scenarios. **Evaluating** Self and Peer evaluation used during scheme to assess application and understanding of core Commedia skills.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Character Traits • Gesture/Physicality • Lazzi • Role Play • Mime • Improvisation • Scenario
Spring 1	**Intro to Devising** Creating multi-media performances	End of Half Term Group	**Making** Students will combine skills learned across the making and	**The 3 C's:** • Concentration

	around an issues-based theme. Students shape their work as actors, directors and writers.	Performance Task – **DEVISED GROUP ISSUE BASED PERFORMANCE**	performance process to shape a Drama based on a current global issue. **Performing** Students perform their devised piece based on characters constructed through key devising skills **Evaluating** Self and Peer Evaluation is used throughout the scheme to assess the quality of play making, character work and link to the stimulus of climate change	• Collaboration • Creativity Scheme Core Skills • Working from a Stimulus • Key Devising Skills • Play/Screenwriting • Improvising • Characterisations
Spring 2	**Physical Theatre** The development of this style of theatre explored through workshops, rehearsals and devising methods.	Group Performance Task: **DEVISED WORK BASED ON EXISTING TEXT** Performance using text from the play adaptation of 'The Curious Incident of the Dog in the Night-Time.'	**Making** Workshop tasks exploring physical theatre techniques associated with key practitioners: Jacques Lecoq, Rudolph Laban and Frantic Assembly. **Performing** Applying physical theatre techniques. Adapting text in style of physical theatre. **Evaluating** Use of Self/Peer assessment to enhance understanding in the application of the method.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Body as Prop • Spatial Awareness • Tension States • Effort Elements • Ensemble work
Summer 1	**Stage Combat** Developing the key skills of unarmed stage combat, students choreograph and script their own stage combat scenes.	Small Group Performance Task: **THE FIGHT.** Devised scripted scene incorporating stage combat fight. Students create scenario; script, stage and design for performance.	**Making** Applying the 6 Key Elements of Stage Combat to learn a series of stage combat moves as used in the professional theatre. **Performing** Moves linked in short choreographed sequences to rehearse and perform to paired group or whole class. **Evaluating** Peer and self-evaluation used throughout scheme to assess effectiveness of skills used in application.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • 6 Key Elements of Stage Combat • Choreography • Devising • Characterisations • Design
Summer 2	**Blood Brothers** Issues based Drama looking at social class, status and the consequences of	Large Group Performance Task: **FINAL SCENE.** Staged performance of	**Making** Interpreting text and developing characterisations through status, voice, physicality and hot seating. **Performing**	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:**

	choice on families and friends.	the play's climactic scene.	Key scenes explored and staged through character work and group direction. **Evaluating** Peer and self-evaluation used throughout scheme to assess character interpretations and staging skills in application.	• Working with text • Hot Seating • Role Play • Role of the Narrator • Characterisations • Blocking • Directing • Learning Lines • Design

End of Year 8 Drama Skills Audit: Students complete a Drama skills audit in their student progress tracker booklets to assess individual progress across Year 8 and set targets for the following year. Students refer to TCS Drama Language for Learning for their audit.

Year 9

Beginning of Year 9 Drama Skills Audit: Students complete a Drama skills audit in their progress tracker booklets. At the start of Year 9 students reflect on their progress during Year 8, audit their current knowledge and understanding of core Drama skills and set targets for the year ahead. Students refer to the 'TCS Drama Language for Learning' to support their audit.

	Outline of Course/SOW delivery	**Key Assessments** *(End point task)*	**Skill Development** *(How does this unit build on prior knowledge?)*	**Key Vocabulary** *(URL link to Tier 2&3 key words)*
Autumn 1	**Film Making** From script to screen. Students learn the key skills of film making to bring to life their interpretation of a classic Pinter scene.	Small Group Performance Task: **THE SCREENING** Groups' present filmed interpretation for audience.	**Making** Interpreting text for filmed adaptation. Developing core filming skills (camera technique, design elements, directing and acting for the camera). **Performing** Applying core film skills in rehearsal: (shooting rehearsed takes, incorporating design elements: costume, set, props, sound and lighting). Shooting/Editing scenes. **Evaluating** Peer and self-evaluation used throughout scheme to assess adaptations and application of film techniques,	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Interpreting scripts • Characterisations • Directing • Designing • Camera Techniques

