

## Performing Arts: Statement of Intent

### Purpose of study Music Elements

We begin with the assumption that all children are musical and have a right to learn music. Music is fundamental to being human and all can develop their identity, a sense of belonging and their character through rehearsing, playing, singing, creating, appreciating, and listening to music. Through the Oasis Music Curriculum our students will grow into adults who enjoy, appreciate, and engage with music throughout their lives.

We value character, competence, and community in our curriculum:

- **Character:** Engaging all pupils in musical learning that develops creativity, resilience and the confidence to express feelings and thoughts, experiment with new musical ideas and grow imaginations.
- **Competence:** Developing pupils' ability to make music well so that musical outcomes are excellent, and aspirations are raised. Ensuring that all are equipped for further musical study if they choose it.
- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of musical styles and traditions. Ensuring all experience, the power of music to include, to draw people together, understand others and facilitate connection.



### Core concepts and principles of progression

The Oasis Music curriculum is carefully planned so that core musical skills, knowledge and understanding are developed over time. Knowledge *of* music is developed through 'learning *in* and *through* music, not solely *about* music'\*.

- **General musicianship** (sense of pulse, pitch, notation reading, interpretation, musical memory, rehearsal skills) is developed through whole class singing, percussive playing, Kodaly method and explicit teaching of practice techniques which are embedded by returning to these same practices in increasingly challenging contexts throughout KS3
- **Instrumental and vocal skills** develop from a basis of general musicianship, with all children gaining simple skills on a selection of instruments before settling on one which they develop mastery of
- **Ensemble skills** are initially taught through teacher-led modelling and workshopping as well as explicit teaching of rehearsal and musical communication skills. Then ensemble skills (leadership, empathy, collaboration, listening, resilience) are developed through increasingly challenging ensemble singing, playing, and performing, large and small groups with increasing independence, playing increasingly complex repertoire.
- **Musical language and contextual understanding of music** begins with simple musical concepts and language then builds and accumulates over time as children learn music from a wide range of genres and traditions, listening, describing, and analysing music through speech and writing with increasing discrimination
- **Composition and improvisation** opportunities are integrated throughout the curriculum, incrementally increasing in demand and complexity from short rhythmic patterns to entire song compositions

- **Music technology** understanding and use is introduced gradually, starting with simple loop arrangements, and building to a Beethoven sequencing project and song composition.

- 

### Purpose of study Dramatic Elements

We begin with the assumption that all children have dramatic skills and have a right to learn drama. Drama/Performance is fundamental to being human and can develop a students' identity, a sense of belonging and their character through creating, rehearsing, and performing theatre- whilst developing an appreciation for various art forms. Through the Oasis Academy Lister Park Drama Curriculum our students will grow into adults who enjoy, appreciate and engage with drama/theatre their entire lives.

We value character, competence, and community in our curriculum:

- **Character:** Engaging all pupils in drama learning that develops creativity, resilience and the confidence to express feelings and thoughts, experiment with new dramatic ideas and grow imaginations.
- **Competence:** Developing pupils' ability to create drama well so that drama outcomes are excellent, and aspirations are raised. Ensuring that all are equipped for further drama study if they choose it.
- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of dramatic styles and traditions. Ensuring all experience, the power of drama to include, to draw people together, understand others and facilitate positive connection.



### Core concepts and principles of progression

Oasis Academy Lister Park's Drama curriculum is carefully planned so that core dramatic skills, knowledge and understanding are developed over time. Knowledge of Drama is developed through skills building, rehearsing, and performing.

**General Acting Skills** (Movement, Dialogue, Tableaus, Tone of Voice, Character) The components that are the building blocks to most scenes within drama. Introduced slowly with a scaffolded approach to allow all students to master these building blocks. These skills can and will be developed throughout KS3 within different genres and styles of drama.

- **Projection and Vocal Skills-** Throughout KS3 students will develop and learn the ability to control their voices for dramatic effect and purpose. They will learn how to support their voice and how to use it safely. Accents will be explored to add the dramatic context to certain pieces.
- **Scripted Work-** By looking at a range of pre-established scripts, students will be able to develop the skills required to read, interpret, and deliver a script. They will have the opportunity to work in various group sizes to master ensemble drama work. Throughout all of this students' knowledge of characters and how to perform them will also be accelerated.
- **Dramatic Terminology and Contextual Knowledge-** Starting with very basic terminology of skills, students will develop a solid knowledge base around drama and why we perform it. They will begin to look at established/well-known practitioners of the art form to understand where modern day acting has established itself from.

