



Dept: Performing Arts DRAMA	Year 7	Year 8	Year 9	Year 10	Year 11
<p>Data Point 1</p>	<p>What is being assessed?</p> <p><u>Ukulele skills</u></p> <p>The ability to understand new music terminology and adapt it into their own creativity.</p> <p>The ability to learn chords, play the chords and sing at the same time: as an individual and as part of an ensemble</p> <p>Music theory – rhythm, notation, scales and harmony. The pupils will be tested on their current knowledge of the musical elements.</p> <p>How is it being assessed?</p> <p>Through teacher led skills workshops students need to demonstrate their ability to follow instructions and respond appropriately.</p> <p>Through practical exploration of skills in the creation of basic chords structures.</p> <p>Q&A and effective questioning on tasks informs student knowledge and understanding.</p> <p>Performances are filmed for</p>	<p>What is being assessed?</p> <p><u>Ground Bass</u></p> <p>Introducing texture, melody, ostinatos and canons through the music of Pachelbel.</p> <p>The pupils ability to play a piece of music to a certain standard and develop it to a higher standard.</p> <p>Listening skills, composition skills, and performance skills will be assessed in line with the topic.</p> <p>Pupils will be assessed on an individual and ensemble basis.</p> <p>How is it being assessed?</p> <p>Through teacher led instrumental exercises students need to demonstrate their ability to read instructions sheets, such as notation and rhythm, and performed the task they have been set, either in a solo or group performance.</p> <p>Through practical exploration, students apply their knowledge of ground bass within their own</p>	<p>What is being assessed?</p> <p><u>Dance music</u></p> <p>The pupils listening, performance and composition skills will all be tested to the limits and assessed to prepare them for KS4.</p> <p>The pupil's ability to understand the different cultures and characteristics that are associated with certain genres of music.</p> <p>The pupils will be assessed on their ability to compose their own dance song within a group. This will require a high level of creativity and vision.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst responding, devising and orally reflecting.</p> <p>Listening, composition and performance tasks</p> <p>Through practical exploration and performance work,</p>	<p>Unit 2 – Managing a music product.</p> <p>Pupils will explore various techniques, experiences and practises used within the process of planning, advertising and performing in a music concert.</p> <p>Pupils will work independently and part of a group to ensure the concerts success. Pupils will be required to keep a diary of the progression, a rehearsal log, pictorial evidence of research and participation, along with a video of the show.</p> <p>Unit 1 – The music industry</p> <p>Exam – pupils will look at the various jobs and roles that are required to make the music industry as successful as it is.</p> <p>Pupils will need to understand how labels work, how a musician makes money, and how a musician is protected by a range of companies.</p>	<p>Unit 5 – introducing Music Performance</p> <p>Pupils will review their current musical abilities and make plans on how the can improve them. Pupils will need to structure their planning well to ensure they make an appropriate level of progress. Whilst the pupils are rehearsing individually, they must keep a log of their progression. Pupils will perform a song or piece of music using the skills they have picked up from their rehearsal time.</p> <p>Unit 6 – Music performance skills</p> <p>Pupils will choose a set of current works and develop them in to a staged performance. Pupils must keep a log of current achievements and troubles to evidence their progression. Pupils will have a choice of whether to take a performance role or a</p>

	<p>practical evidence and progress over time sheets is completed for self and peer evaluation.</p> <p>Why is it being assessed?</p> <p>To introduce students to the basic rules of musical instruments and performance. To develop confidence and build creative relationships with peers.</p>	<p>compositions. This will be shown by either a solo or group performance.</p> <p>Q&A and effective questioning on tasks informs student knowledge and understanding.</p> <p>Pupils will be set listening tasks to test the knowledge they should've gained from the previous lessons</p> <p>Performances are filmed for practical evidence and progress over time sheets completed for self and peer evaluation.</p> <p>Why is it being assessed?</p> <p>To give the pupils knowledge of traditional forms and structures of music. The pupils are also given the chance to improve their current: performance, listening and compositional skills.</p>	<p>demonstrating their ability</p> <p>Short written reflective piece of writing exploring WWW and EBI.</p> <p>Why is it being assessed?</p> <p>This will give pupils the essential skills they need if they want to take music in KS4.</p> <p>The tests the pupils will take will indicate which pupils are the best candidates for KS4 music.</p>	<p>Unit 4 – Introducing Music Composition (year 2)</p> <p>Pupils explore the effect that music has on film, TV and still images.</p> <p>The pupils will be given 4 videos for which they will compose music 4. Once this brief has been completed, 2 out of the four will be developed. Further on, pupils must decide 1 out of the 2 to develop even further and end up with a final product.</p> <p>For pupils to complete this successfully, they must research different techniques and processes in the industry.</p>	<p>technical role to ensure the staged performance runs smoothly.</p> <p>Unit 1 – Individual showcase</p> <p>Pupils must design a presentation and performance around the theme of 'memories' and present this to an audience. Pupil must show evidence of research into music and songs that would be enjoyable by a senior crowd and present a well research presentation of current goings on at the time that the song/music was released.</p>
<p>Data Point 2</p>	<p>What is being assessed?</p> <p><u>Music from the East and West</u></p> <p>The ability to work creatively as part of a team and to contribute ideas towards a performance.</p> <p>To follow the rules of performance.</p>	<p>What is being assessed?</p> <p><u>The Blues</u></p> <p>The ability to recognise the structural style of popular music.</p> <p>To analyse and understand the history and lyrical content of</p>	<p>What is being assessed?</p> <p><u>Film Music</u></p> <p>The ability to understand how and why music changes the way we think/feel whilst a certain scene in a film. Pupils will also be assessed on their ability to create a scene</p>	<p>Unit 5 – introducing Music Performance (year 2)</p> <p>Pupils will review their current musical abilities and make plans on how they can improve them. Pupils will need to structure their planning</p>	