			characterisations, direction and design.	
Autumn 2	**Non Naturalism** Theatre can be used as a vehicle for social changes. This scheme explores the techniques associated with this theatrical style.	Group Performance Task: **DEVISED WORK** Issues based theatrical performance using core skills associated with Non-Naturalism	**Making** Workshop tasks exploring non-naturalistic techniques associated with the key practitioner Bertolt Brecht. **Performing** Applying non-naturalistic techniques in a rehearsal context centred on a chosen issue/theme. **Evaluating** Use of Self/Peer assessment to enhance understanding in the application of the method.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Social Message • Direct Address • Multi Role • Epic Theatre
Spring 1	**Improvisation** Students use improvisation techniques to create an ensemble performance.	End of Half Term Group Performance Task – **CLASS ENSEMBLE PERFORMANCE**	**Making** Key rehearsal technique used to shape plots, characters and dialogue. Core skill developed throughout KS3 examined in more detail **Performing** Students will find a link between performances to create a whole class ensemble performance **Evaluating** Students will use self and peer assessment to assess quality of improvisation techniques understood and applied during the making and performing process.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Spontaneous Improv • Planned Improv • Mike Leigh Method • Ensemble work • Staging/Design
Spring 2	**Naturalism** Learning and applying the skills associated with the development of naturalistic acting.	Group Performance Task: **SCRIPTED SCENE** Staged performance from existing text performed using Naturalistic method.	**Making** Workshop tasks exploring naturalistic techniques associated with the key practitioner Constantin Stanislavski. **Performing** Applying naturalistic techniques through improvisation, role play and text. Rehearsing a scene for performance using naturalistic method. **Evaluating**	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Realism • Characterisation • The 4th Wall • Given Circumstances • The Magic If • Staying in Role

			Use of Self/Peer assessment to enhance understanding in the application of the method.	
Summer 1	**Theatre Design** Students will be introduced to the key elements associated with theatre design and its historical development. A play text will be used as the key stimulus	Group Performance Task: **DESIGN PRESENTATION** Technical crews present Design concept based on existing play.	**Making** Key areas of theatre design explored in workshop based tasks. **Performing** Technical Crews apply design methods specific to their chosen specialism (costume, props, lighting etc) to an existing text/play. **Evaluating** Use of Self/Peer assessment to enhance understanding in the application of the various design approaches.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Mood Board • Lighting (LX) • Sound Effects • Costume • Set Design/Model • Props • Costume
Summer 2	**From Page to Stage** Using a contemporary play text, students will work in groups to shape a performance based on their interpretation utilising their skills developed across KS3	Group Performance Task: **THEATRE COMPANY PRESENTS** Cast and Crews work together to create theatrical adaptations of scenes from an existing play text	**Making** In companies' groups select a scene from an existing play to interpret for the stage or screen. Companies are divided into performing and design teams to develop initial ideas for performance. **Performing** Companies rehearse and design a performance based on their interpretations. **Evaluating** Use of Self/Peer assessment to enhance understanding in the application of the methods/approaches used in the development and outcomes of the work.	**The 3 C's:** • Concentration • Collaboration • Creativity **Scheme Core Skills:** • Text interpretation • Stylistic choices • Design • Direction • Character work • Improvisation • Blocking • Tech/Dress runs

End of Year 9 Drama Skills Audit: Students are tasked to complete a final Drama skills audit in their student progress tracker booklets to assess and reflect on their individual progress across Year 9 and their time on the KS3 Drama course since starting in Year 7.