- **Devising and Improvisation-** The opportunity for students to create their own pieces of work will be interwoven within lessons so they can apply all the knowledge from the previously established strands of the curriculum. Nursing not only their dramatic skills but also their own personal flare within the subject.

### **Aims/outcomes Music**

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make music well, being able to\*\*:
  - Play an instrument alone and with others
  - Sing and use their voices
  - Create their own music, composing and improvising alone and with others
  - Use and understand notation
  - Use music technology to create and reproduce music
  - Describe and analyse music using the musical elements: dynamics, rhythms, instrumentation, pitch, structure, harmony, tempo, articulation, timbre, texture.
2. To induct all students into existing musical traditions and their practices of making-music, through:
  - performing, listening to, reviewing, and evaluating music across a range of historical periods, genres, cultures and traditions, including the works of great composers and musicians
  - engaging in extracurricular clubs and enrichment activities that allow them to develop their own musical interests and skills
  - working with professional musicians from a range of musical traditions
  - watching and taking part in live musical performances
3. To enable all students to develop their character, confidence, and identity through music, evidenced by:
  - a lifelong love of music and a belief that they can be musicians
  - resilience to rehearse, improve, perform, give, and take feedback and reflect effectively
  - empathy, sensitivity, understanding and openness to others
  - confidence, collaboration, and leadership skills
  - an understanding of music's role in shaping individuals, culture, and community for good

## Aims/outcomes Drama

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to create developed dramatic pieces.
  - Create drama stimulating from personal or group ideas.
  - Be able to master basic dramatic techniques including movement and dialogue.
  - Create their own pieces of theatre, contributing their own ideas as well as utilising a group shared vision.
  - Use and understand how their voices/projection work.
  - Rehearse and develop pieces of drama, assisted and independently for personal growth.
  - Analyse dramatic pieces to identify the techniques they use, the significance of the actors and to identify what skills they like to work with.
2. To induct all students into existing dramatic works both within the realms of traditional and contemporary pieces by...
  - Performing, watching, and analysing plays/theatre from various time periods, genres, nationalities, practitioners etc.
  - Engaging in extracurricular clubs around the subject to develop a passion for the subject.
  - Working with professional performers from various backgrounds.
  - Watching and taking part in dramatic or theatre-based pieces.
3. To enable all students to develop their character, confidence, and identity through drama- evidenced by...
  - a lifelong love of drama/ theatre and the belief they could be performers.
  - resilience to rehearse, improve, perform, give, and take feedback and reflect effectively
  - empathy, sensitivity, understanding and openness to others
  - confidence, collaboration, and leadership skills
  - an understanding of theatre's role in shaping themselves and their community.

