



Performing Arts
Department Handbook
2021-22



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Department Intent

Lighting fires, Releasing Potential, Building Dreams

The Performing Arts Department Vision:

Performing Arts at Park Community School is an exciting hub of creativity, developing self-disciplined and high achieving performers who are ready to enter the next stages of professional training. Sitting alongside our wide range of formal qualifications we offer extensive opportunities for students to participate in cultural experiences, immersing them in the world of the arts.

The Performing Arts department provide an outstanding education which teaches students to become resilient, confident individuals. The ability to express their emotions and individuality is key to becoming a great performer. We aim to inspire students to be the best they can be and challenge themselves in order to improve and progress. Providing enriching experiences both in the classroom and through external opportunities enables students to build on their skillset so they are ready for the world beyond.

Department Aims:

- *To develop technical and expressive skills in all three disciplines through an in-depth knowledge and understanding of specific subject areas.*
- *To experience different styles, cultures and genres of Dance, Drama and Music.*
- *To develop key life skills in preparation for the complexities that are required for the GCSE courses. These skills will include; leadership, cooperation, communication, resilience, teamwork and the ability to work independently.*
- *To develop a critical appreciation of professional works throughout the three disciplines.*
- *To develop a creative approach to choreographing, devising and composing material throughout both key stages.*



Writing:

Fluently
 Consistently
 Precisely/Succinct
 Grammatically Correct
 Extensively
 Secure Subject Knowledge
 Using PEE
 Critically
 Time Management

Influences:

Cultural
 Historical
 Relevant
 Contrasting
 Professional works
 Wide Ranging
 Practitioners/Performers/Composers/Choreographers

Speaking:

Confident
 Knowledgeable
 Use key vocab accurately
 Articulate
 Expressive
 Honestly
 Passionately

Thinking Creatively:

Outside the box
 Looking at the big picture
 Critically
 Positive

Problem solving:

Exploring and developing	Open Minded
Adaptable	Self – Critical
Able to discuss	Research
	Time Management

Creative Process:

Creating → Selecting → Refining → Reflecting



Behaviour:

Passionate	Confident	Dynamic
Team Worker	Reliable	Committed
Respectful	Independent	Motivated
Self Belief	Risk Taker	Creative
Self Discipline	Pro Active	Energized

Dance Language:

Choreographic process
 Analysis of professional works
 Exploration of motif and development
 Form and structure
 Use of dynamics
 Evaluative skills
 Stimulus
 Accompaniment
 Physical setting
 Stylistic features.

Drama Language:

Genre
 Style
 Interpreting the work of play wrights
 Devising from stimulus
 Rehearsal strategies
 Analysing symbols in performance
 Understanding staging types
 Evaluating the process of creation and performance

Music Language:

Tempo
 Dynamics
 Pulse
 Structure
 Playing in an ensemble
 Timing
 Composition for your instrument
 Analysing professional work
 Rehearsal strategies