Music

Yr 7

	Outline of Course/ SOW delivery	**Key Assessments** *(End point task)*	**Skill Development** *(How does this unit build on prior knowledge?)*	**Key Vocabulary** *(URL link to Tier 2&3 key words)*
Autumn 1	**Bridging Unit with 'Wider Opportunities' Part 1** Development of KS2 Curriculum linking to National Curriculum for Music	Performance of *Orientis Partibus.* Assessment of Polyrhythmic Composition. Listening tasks investigating instrumental choice Home Learning Written up evaluation and appraisal of performance skills and techniques that put instrumental development in context.	**Performing** Building keyboards skill, guitar skills and performing with tuned percussion **Composing** Developing and improvising polyrhythms with a minimum of 4 players. **Listening** Recognising changes of pitch, rhythm and texture**.** **Appraising** Understanding and placing music in context –Medieval Melody *Orientis Partibus*	• Pitch • Timbre • Texture • Rhythm • Drone • Melody
Autumn 2	**Singing Journey Part 1** Performance of a series traditional and contemporary songs that explore solo, unison and harmonic vocal techniques.	Performance of a variety of songs that are recorded and uploaded for assessment leading to public performance. Improvisation of vocal melodies and setting text to melodic lines. Listening tasks investigating pitch and intonation. Home Learning Written evaluation and appraisal of vocal techniques that put	**Performing** Whole class singing in unison and harmony of traditional African songs, Work songs, Gospel Songs and Contemporary songs. Building performance skills and developing small ensemble, duet and solo performances **Composing** Developing and improvising sung phrases in call and response **Listening** Focusing on intonation and balance within sung parts **Appraising**	• Intonation • Breath Control • Phrase • Harmony • Accompaniment • Work song • Gospel Singing

		chosen songs in context.	Understanding the role of traditional African songs on contemporary music.	
Spring 1	**Music from around the World part 1 (Eastern European Folk and Klezmer Music)** Instrumental technique and ensemble skills that use tuned percussion, keyboard, guitar and untuned percussion	Focusing and establishing through assessment task 'your instrument' for this topic – Keyboard, guitar, traditional orchestral instrument or percussion. Instrumental improvisation through pentatonic scale and embellishing given melody Listening tasks centred around pulse and balance of parts. Home Learning Written evaluation and appraisal of Music from the Balkans and Eastern Europe .	**Performing** Using instruments in an ensemble performance - Building keyboards skill, guitar skills and performing with tuned percussion **Composing** Developing and improvising melodies over a given accompaniment. **Listening** Recognising and maintaining a sense of continuing and changing pulse in a given ensemble **Appraising** Understanding and placing music in context - Eastern European Folk and Klezmer ensembles.	• Music notation • Crotchet • Minim • Quaver • Semi breve • Dotted Rhythms • Chord • Arpeggio • Ensemble
Spring 2	**How to be a band Part 1** Development of ensemble skills through pop/rock instruments voice, keyboard, guitar, bass guitar, the start of the 4 chord song	Performance of chosen song assessed, recorded and uploaded. Development of improvised middle 8 on final song Assessed written task that shows understanding of structure of popular/rock song. Home Learning Assessment showing the development of 4 chord song.	**Performing** Using traditional rock instruments - voice, guitar (rhythm and lead), keyboard, bass guitar, drum kit to perform contemporary song. **Composing** Developing the groups middle 8 and improvisation within chosen song. **Listening** Recognising the structures of a song - intro, verse, chorus, mid 8, outro and hook. **Appraising** Understanding the role of the 4 chord song	• Hook • Riff • Verse • Chorus • Chords • Lead Guitar • Rhythm Guitar • Bass Guitar • Hi Hat • Bass Drum • Snare • Toms • Cymbal