Year 7: Engage, enjoy, experience

YEAR 7	Autumn		Spring		Summer	
Title	Musical Theatre - The Greatest Showman		STOMP		Film Trailers	
	Music - Sing up OCL link	Drama – Movement and framing	Music - STOMP	Drama – Physical Theatre	Music – Film Music – Keyboard	Drama – Drama for Screen
<b>General Skills</b>	<ul style="list-style-type: none"> <li>Enjoy making music with others</li> <li>Develop internal sense of pitch</li> </ul>	<ul style="list-style-type: none"> <li>Movement</li> <li>Dialogue</li> <li>Tableaus</li> </ul>	<ul style="list-style-type: none"> <li>Read, write and play crotchets, quavers, rests, triplets and semiquavers using Kodaly method</li> <li>Develop sense of pulse</li> </ul>	<ul style="list-style-type: none"> <li>Stage Combat</li> <li>Frantic Assembly</li> </ul>	<ul style="list-style-type: none"> <li>Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo.</li> </ul>	<ul style="list-style-type: none"> <li>Placards</li> <li>Costume</li> <li>Semiotics</li> </ul>
<b>competence and technology</b>	<ul style="list-style-type: none"> <li>Sing in tune alone and with the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Students working in groups for most of this scheme, encouraging and developing their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Play rhythms using body and 'STOMP' percussion</li> </ul>	<ul style="list-style-type: none"> <li>Students will work a variety of ways for this scheme as they will explore Physical Theatre in numerous ways</li> </ul>	<ul style="list-style-type: none"> <li>Know where notes are on the keyboard</li> <li>Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in small groups initially to create their pieces of devised theatre before this is used in a montage.</li> </ul>
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Rehearse singing as a whole class – teacher led.</li> <li>Following a leader</li> <li>Ensemble sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue skill to be developed, different ways we can communicate emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Play in time alone and with others</li> <li>Whole class, teacher led rehearsal</li> <li>Arrange and rehearse in small groups</li> <li>Listening to others, sharing ideas, making decisions together</li> </ul>	<ul style="list-style-type: none"> <li>Learning the importance of not needing dialogue within a scene and how movement can tell the story.</li> </ul>		<ul style="list-style-type: none"> <li>Students will demonstrate the knowledge of choral speaking.</li> </ul>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>Dynamics, melody and harmony</li> <li>Understand meaning of songs and sing expressively</li> </ul>	<ul style="list-style-type: none"> <li>Movement</li> <li>Dialogue</li> <li>Tableaus</li> </ul>	<ul style="list-style-type: none"> <li>Rhythms, dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Contextual knowledge of how physical theatre was created and the life of a boy with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Riffs, chords, bass lines and melodies.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge gained from the previous term will be applied here.</li> </ul>

<b>Creating, devising and improvisation</b>		<ul style="list-style-type: none"> <li>Students will be creating some of their own short scenes in preparation for assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Compose rhythms and arrange rhythmic pieces with others</li> </ul>	<ul style="list-style-type: none"> <li>Students will create their own small pieces of physical theatre.</li> </ul>		Students will be creating their own work as a class and in groups- testing abstract knowledge.
<b>Assessment</b>	Whole year group singing concert performance with added movement and linking scenes.	Small group rhythm composition with added movement as a whole performance.	Keyboard performance using music technology to match the both the theme and action within the performed trailer.			

Year 8 Commit, cultivate, create

YEAR 8	Autumn		Spring		Summer	
Title	Ensemble Skills Theme – 9 Habits		Horror music		Culture	
	Music - Ensembles	Drama – Script writing/ Devised	Music – Film Horror	Drama – Melodrama Darkwood Manor	Music - World Music	Drama - Comedia d’el arte
<b>What will be covered?</b>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> <li>Develop competence on chosen instrument.</li> <li>Whole class modelling of and participation in ensemble.</li> <li>Musical sensitivity.</li> <li>Listening to others, sharing ideas, making decisions together.</li> <li>Riffs, chords, bass lines and melodies.</li> <li>Structure: verse, chorus, stops.</li> <li>Texture: creating contrast</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Placards</li> <li>Costume Semiotics</li> </ul>	<ul style="list-style-type: none"> <li>Develop imagination, creativity, understanding of how meaning connects to sound.</li> <li>Develop use of musical elements to represent meaning.</li> <li>Develop competence on chosen instrument.</li> <li>Whole class improvising and composing.</li> <li>Small group improvising and composing.</li> <li>Listening to others, sharing ideas, making decisions together.</li> <li>John Williams and his context.</li> <li>How musical elements are used to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling</li> <li>Character Movement</li> <li>Gesture</li> </ul>	<ul style="list-style-type: none"> <li>Apply all previously developed general musicianship strengths to a new style of music in performance and composition.</li> </ul>	<ul style="list-style-type: none"> <li>Shakespearean Language</li> <li>Projection</li> <li>Character Movement</li> </ul>