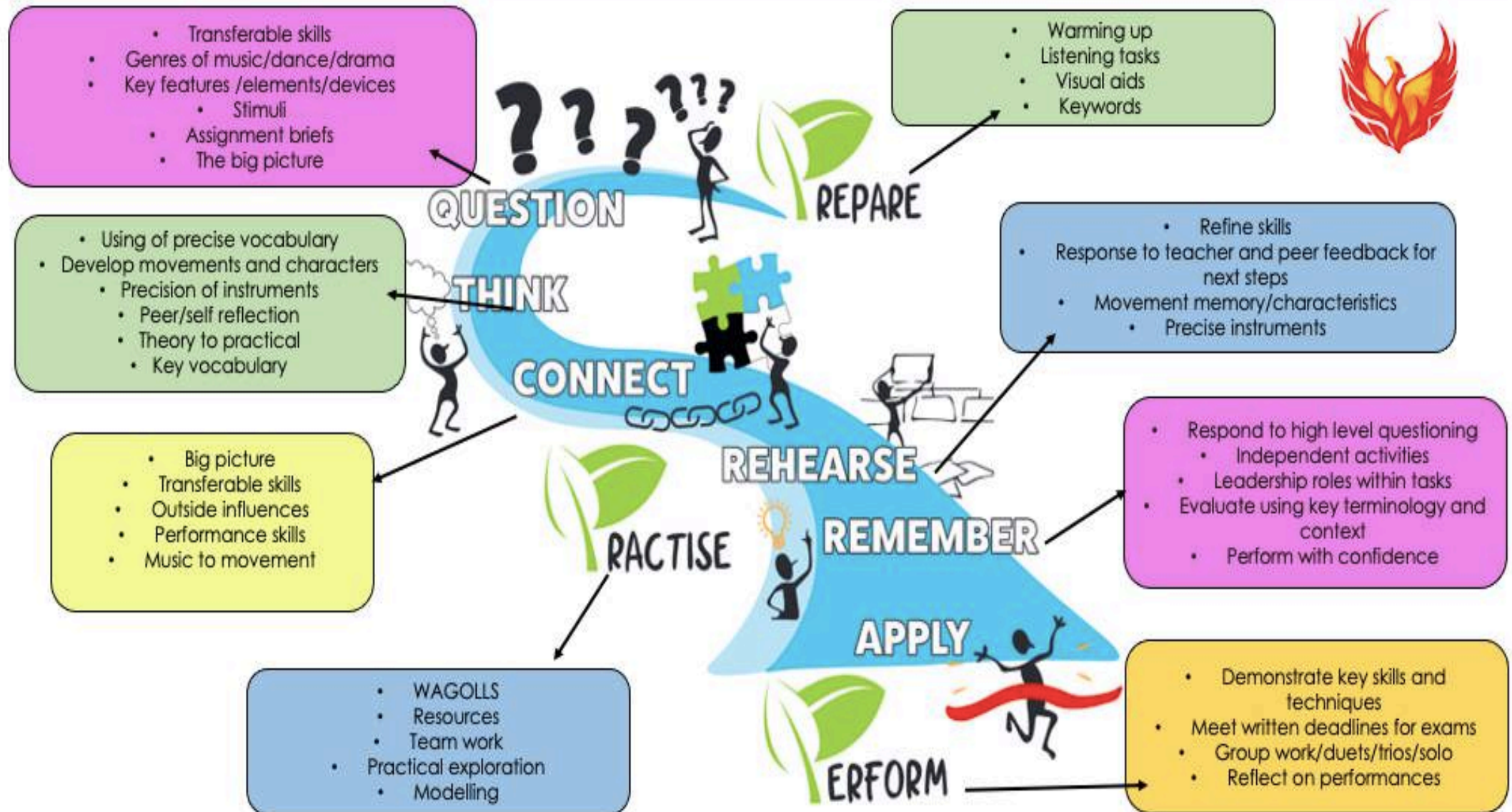
Dance allows me to express my innermost thoughts and feelings through the language of movement. I do this through using the creative process of choreography where I can include a wide range of complex choreographic devices. I am able to perform in a variety of Dance styles which enhances my technique. When performing I can express myself through the use of dynamics and showing passion for the Dance I have created. The creative process is one which uses creating, selecting, refining and reflecting, a cyclical process where the exploration of movement is key. I have a knowledge and understanding of key choreographers and can understand and analyse all aspects of Dance. I can write about these effectively and in detail. As a Dance student I have learnt to be passionate about the subject with a depth of understanding about performance, choreography and evaluative processes.

Drama is where I create work that communicates meaning to an audience, providing a chance for personal exploration, social criticism, celebration and entertainment. It is explored through devising, presenting, and analysing. Drama offers a unique way of learning that helps me to know and understand myself and the world around me. Drama also provides me with a wealth of transferable skills. I study dramatic languages, and am involved in; collaborating in groups to manage tasks; working as an artist in the making of creative work (For example, improvisation, devising, script writing, directing, designing and rehearsing). My work is influenced by my knowledge of theatre practitioners from a range of heritages and cultures. I am also expected to describe, evaluate and analyse, presenting my work through extended writing. In Drama, I am challenged emotionally, intellectually and artistically and I am encouraged to embrace the process of trial and error, in order to best reach my artistic intentions.