			within popular/rock music	
Summer 1	**Music Tech part 1** Development of Music IT that explores the use of loops, effects (delay/reverb etc), multi tracking and drum machine	To mix down final tracks ready for final performance of recording Assessment of stages and processes used to get to the final mix down. Recognising the sounds of the different loops and timbres available to use. Home learning Assessment showing the role of the music studio on popular music.	**Performing** Using studio instruments that 'perform' final pre-recorded produced material. **Composition** Developing a variety of texture (layers) through use of appropriate tracks. Exploring the quality of sound with a variety of timbres. **Listening** Recognising successful textures, loops and timbres **Appraising** Understanding the role of IT and studio techniques within the context of contemporary music	• Track • Record • Sample • Metronome • Loop • Sequence • Effects
Summer 2	**Music for Stage and Screen – Part 1 Opera/Musicals** Development of how music is used on stage to tell stories	Performance of devised scene - videoed, uploaded and prepared for public live performance Assessment of process of compositional stages evidenced in process leading up to end of topic performance. Listening tasks centred around techniques of musical theatre and clarity of musical ideas. Home Learning Assessment of putting Musical Theatre in context and showing	**Performance** Using vocal and instrumental technique such as aria, recitative, overture perform aspects of musical/opera. **Composition** Devising music for a purpose. Developing melody, and harmony to create mood and story telling. **Listening** Recognising techniques used within music for stage – aria, recitative, overture, dissonance etc **Appraising** Understanding the techniques used to express particular mood and emotion within musical theatre.	• Solo • Chorus • Aria • Recitative • Opera • Musical • Orchestra

		how techniques are used.		

Year 8

	Outline of Course/SOW delivery	**Key Assessments** *(End point task)*	**Skill Development** *(How does this unit build on prior knowledge?)*	**Key Vocabulary** *(URL link to Tier 2&3 key words)*
Autumn 1	**Music of the Baroque with 'Wider Opportunities' Part 2** Secure understanding ground bass Reading Staff notation Melodic Composition	Performance and video recording uploaded of Pachelbel's Ground Bass . Use and understanding of Orchestral instruments Assessment of process of melodic compositional stages evidenced in process leading up to end of topic performance. Listening tasks centred around techniques of ground bass. Home Learning Assessment of putting Baroque Music in context and showing how ground bass techniques are used.	**Performing** Building Orchestral skills **Composing** Developing and improvising single line melody **Listening** Recognising ground bass and development through variation of single line melody. **Appraising** Understanding and placing music in context –Baroque Music – Pachelbel's Ground Bass	• Theme • Variation • Bass Clef • Ground Bass • Conjunct Melody • Disjunct Melody • Repetition
Autumn 2	**Music from around the World part 2 (The American Blues Tradition**) Ensemble skills, securing instrumental technique through improvisation on a	Performance and video recording uploaded of 12 bar blues . Use and understanding of blues instruments	**Performing** Building ensemble skills **Composing** Developing and improvising single line melody through the blues scale	• Blues Scale • Improvisation • Fill • 8 Beat • Fret • Intonation • Timing

	blues scale and 12 bar blues chord structure.	Assessment of working compositional stages evidenced in process leading up to end of topic performance. Listening tasks centred around chords and use of blues scale. Home Learning Assessment of putting Blues Music in context and showing how improvisation techniques are used.	**Listening** Recognising 12 bar blues and development through improvisation of single line melody. **Appraising** Understanding and placing music in context –12 Bar Blues –	
Spring 1	**How to be a band Part 2** Development and securing suitable repertoire Establishing 'my instrument' Ensemble skills through pop/rock instruments voice, keyboard, guitar, bass guitar and kit. Development of the 4 chord song	Performance of chosen song with specific assessment on 'My Instrument' recorded and uploaded. Development of individual improvised middle 8 on final song Listening tasks centred around song structure and role of instrument. Assessed written task that shows understanding of structure of popular/rock song. Home Learning Assessment showing the development of 4 chord song.	**Performing** Using traditional rock instruments - voice, guitar (rhythm and lead), keyboard, bass guitar, drum kit to perform contemporary song. **Composing** Developing and improvising middle 8 as an individual within chosen song. **Listening** Recognising the structures of a song - intro, verse, chorus, mid 8, outro and hook. **Appraising** Understanding the timeline of the 4 chord song within popular/rock music	• Extended Chords • Chord Progression • Ostinato • Middle 8 • Outro • Riff
Spring 2	**Singing Journey Part 2** Composing and performing a	Performance of 2 composed songs with specific assessment	**Performing** Using traditional rock instruments - voice, guitar (rhythm and	• Microphone • PA System • Amp • Jack to Jack