			<ul style="list-style-type: none"> <li>Improvising and composing on themes and for short sections of film as a whole class and in small groups.</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in small groups initially to create their pieces of devised theatre before this is used in a montage.</li> </ul>	<ul style="list-style-type: none"> <li>Develop imagination, creativity, understanding of how meaning connects to sound.</li> <li>Develop use of musical elements to represent meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Students will remain in groups for this scheme to allow safe cultivation of their skills and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Apply all previously developed general musicianship strengths to a new style of music in performance and composition.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in groups to create a new version of Othello's scenes.</li> </ul>
<b>competence and technology</b>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate the knowledge of choral speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Students learning how to use their voices to tell a story- another way to communicate- engaging your audience.</li> </ul>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Continued development of Shakespearean iambic pentameter and blank verse.</li> </ul>
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Whole class modelling of and participation in ensemble.</li> <li>Musical sensitivity.</li> <li>Listening to others, sharing ideas, making decisions together.</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge gained from the previous term will be applied here.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class improvising and composing.</li> <li>Small group improvising and composing.</li> <li>Listening to others, sharing ideas, making decisions together.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Play chosen traditional music in whole class and small group ensembles.</li> </ul>	<ul style="list-style-type: none"> <li>Continued knowledge regarding the playwright and themes within the play Othello.</li> </ul>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>Riffs, chords, bass lines and melodies.</li> <li>Structure: verse, chorus, stops.</li> <li>Texture: creating contrast</li> </ul>	<ul style="list-style-type: none"> <li>Students will be creating their own work as a class and in groups- testing</li> </ul>	<ul style="list-style-type: none"> <li>John Williams and his context.</li> <li>How musical elements are used to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create their own ending to our story, telling their version of the story.</li> </ul>	<ul style="list-style-type: none"> <li>Language and contextual understanding related to chosen traditional music.</li> </ul>	<ul style="list-style-type: none"> <li>Students to use the scripted words but develop scenes in a new way to make them relatable and contemporary.</li> </ul>



		abstract knowledge.				
<b>Creating, devising and improvisation</b>		<ul style="list-style-type: none"> <li>Devised script writing in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Improvising and composing on themes and for short sections of film as a whole class and in small groups.</li> </ul>		<ul style="list-style-type: none"> <li>Improvise and/or compose in the style of chosen traditional music in small groups and on music technology.</li> </ul>	<ul style="list-style-type: none"> <li>Further development for Year 8, knowing and identifying Shakespearean devices and language choices.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Whole class band performance as a part of whole year group performance.</li> </ul>	<ul style="list-style-type: none"> <li>Performed script incorporated into the music performance.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of small group composition for film clip.</li> </ul>	<ul style="list-style-type: none"> <li>Drama scripted to incorporate the musical composition. Final videoed performance.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of composition in the style of chosen traditional music.</li> <li>Listening test: Film music, chosen traditional music, staff notation and elements in popular songs.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be performing their created scenes for assessment.</li> </ul>

Year 9 Stimulate, *stretch*, *secure*

YEAR 9	Autumn		Spring		Summer	
Topic	Industry skills Deadlines		Songwriting/protest songs (history curriculum link)		Music Videos	
	Music –Band work	Drama – Blood Brothers	Music – Song writing to a brief	Drama - Devised to a brief	Music – Music tech	Drama – Devising and I Movie
<b>General musicianship</b>	<ul style="list-style-type: none"> <li>Playing in time with others. Resilience and commitment in rehearsal.</li> <li>Read lead sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Refined Character Movement</li> <li>Accents/Tone of Voice</li> </ul>	<ul style="list-style-type: none"> <li>Develop imagination, creativity, confidence to express personal feeling and/or meaning through music.</li> </ul>	<ul style="list-style-type: none"> <li>Narration</li> <li>Choral Speaking</li> <li>Projection</li> </ul>	<ul style="list-style-type: none"> <li>Develop imagination, creativity, confidence to express personal feeling and/or meaning through music.</li> </ul>	<ul style="list-style-type: none"> <li>Placards</li> <li>Costume</li> <li>Semiotics</li> </ul>
<b>Instrumental competence and music technology</b> <i>Principles of practice in every scheme</i>	<ul style="list-style-type: none"> <li>Develop competence on chosen instrument.</li> <li>Create contrast within given structure (rhythms, dynamics, articulation).</li> </ul>	<ul style="list-style-type: none"> <li>Students will work more intimately within pairs for this scheme, beginning to expose individual skills.</li> </ul>	<ul style="list-style-type: none"> <li><b>Music tech:</b></li> <li>Recording multiple parts through midi and audio. Edit: trim, copy, paste, quantise, delete.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in small groups and as a whole class to reinvent previously established Epic theatre plays.</li> </ul>	<ul style="list-style-type: none"> <li><b>Music tech:</b></li> <li>Recording multiple parts through midi and audio.</li> <li>Edit: trim, copy, paste, quantise, delete.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work in small groups initially to create their pieces of devised theatre before this is used in a montage.</li> </ul>
<b>Ensemble skills</b>	<ul style="list-style-type: none"> <li>Play in time alone and with others</li> <li>Arrange and rehearse in small groups</li> <li>Listening to others, sharing ideas,</li> </ul>	<ul style="list-style-type: none"> <li>Work with tone of voice and accents will be crucial during this scheme.</li> </ul>		Students are developing choral speaking as one of their skills.		Students will demonstrate the knowledge of choral speaking.