Music is where I am able to express my feelings and emotions through performing and composing on my instrument. Music affects my mood and is an integral part of who I am. Through hard work and practice, my talent gives me the confidence and perseverance in my life to make positive choices. I am able to express my ideas from the range of compositional devices I have mastered in creating sounds and shaping melodies into a work of quality. I have developed my knowledge and understanding of the key composers that have influenced the current songwriters and performers and analysed their work in depth.



Great Learners in Performing Arts



Department Expectations

Teaching staff:

- Meet and greet at the door
- Have a seating plan in place for every class
- Learning Objectives and Lesson Map at the start of every lesson
- Consistent expectations of students
- Homework set and marked regularly

Students:

- Be a polite audience member
- Be supportive of each other
- Stretch yourself to achieve
- Follow instructions without argument
- Be respectful

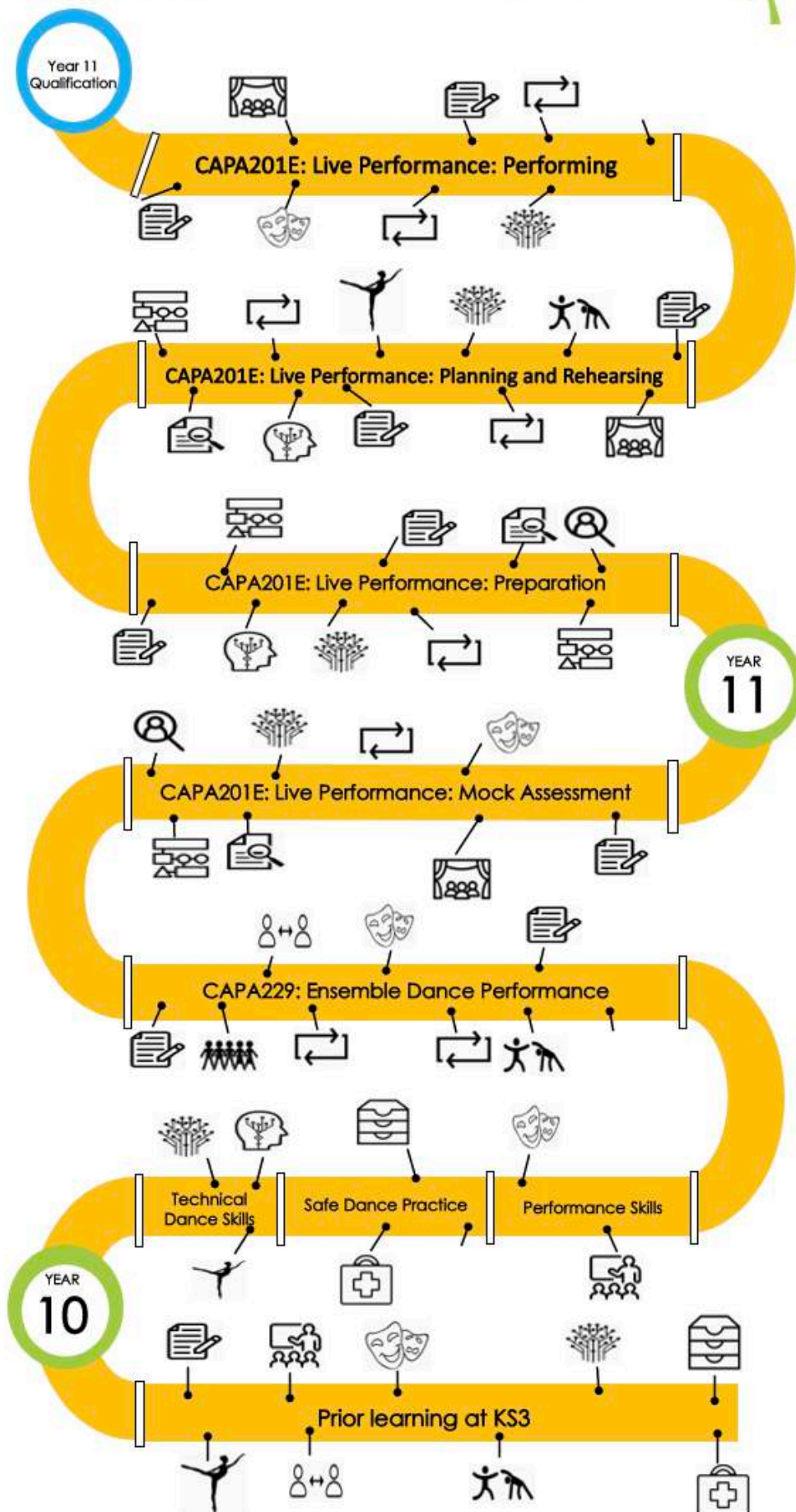


Performing Arts Learning Journeys



KS4 Dance Learning Journey

Curriculum intent: The aim of the dance curriculum is to equip students with the appropriate knowledge and skills needed to develop their creativity; alongside skills such as effective communication, team-work and increased confidence when performing.