	minimum of 2 songs – up load onto digital platform. Chord exploration, melody development, challenging song structure	on meeting a given brief. Development of composition techniques that meet a given brief. Listening tasks centred around song structure. Assessed written task that shows understanding of structure of popular/rock song with relation to chords,melody line and brief. Home Learning Assessment of meeting the needs of the music industry.	lead), keyboard, bass guitar, drum kit to perform 2 contemporary songs. **Composing** Developing lyrics, chord sequence and melodic line of song that meets a given brief. **Listening** Recognising the structures of a song - intro, verse, chorus, mid 8, outro and hook. **Appraising** Understanding the process of composing chord song within popular/rock genre and how this is represented in the music industry.	• XLR to XLR • Projection • Close Harmony
Summer 1	**Music Tech Part 2 Live Sound** Devising live sound performance Staging and marketing performance Final performance	Performance of 2 songs with specific assessment on performance production. Developing a 'blended' sound for an ensemble using minimum of 4 track mixing desk. Listening tasks centred around the different aspects of mixing desk and live sound Assessed written task that shows understanding the process of live sound within popular music. Home Learning	**Performing** Using live sound to enhance final performance. **Composition** Exploring the quality of sound with a variety of timbres and levels. **Listening** Recognising successful textures, level and panning **Appraising** Understanding the role of mixing desk and studio techniques within the context of contemporary live sound.	• Multi track • Mixing Desk • Pop shield • Graphic Equaliser • Panning • Levels

		Live sound health and safety requirements for producing live sound.		
Summer 2	**Music for Stage and Screen – Part 2** **Music for film** Development of how music is used in film to enhance the film narrative. Compositional devices that reflect mood of film clip using live and pre recorded sound	Performance of composed scene - videoed, uploaded and prepared for public 'live' performance Assessment of process of compositional stages evidenced in process leading up to end of topic performance. Listening tasks centred around techniques of film music and clarity of musical ideas. Home Learning Assessment of putting film music in context and showing how techniques are used.	**Performance** Using either live or pre recorded composition to be performed alongside chosen film clip **Composition** Devising music for a purpose. Developing melody, and harmony to create mood and story telling. **Listening** Recognising techniques used within music for film– ostinato, dissonance, pedal, use of timbre etc **Appraising** Understanding the techniques used to express particular mood and emotion within music for film.	• Ostinato • Diminished Chord • Timbre • sfz • Glissando • Forte • Drone • Polyphonic Texture • Homophonic Texture

Year 9

	Outline of Course/SOW delivery	**Key Assessments** *(End point task)*	**Skill Development** *(How does this unit build on prior knowledge?)*	**Key Vocabulary** *(URL link to Tier 2&3 key words)*
Autumn 1	**Music from around the World part 3 – Samba into Rock Rhythms** Ensemble skills, securing rhythmic skills technique through established samba and rock patterns**.**	Performance and video recording uploaded of 1 Samba Giant and Percussion Rock . Use and understanding of Percussion instruments	**Performing** Building ensemble and percussion skills to final performance. **Composing** Developing and improvising rhythmic rock and samba. **Listening**	• Repinque • Surdo • Ago go Bell • Tams • Call and Response • Improvisation • Off Beat • Ostinato Pattern