	making decisions together.					
<b>Musical language and contextual understanding</b>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> </ul>	<ul style="list-style-type: none"> <li>1970/80s Britain will be reviewed heavily during this scheme.</li> </ul>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> <li>Lyric writing</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge around Epic Theatre and its origins will be researched as well as any scripts used in the term.</li> </ul>	<ul style="list-style-type: none"> <li>All language relating to:</li> <li>Pop song structure</li> <li>Parts in pop songs</li> <li>Instrumental techniques</li> <li>Creating contrast</li> <li>Lyric writing</li> </ul>	<ul style="list-style-type: none"> <li>The knowledge gained from the previous term will be applied here.</li> </ul>
<b>Composition and improvisation</b>	<ul style="list-style-type: none"> <li>Arrange a small group performance of a popular song.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Composing parts on given chord sequences: drum beats, riffs, melodies, bass lines, harmonies.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Composing parts on given chord sequences: drum beats, riffs, melodies, bass lines, harmonies.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be creating their own work as a class and in groups- testing abstract knowledge.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Small group performance of popular song.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be working closely with the Blood Brothers script- using their knowledge to infer and interpret.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of song</li> </ul>	<ul style="list-style-type: none"> <li>Students will be watching and reviewing scripts of Epic Theatre to base their own performance from.</li> </ul>	<ul style="list-style-type: none"> <li>Recording of song</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate the devised pieces they have come up with, with a concept pro forma attached.</li> </ul>

### Year 10 BTEC Music Tech Award in Music Practice

Year 10 of the tech award engages students in their own music of choice, builds confidence through ongoing rehearsal and performance opportunities and lays foundations in all areas that will later be assessed through formal assignments. Students begin the year with the evaluation of the key needed to successfully achieve each component.

In Year 10 components will run parallel so that both musicology, theory, performance and composition skills are explored and developed. There will be an exam in all components at the end of Year 10 so that individual plans can be put in place for key concepts and skills that need further attention.

**Component 1** - Exploring Music Products and Styles - Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

**Component 2** - Music Skills Development - Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

**Component 3** - Responding to a Commercial Music Brief – **Externally assessed**. - Learners will be given the opportunity to develop and present music in response to a given commercial music brief.

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 x hours per week	<b>Component 1</b> - Exploring Music Products and Styles  A Develop appreciation of styles and genres of music	<b>Component 1</b> - Exploring Music Products and Styles.  A Develop appreciation of styles and genres of music	<b>Component 1</b> - Exploring Music Products and Styles.  A Develop appreciation of styles and genres of music	<b>Component 3</b> - Responding to a Commercial Music Brief – <b>Externally assessed</b>	<b>Component 3</b> - Responding to a Commercial Music Brief – <b>Externally assessed</b>	<b>Mock exam prep</b>  <b>All components</b>
2 x hours per week	<b>Component 2</b> - Music Skills Development	<b>Component 2</b> - Music Skills Development	<b>Component 2</b> - Music Skills Development  B Applying and developing individual			<b>Mock Exam prep</b>  <b>All components</b>