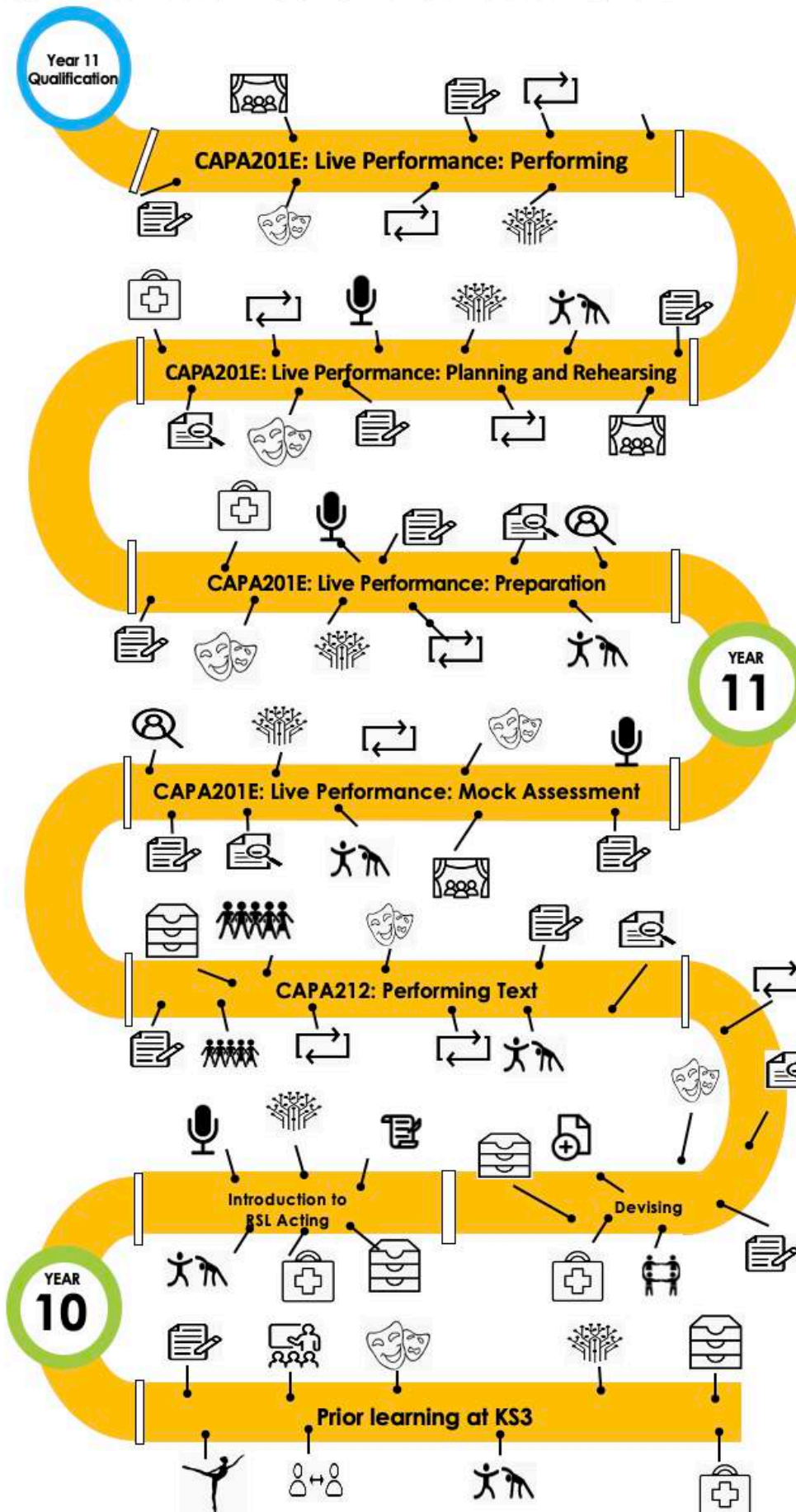


Key	
	Live Performance Assessment
	Ensemble Assessment
	Reflection Log
	Personal Aims
	Planning
	Rehearsal
	Expressive Skills: Focus, Projection, Spatial awareness, Facial expression, Phrasing.
	Physical Skills: Posture, Alignment, Co-ordination, Extension, Balance, Control, Flexibility, Mobility, Strength, Stamina, Isolation.
	Technical Skills: Actions, Space, Dynamics, Relationships.
	Mental Skills: Movement memory, Commitment, Concentration, Confidence.
	Research
	Health and Safety
	Organisation Skills
	Peer-Assessment
	Teacher Feedback
	Choreographic Devices

Much more than...

KS4 Drama Learning Journey

Curriculum Intent: The aim of the Business studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities.