	<p>The ability to create and compose a well-structured piece of traditional Indian music.</p> <p>The pupils ability to understand the wide range of structural difference between songs from different cultural backgrounds.</p> <p>How is it being assessed?</p> <p>Through teacher led skills workshops students need to demonstrate their ability to follow instructions and respond appropriately.</p> <p>Through practical exploration of skills in the creation of their own piece of music using the structural style of either: binary, tertiary or rondo structures.</p> <p>Q&A and effective questioning on tasks informs student knowledge and understanding.</p> <p>Performances are filmed for practical evidence and progress over time sheets are completed for self and peer evaluation.</p> <p>Why is it being assessed?</p> <p>To ensure students have grasped the terminology of different song structures and to understand music in different</p>	<p>The Blues.</p> <p>The comparison of the two styles of music and the difference of culture and background.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst responding to learning blues scales and chord structures.</p> <p>Through practical exploration in groups when rehearsing work.</p> <p>Through performance and oral group reflection of work performed/composed.</p> <p>Performances are filmed for practical evidence and progresses over time sheets are completed for self and peer evaluation.</p> <p>Why is it being assessed?</p> <p>To introduce styles of music that have been created by social backgrounds and hardships during a certain time period.</p>	<p>using a piece of music.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions, research and devising.</p> <p>Through practical exploration in groups when rehearsing work.</p> <p>The creativity of the music for the film clips will be assessed. Pupils will need to have successfully created a specific mood or feeling with the scene.</p> <p>Performances are filmed/recorded for practical evidence.</p> <p>Short written reflective piece of writing exploring WWW and EBI.</p> <p>Why is it being assessed?</p> <p>So pupils can understand and be aware of the physiological effect music can have over people and how it makes us think.</p>	<p>well to ensure they make an appropriate level of progress. Whilst the pupils are rehearsing individually, they must keep a log of their progression.</p> <p>Pupils will perform a song or piece of music using the skills they have picked up from their rehearsal time.</p>	
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Data Point 3	<p>What is being assessed?</p> <p><u>Mozart</u></p> <p>The ability to compose a piece of music and write it down as notation on the stave.</p> <p>The understanding of how certain key signatures can completely change a piece of music.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst devising work.</p> <p>Through gathered knowledge by watching the film 'Amadeus'.</p> <p>Through practical exploration in groups when rehearsing work.</p> <p>Performances are filmed for practical evidence and progresses over time sheets are completed</p> <p>Why is it being assessed?</p> <p>To introduce pupils to a basic music theory and the alberti</p>	<p>What is being assessed?</p> <p><u>Reggae</u></p> <p>The understanding of the style and culture of reggae music.</p> <p>The ability to compose and perform their own reggae song.</p> <p>The knowledge gathered throughout lessons will be tested. Pupils will listen to a reggae song and will be asked to describe it using the musical elements.</p> <p>How is it being assessed?</p> <p>Performances of famous reggae songs will be performed to inspire the pupils when they come to create their own pieces. Pupils will be assessed by the difficulty of the piece they are playing. Pupils will need to demonstrate their ability to play the keyboard using two hands.</p> <p>Why is it being assessed?</p> <p>To ensure that students</p>	<p>What is being assessed?</p> <p><u>Brit Pop</u></p> <p>Pupil ability to demonstrate their understanding of the topic by composing and performing their own song in style of Brit pop.</p> <p>The pupils knowledge and understanding of the style of music and how it might have been influenced by outside sources.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst responding to and rehearsing songs.</p> <p>Through practical exploration in groups when rehearsing songs.</p> <p>Through listening tests where pupils will use the musical elements to describe a brit pop song.</p> <p>Performances are filmed for practical evidence.</p>		