	A Exploring professional and commercial skills for the music industry	A Exploring professional and commercial skills for the music industry	musical skills and techniques.			
<b>Key skills</b>	<p><b>C1 - A1 Genres of Music</b> Popular Music World Music and Fusion Music for Media Western Classical Styles</p> <p><b>C2 - A1 Personal and professional skills for the music</b> time management self-discipline working with others correct and safe use of equipment identifying resources required auditing existing skills and maintaining a development plan.</p>	<p><b>C1 - A2 Development of music Iconic composers,</b> artists, bands and producers who have influenced and impacted musical styles and genres. <b>Impact of technology</b> on musical styles, <b>Development of instrumental techniques,</b> audio recording developments.</p> <p><b>C2 - A2 Communicating music skills development</b></p> <ul style="list-style-type: none"> <li>• Methods of capturing musical development</li> <li>• Having a clear and organised approach to communicating:</li> <li>• Sharing and commenting on work:</li> </ul>	<p><b>C1 - A3 Stylistic features</b> and characteristics (music theory) <b>Musical elements</b> in different genres: instrumentation, scales and harmony, <b>Rhythmic techniques</b> <b>Melodic techniques</b> <b>Production</b></p> <p><b>C2 - B1 Development of technical music skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Completion of an initial skills audit for both chosen disciplines.</li> <li>• Creation of a development plan</li> </ul>	<p><b>Response to externally set brief – Mock</b></p> <ul style="list-style-type: none"> <li>• AO1 Understand how to respond to a commercial music brief</li> <li>• AO2 Select and apply musical skills in response to a commercial music brief</li> <li>• AO3 Present a final musical product in response to a commercial music brief</li> <li>• AO4 Comment on the creative process and outcome in response to a commercial music brief</li> </ul>	<p><b>Response to externally set brief – Mock</b></p> <ul style="list-style-type: none"> <li>• AO1 Understand how to respond to a commercial music brief</li> <li>• AO2 Select and apply musical skills in response to a commercial music brief</li> <li>• AO3 Present a final musical product in response to a commercial music brief</li> <li>• AO4 Comment on the creative process and outcome in response to a commercial music brief</li> </ul>	<ul style="list-style-type: none"> <li>• All from this year.</li> </ul>
<b>Assessment</b>	Coursework assessment on going.	Coursework assessment on going.	Coursework assessment on going.	Coursework assessment on going.	Examinations in all components.	Examinations in all components.

Individual learning plans for Year 11 will be created for each learner based on the results of the end of year exams. Key concepts and skills will be assessed in all components and gaps and misconceptions planned for.

## Year 10 BTEC Tech Award in Performing Arts

Year 10 of the tech award engages students in acting disciplines, builds confidence through ongoing rehearsal and performance opportunities and lays foundations in all areas that will later be assessed through formal assignments. Students begin the year with the evaluation of the key needed to successfully achieve each component.

YEAR 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 x hours per week	<b>Component 1 –</b> Exploring the Performing Arts  A Examine professional practitioners' performance work	<b>Component 1 - Exploring the Performing Arts</b>  A Examine professional practitioners' performance work	<b>Component 1 - Exploring the Performing Arts</b>  A Examine professional practitioners' performance work	<b>Component 3 - Responding to a Brief – Externally assessed</b>	<b>Component 3 - Responding to a Brief – Externally assessed</b>	<b>Mock exam prep</b>  <b>All components</b>
1 x hour per week	<b>Component 2 – : Developing Skills and Techniques in the Performing Arts</b>  A Develop skills and techniques for performance	<b>Component 2 – : Developing Skills and Techniques in the Performing Arts</b>  A Develop skills and techniques for performance	<b>Component 2 - : Developing Skills and Techniques in the Performing Arts</b>  A Develop skills and techniques for performance			<b>Mock Exam prep</b>  <b>All components</b>
Key skills	<b>C1 - A1 Professional practitioners' performance material, influences, creative outcomes and purpose Acting styles and genres</b> such as absurdism, classical, comedy, commedia dell'arte, epic, forum theatre, melodrama, naturalism,	<b>C1 - A2 Practitioners' roles, responsibilities and skills</b> Performance roles such as: o actor o dancer o singer. • Non-performance agreed roles such as: o choreographer o director o writer o designer.	<b>C1 - - A2 Practitioners' roles, responsibilities and skills</b> Responsibilities such as: o rehearsing o performing o contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing o refining	<b>Response to externally set brief – Mock</b> AO1 Understand how to respond to a brief  AO2 Select and develop skills and techniques in response to a brief  AO3 Apply skills and techniques in a	<b>Response to externally set brief – Mock</b> AO1 Understand how to respond to a brief  AO2 Select and develop skills and techniques in response to a brief  AO3 Apply skills and techniques in a	<ul style="list-style-type: none"> <li>All from this year.</li> </ul>