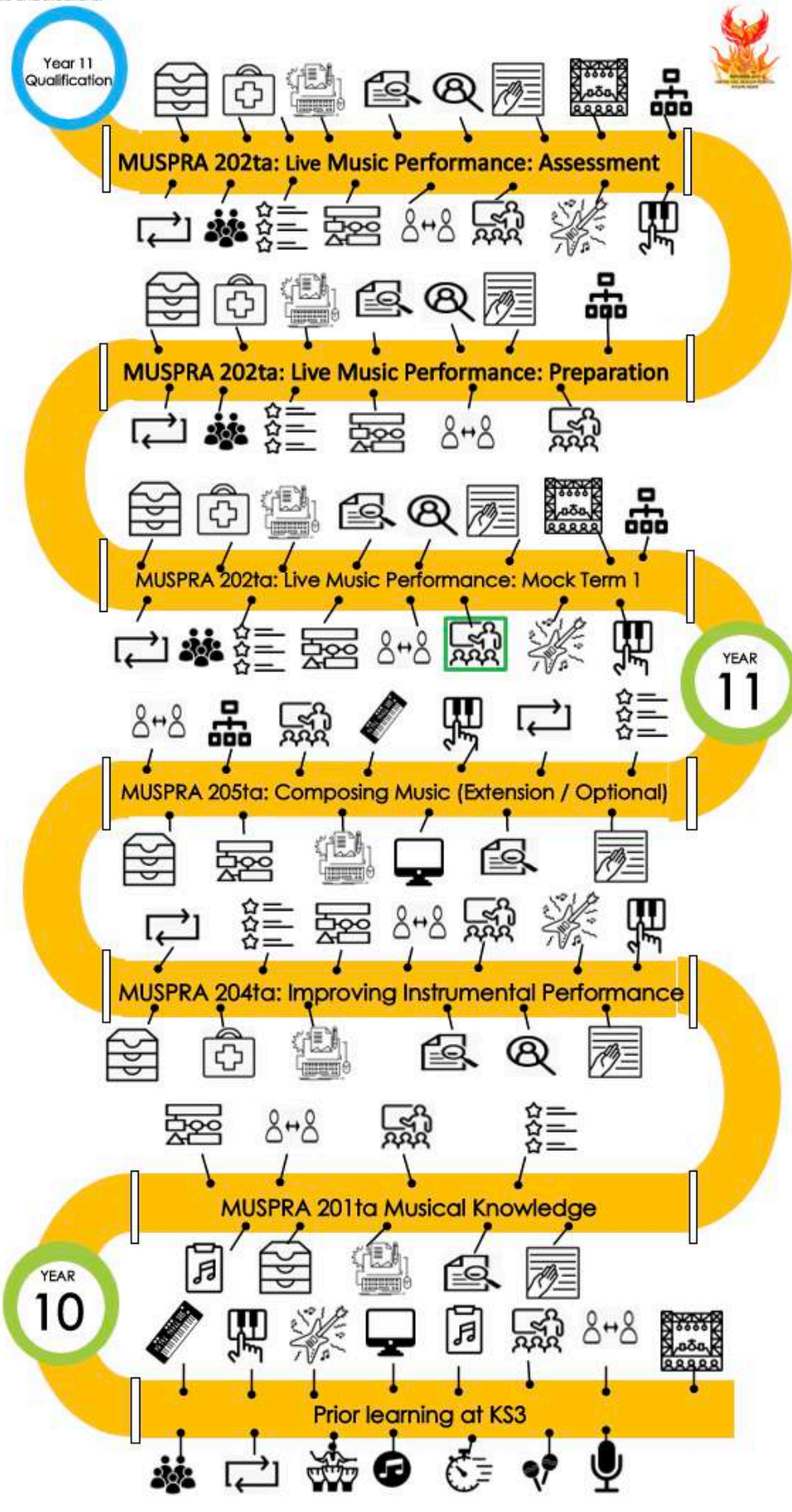
Key	
	Live Performance Assessment
	Performing Text Assessment
	Reflection Log
	Personal Aims
	Devising
	Rehearsal
	Performance Skills Focus, Projection, Spatial awareness, Confidence
	Physical Skills: Gesture, Posture, Gait, Stance, Facial Expressions
	Vocal Skills : Pitch, Pace, Tone, Emphasis, Accent Clarity, Projection
	Stage Craft: Audience awareness, Props, Staging
	Research
	Scripts
	Peer-Assessment
	Teacher Feedback



Much more than...

KS4 Music Learning Journey

Curriculum intent: The aim of the KS4 Music curriculum is to equip students with the appropriate knowledge and skills needed to develop themselves as musicians and to enable them to enjoy and access music on a variety of levels and situations.



Key	
	Live Music Performance
	Musical Knowledge
	Instrument Care
	Instrument Technique
	Composing Music
	Planning
	Rehearsal
	Evaluate
	Describe
	Personal Aims
	Research
	Written Evidence
	Health and Safety
	Organisation Skills
	Peer-Assessment
	Teacher Feedback
	Ensemble Skills
	Using a DAW
	Structure
	Percussion
	Melody
	Timing
	Rhythm Skills
	Vocal Skills

Much more than...

KS3 Performing Arts Learning Journey

Curriculum intent: The aim of the KS3 Performing Arts curriculum is to give students an experience of all three disciplines while introducing them to a range of different styles and genres.