		Assessment of working performance stages evidenced in process leading up to end of topic performance. Listening tasks centred around Samba and rock rhythms. Home Learning Assessment of putting Samba in context and how it has influenced rock drumming patterns.	Recognising specific samb and rock rhythmic patterns. **Appraising** Understanding and placing music in context –Brazilian Samba and Rock drum patterns –	
Autumn 2	**Music of the Classical and Romantic Music with 'Wider Opportunities' Part 3** Secure understanding of composition using Aeolian Mode Reading and composing with staff notation using Musescore. Melodic Composition to a brief -A Song for Christmas based on Kije's March.	Development of the Orchestra through Classical and Romantic music. A recorded for Christmas that uses orchestral instrument/s (Musescore 3) Live performance of Christmas Composition	**Performing** Building Orchestral skills **Composing** Developing and improvising single line melody **Listening** Recognising Aeolian mode and on a single line melody. **Appraising** Understanding and placing music in context –Romantic music of Prokofiev 'Kije's March'	• Aeolian Mode • Melodic Shape • Staff Notation • Imitation • Inversion • Retrograde Inversion • Fugue • Sequence
Spring 1	**How to be a band Part 3** Investigation of the different styles of contemporary 'Pop' music – Dubstep, Indie, Dance and Techno. Establishing Rudiments of chosen style' Ensemble skills through pop/rock instruments voice, keyboard, guitar, bass guitar and kit.	Performance of chosen song with specific assessment on the style of music recorded and uploaded. Development of individual style on final song Listening tasks centred around song structure and recognising the elements within the chosen styles.	**Performing** Using traditional rock instruments - voice, guitar (rhythm and lead), keyboard, bass guitar, drum kit to perform a variety of pop songs from different genres. **Composing** Developing and improvising an individual stylel within chosen song. **Listening**	• Feel • Riff • Ensemble • Off Beat • Levels • Dynamic Range • Vocal Register • Backing Vocals

		Assessed written task that shows understanding of structure of popular/rock song within s given genre. Home Learning Assessment showing the development of 4 different styles and genres over popular music over the 21st Century. .	Recognising the different elements to the different genres of a song - intro, verse, chorus, mid 8, outro and hook. **Appraising** Understanding the timeline of the 4 chord song within popular/rock music	
Spring 2	**Music Tech Part 3 Live Sound with Recorded Sound incorporating video** Producing 'Pop Video' Recording live sound Using mobile technology to edit and construct video	Performance of 1 song with specific assessment on video and audio production. Developing a 'blended' sound for an ensemble matching video and audio. Listening tasks centred around the different aspects of mixing the tracks from live recording Assessed written task that shows understanding the process of live sound recorded with video. Home Learning Development of the 'Pop Video' within the 21st Century.	**Performing** Using live sound to camera final performance. **Composition** Mixing the quality of sound with a variety of timbres and levels to fulfil the brief of the video **Listening** Recognising successful textures, level and panning **Appraising** Understanding the role of mixing desk and studio techniques within the context of contemporary live sound.	• Quantize • Loop • Sample • Clip • Click Track
Summer 1	**Music from around the World part 3** (The Reggae Tradition) Ensemble skills, securing instrumental technique through variety of chord	Rastafarianism and putting reggae in context. Off beat rhythm. Playing chords off beat. Playing two or more	**Performing** Using traditional reggae instruments - voice, guitar (rhythm and lead), keyboard, bass guitar, drum kit and untuned percussion to perform	• Syncopation • Effects • Reverb • Delay • Protest song • Rastafarianism • Rim Shot

	structures with emphasis on the off beat.	parts together e.g. riff and chord. Performance three little birds as a class performance. Buffalo soldier in small groups.	2 contemporary reggae songs. **Composing** Developing pentatonic riff (short melody) over given chord sequence . **Listening** Recognising the structures muscal elements that make a reggae song. **Appraising** Understanding the process and history of the development of a reggae song.	
Summer 2	**Music Industry Project –Staging a concert** Venues and live performance Production and promotion Performance/creative roles Management and promotion roles	Delivering and performing class concert in public domain. Performance work, areas of health and safety including setting up equipment, marketing strategies including advertising, budgeting and reviewing the musical product. Performance of 1 song with specific assessment on video and audio production. Developing a role within the industry as part of performance, promotion and technical team. Listening and discussion tasks that devise, perform, produce and promote a public performance Assessed written task in the form of a journal that records group an individual progress.	**Performing** Utilising performance skills within live performance **Composition** Adapting song structure to meet concert requirements **Listening** Recognising successful, levels and panning in live performance **Appraising** Understanding the roles within a live sound performance.	• P A System • Amps • Leads • Mixing Desk • Lighting Desk • Microphones • Electronic Feed Back • Distortion • Clean Sound • Marketing • Sales • Advertising • Upload

		Home Learning centres around the process of staging live event.		