	<p>symbolism, theatre of cruelty, verbatim.</p> <p><b>Creative stylistic qualities. Purpose and its influence on stylistic qualities</b></p> <p><b>C2 - A1 Development of performance/design and interpretative skills</b></p> <p>Design skills needed by designers relevant to the performance discipline, such as:</p> <ul style="list-style-type: none"> <li>o costume</li> <li>o set</li> <li>o props</li> <li>o masks</li> <li>o makeup</li> <li>o sound</li> </ul> <p>Performance skills needed by performers including:</p> <ul style="list-style-type: none"> <li>physical skills relevant to the performance discipline</li> <li>vocal and musical skills relevant to the performance discipline</li> <li>other performance and interpretative skills relevant to the performance</li> </ul>	<p><b>C2 - A1 Development of performance/design and interpretative skills</b></p> <p>Design skills needed by designers relevant to the performance discipline, such as:</p> <ul style="list-style-type: none"> <li>o costume</li> <li>o set</li> <li>o props</li> <li>o masks</li> <li>o makeup</li> <li>o sound</li> </ul>	<p>performance material o managing self and others. • Skills such as: o physical, vocal and music skills used by performers o managing and directing skills used by a choreographer, artistic director, casting director or musical director o communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer o creative skills, such as designing set, costume, lighting or sound, writing scripts and composing songs by a playwright or songwriter o organisational skills used to put on a performance by a director or choreographer.</p> <p><b>C2 - A2 Develop skills and techniques during the rehearsal</b></p> <ul style="list-style-type: none"> <li>• For performers:</li> <li>• Experimenting with skills and techniques appropriate to the role selected.</li> <li>• Reproducing repertoire,</li> <li>• Reviewing and recording development of skills,</li> </ul>	<p>workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p>workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	
--	---	---	--	---	---	--

			techniques and progress in logbook. • Behaviours and attitudes when working with others			
<b>Assessment</b>	Coursework assessment on going.	Coursework assessment on going.	Coursework assessment on going.	Coursework assessment on going.	Examinations in all components.	Examinations in all components.

**Individual learning plans for Year 11 will be created for each learner based on the results of the end of year exams. Key concepts and skills will be assessed in all components and gaps and misconceptions planned for.**



## Year 11 BTEC Music Tech Award in Music Practice

Year 11 of the RSL is the culmination of music rehearsal, knowledge acquisition, development of mastery of an instrument and well-honed ensemble and group working skills. Students will work to improve coursework and skills in this year ready for the final examinations. All students will have key areas of development and strategies to be successful based on the Year 10 end of year examinations.

**Component 1** - Exploring Music Products and Styles - Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

**Component 2** - Music Skills Development - Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

**Component 3** - Responding to a Commercial Music Brief – **Externally assessed**. - Learners will be given the opportunity to develop and present music in response to a given commercial music brief.

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>2 x hours per week</b>	<b>Component 1</b> - Exploring Music Products and Styles  B Explore techniques used to create music products.	<b>Component 1</b> - Exploring Music Products and Styles.  B Explore techniques used to create music products.	<b>Component 1</b> - Exploring Music Products and Styles.  A Develop appreciation of styles and genres of music  B Explore techniques used to create music products.	<b>Component 3</b> - Responding to a Commercial Music Brief – <b>Externally assessed</b>	<b>Component 3</b> - Responding to a Commercial Music Brief – <b>Externally assessed</b>	<b>Exam prep</b>  <b>Component 3</b>
<b>1 x hour per week</b>	<b>Component 2</b> - Music Skills Development  B Applying and developing individual	<b>Component 2</b> - Music Skills Development  B Applying and developing individual musical skills and techniques.	<b>Component 2</b> - Music Skills Development  A Exploring professional and commercial skills for the music industry			<b>Exam prep</b>  <b>Component 3</b>