DANCE
DRAMA
MUSIC



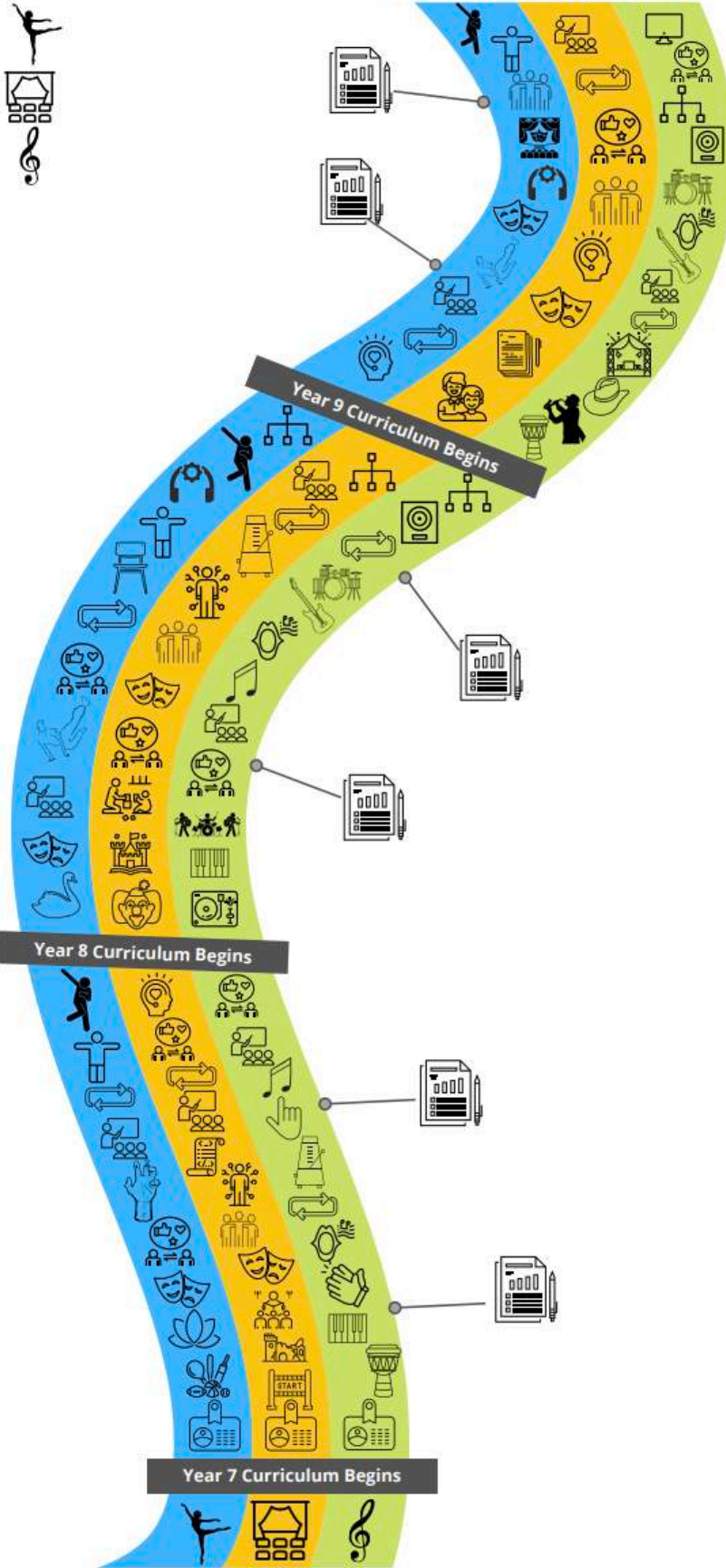
Onto KS4 if chosen

General Key

- Assessment Point
- Timing
- Rehearsal
- Teacher Feedback
- Peer Feedback
- Structure
- Stimulus
- Group work
- Expressive Skills
- Identity SOW

Dance Key

- Sport SOW
- Bollywood SOW
- Thriller SOW
- Swansong SOW
- Hip-Hop SOW
- Dance with prop SOW
- Musical Theatre SOW
- Physical Skills
- Choreographic Devices
- Technical Skills



Drama Key

- Drama Introduction
- Staunton Ruins SOW
- Storytelling SOW
- Twisted Tales SOW
- Comedy SOW
- Ernie's SOW
- Blood Brothers SOW
- Devising SOW
- Character Building
- Use of Script

Music Key

- World Music SOW
- Keyboard SOW
- Four Chord SOW
- EDM SOW
- Band Skills SOW
- Jazz/Blues SOW
- Country SOW
- Body Percussion
- Vocal Work
- Melody
- Finger Technique
- Guitar Technique
- Drum Technique
- Music Technology
- Composition



Year 6 - Prior learning/Taster sessions/Freshers' week/Pre Assessments

much more than...