	<p>bass technique, which will help them with their development as they go into year 8.</p>	<p>understand how to create a piece of music to fit a certain style or theme.</p> <p>To develop skills and strengthen students understanding of the instruments.</p>	<p>Short written reflective piece of writing exploring WWW and EBI.</p> <p>Why is it being assessed?</p> <p>To give pupils an understanding of British pop/rock culture and how it had an effect on society and political movements.</p>		
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Dept: Performing Arts DRAMA	Year 10	Year 11
Data Point 1	<p>What is being assessed?</p> <p><u>Making a musical product.</u></p> <p>The ability to work creatively as a group through the process of devising.</p> <p>To begin to develop creative thinking skills through exploring the ins and outs of the music industry..</p> <p>To make connections with explorative strategies and how they can be used effectively in a performance.</p> <p>To structure performance work in a creative way and to take time refining work.</p> <p>To perform and reflect on the devising process and the effectiveness of the work created.</p> <p>The ability to research and successfully execute a role within a live performance.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst responding and devising work.</p> <p>Through practical exploration in groups when rehearsing work.</p> <p>Through performance and oral group reflection of work created.</p> <p>Performances are filmed for practical evidence.</p> <p>Written: planning and reflection on their role and the justification of the importance of their role.</p> <p>Why is it being assessed?</p> <p>Introduction to the music industry and the roles and responsibilities required to make a musical product a success. Core unit in Lvl 2 BTEC.</p>	<p>What is being assessed?</p> <p><u>'Getting Better'</u></p> <p>The ability to research and make progress with a wide range of musical techniques and skills.</p> <p>The ability to log and document all progress and be able to reflect on it.</p> <p>The ability to use newly learnt skills in a live performance.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst responding and devising work.</p> <p>Through practical exploration when rehearsing work.</p> <p>Through performance and oral reflection of work created.</p> <p>Performances are filmed for practical evidence.</p> <p>Why is it being assessed?</p> <p>To Build and strengthen performance and oral skills. Unit 6 of BTEC</p>

<p>Data Point 2</p>	<p>What is being assessed?</p> <p><u>The music industry</u></p> <p>Understanding the internal and external workings of the music industry.</p> <p>How is it being assessed?</p> <p>Through teacher led revision lesson to prepare pupils for exam.</p> <p>Mock exams will be prepared and pupil progress will be monitored and documented.]</p> <p>Pupils will sit exam. (1 Hour)</p> <p>Why is it being assessed?</p> <p>To broaden pupils awareness of the opportunities and prospects that are out there in the music industry.</p>	<p>What is being assessed?</p> <p><u>Audition</u></p> <p>Pupils ability to reflect on their own skills and talents and use them to gain access to a music school or college.</p> <p>Pupils ability to rehearse and perform a piece of music in audition scenario.</p> <p>Pupils ability to log all aspects of development and reflecting on their struggles and successes.</p> <p>How is it assessed?</p> <p>Performances are assessed on the pupil's ability to successfully perform well. Videos and log books will evidence this.</p> <p>Pupils will be externally assessed on their ability to write a successful application.</p>
<p>Data Point 3</p>	<p><u>'Getting Better'</u></p> <p>What is being assessed?</p> <p>The ability to research and make progress with a wide range of musical techniques and skills.</p> <p>The ability to log and document all progress and be able to reflect on it.</p> <p>The ability to use newly learnt skills in a live performance.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst responding and devising work.</p> <p>Through practical exploration when rehearsing work.</p> <p>Through performance and oral reflection of work created.</p> <p>Performances are filmed for practical evidence.</p> <p>Why is it being assessed?</p> <p>To Build and strengthen performance and oral skills.</p> <p>Pupils are to improve all skills and look at broadening their abilities on</p>	<p>Why is it being assessed?</p> <p>This will give pupils the practise if they choose to carry on with their musical career in higher education, as pupils will have to audition and perform in front of a panel.</p> <p>Musical Product</p> <p>The ability to work creatively as a group through the process of devising.</p> <p>To begin to develop creative thinking skills through exploring the ins and outs of the music industry..</p> <p>To make connections with explorative strategies and how they can be used effectively in a performance.</p> <p>To structure performance work in a creative way and to take time refining work.</p> <p>To perform and reflect on the devising process and the effectiveness of the work created.</p> <p>The ability to research and successfully execute a role within a live performance.</p> <p>How is it being assessed?</p> <p>Through teacher observation, during group discussions whilst responding and</p>

	<p>other instruments.</p>	<p>devising work.</p> <p>Through practical exploration in groups when rehearsing work.</p> <p>Through performance and oral group reflection of work created.</p> <p>Performances are filmed for practical evidence.</p> <p>Written: planning and reflection on their role and the justification of the importance of their role.</p> <p>Why is it being assessed?</p> <p>Introduction to the music industry and the roles and responsibilities required to make a musical product a success</p>
<p>Data Point 4</p>	<p>Music for TV (composition)</p> <p>What is being assessed?</p> <p>The pupil's ability to compose music and create a specific mood to match what is on being shown on screen.</p> <p>The pupils research and methodology of composing and developing a song to its full potential.</p> <p>The pupils ability to log and document all developing ideas.</p> <p>How is it being assessed?</p> <p>Pupils will generate 4 ideas and will choose 2 to develop further.</p> <p>Pupils will be assessed on how well their composition matches the movement to the videos they will be given.</p> <p>Pupils will develop their 2 ideas further and choose just 1 out of the two to develop as a final composition.</p> <p>Pupils will be assessed on the documentation and diary of the development of the pieces.</p> <p>Why is it being assessed?</p> <p>Developing compositional skills to match a mood or scene.</p> <p>BTEC Unit 3</p>	