	musical skills and techniques.		B Applying and developing individual musical skills and techniques.			
<b>Key skills</b>	<p><b>C1 - B1 Music industry products</b></p> <ul style="list-style-type: none"> <li>Types of music product: live performance audio recording composition for media, such as film, TV, adverts and computer games original song or composition o Digital Audio Workstation (DAW) project.</li> </ul> <p><b>C2 - B2 Development of music skills and techniques</b></p> <ul style="list-style-type: none"> <li>Developing musical skills appropriate to style and context</li> <li>Music performance</li> </ul>	<p><b>C1 - B2 Music realisation techniques instrumentation</b></p> <p>roles and functions of different instruments, ensemble skills such as</p> <ul style="list-style-type: none"> <li>Creating original music:</li> </ul> <p><b>C2 - B2 Development of music skills and techniques</b></p> <ul style="list-style-type: none"> <li>Creating original</li> <li>Music production</li> </ul>	Finalising and drafting final coursework.	<p><b>Response to externally set brief – Mock</b></p> <ul style="list-style-type: none"> <li>AO1 Understand how to respond to a commercial music brief</li> <li>AO2 Select and apply musical skills in response to a commercial music brief</li> <li>AO3 Present a final musical product in response to a commercial music brief</li> <li>AO4 Comment on the creative process and outcome in response to a commercial music brief</li> </ul>	<p><b>Response to externally set brief – Mock</b></p> <ul style="list-style-type: none"> <li>AO1 Understand how to respond to a commercial music brief</li> <li>AO2 Select and apply musical skills in response to a commercial music brief</li> <li>AO3 Present a final musical product in response to a commercial music brief</li> <li>AO4 Comment on the creative process and outcome in response to a commercial music brief</li> </ul>	<ul style="list-style-type: none"> <li>All from this year.</li> </ul>
<b>Assessment</b>	Coursework assessment on going.	Coursework assessment on going.	Coursework assessment on going.	Coursework assessment on going.	Examinations in component 3.	Examinations in component 3.

## Year 11 BTEC Tech Award in Performing Arts

YEAR 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 x hours per week	<p><b>Component 1 - Exploring the Performing Arts</b></p> <p>B Explore the interrelationships between constituent features of existing performance material.</p>	<p><b>Component 1 - Exploring the Performing Arts.</b></p> <p>B Explore the interrelationships between constituent features of existing performance material.</p>	<p><b>Component 1 - Exploring the Performing Arts</b></p> <p>B Explore the interrelationships between constituent features of existing performance material.</p>	<p><b>Component 3 - Responding to a Commercial Music Brief – Externally assessed</b></p>	<p><b>Component 3 - Responding to a Commercial Music Brief – Externally assessed</b></p>	<p><b>Exam prep Component 3</b></p>
1 x hour per week	<p><b>Component 2 - Developing Skills and Techniques in the Performing Arts</b></p> <p>B Applying and developing individual musical skills and techniques.</p>	<p><b>Component 2 - Developing Skills and Techniques in the Performing Arts</b></p> <p>B Applying and developing individual musical skills and techniques.</p>	<p><b>Component 2 - Developing Skills and Techniques in the Performing Arts</b></p> <p>A Exploring professional and commercial skills for the music industry</p> <p>B Applying and developing individual musical skills and techniques.</p>			<p><b>Exam prep Component 3</b></p>

<b>Key skills</b>	<p><b>C1 - B1 Processes used in development, rehearsal and performance</b> Processes responding to stimulus to generate ideas for performance material o exploring and developing ideas to develop material</p> <p><b>C2 – B1 Application of skills and techniques during rehearsal</b> • Skills and techniques, such as: o physical o vocal o musicality o interpretative o stylistic o interaction with the group o interaction in performance o refining ideas o communicating design ideas e.g. pitch, presentation.</p>	<p><b>C1 - - B1 Processes used in development, rehearsal and performance Processes</b> organising and running rehearsals o refining and adjusting material to make improvements providing notes and/or feedback on improvements.</p> <p><b>C2 - B2 Apply skills and techniques in rehearsal and performance</b> Application of skills and techniques in/for performance.</p>	<p><b>C1 - B2 Techniques and approaches used in performance • Techniques such as:</b> o rehearsal o production o technical rehearsal o dress rehearsal o performance o post-performance evaluation/review.</p> <p><b>C2 - C Review own development and contribution to the performance</b> C1 Review own development of skills and techniques in/for performance practices. Review own application of skills and techniques in/for performance</p>	<p><b>Response to externally set brief – Mock</b> AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p><b>Response to externally set brief – Mock</b> AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<ul style="list-style-type: none"> <li>• All from this year.</li> </ul>
<b>Assessment</b>	<p>Coursework assessment on going.</p>	<p>Coursework assessment on going.</p>	<p>Coursework assessment on going.</p>	<p>Coursework assessment on going.</p>	<p>Examinations in component 3.</p>	<p>Examinations in component 3.</p>