Dance Curriculum



KS4 Dance Curriculum Map:

Year	Topic/Unit	New Skills Learnt / Activities	Assessments and Extended Writing	Homework	Peaks
Year 11 RSL	Term 1: Unit 229 – Ensemble Dance Performance Can I learn and build on my skills from year 10 to learn and perform an Ensemble dance piece?	<ul style="list-style-type: none"> Discuss importance of physical, technical and expressive skills. Select a style of dance to perform for the unit. Recap grading criteria for Ensemble dance. Learn and refine a range of technical exercises linked to chosen style. Learn and develop motifs for the dance. Shape the piece/select structure Rehearse and refine the dance. Perform the dance in front of an audience showcasing your skills. 	<ul style="list-style-type: none"> Goal setting for the unit Health and safety/assessment Peer/self-assessment Mid way assessment Target setting Final assessment Evaluating using PEE. 	<ul style="list-style-type: none"> 3 in depth logs within grids Importance of warming up and cooling down Evaluation 	<ul style="list-style-type: none"> Rehearse and refine set phrases ready to film for assessment. Perform in front of a live audience.
	Term 2: Unit 201E – Live Performance Can I plan, develop, and create a dance piece based on a specific stimulus set by the exam board?	<ul style="list-style-type: none"> What are the grading criteria for 'Live performance'? What is a controlled assessment? Watch back piece created for the mock in year 10. Was it successful? Did it meet the criteria? Brainstorm ideas around the given stimulus. Discuss personal aims based on physical, technical, and expressive skills. What are the time limits? Who is your target audience? What will happen in your dance? Entrances and exits/relationships. What music will you use? What is your structure? Creating and developing motifs. Shaping and refining. Perform the dance in front of a live audience. 	<ul style="list-style-type: none"> Goal setting for unit Peer/self-assessment Teacher feedback Target setting Final assessment for external piece. 	<ul style="list-style-type: none"> Completion of power point slides using a specific structure answering key questions. Final evaluation 	<ul style="list-style-type: none"> Independently Creating a dance piece as a group in controlled conditions.
	Term 3: Completion of any outstanding work	<ul style="list-style-type: none"> Continue to complete external unit. Creation of new piece within groups if time at the end. Introduction to Dance leaders award. 			
Year 10 RSL	Term 1: Can I accurately learn and perform a wide range of contemporary technique exercises?	<ul style="list-style-type: none"> Introduction to the course. How can we achieve a Distinction? Look at grading criteria and examples of work. Learn a series of technique exercises. Develop exercises within small groups. Perform movements with accuracy and control. 	<ul style="list-style-type: none"> Weekly record of progress. Self and peer reflective. Evaluations. Mid way assessment. Final assessment. 	<ul style="list-style-type: none"> Logbook entries within grids. Revision Evaluations. Research. 	<ul style="list-style-type: none"> Rehearsing and refining contemporary technical exercises. Develop movement material within small groups.
	Term 2: Unit 229 – Ensemble Dance Performance Can I learn an Ensemble dance consisting of key motifs while exploring, interpreting, and analysing professional dances?	<ul style="list-style-type: none"> What is Ensemble dance? What skills make good teamwork? Watch professional ensemble dance and critically analyse. Learn key motifs and work as a group to develop them using a range of motif and development. 	<ul style="list-style-type: none"> Rehearse and refine the dance. Mid way assessment. Target setting. Peer/self-assessment. Final performance 	<ul style="list-style-type: none"> Evaluations Log grids. 	<ul style="list-style-type: none"> Watching professional works and analyse. Give own opinion Working in groups to develop/create motifs.
	Term 3: Unit 201E – Live Performance Can I plan, develop, and create a dance piece based on a specific stimulus? (Mock unit)	<ul style="list-style-type: none"> What are the grading criteria for 'Live performance'? What is a controlled assessment? Brainstorm ideas around a given stimulus. Discuss aims based on physical, technical, and expressive skills. What are the time limits? Who is your target audience? What will happen in your dance? Entrances and exits/relationships. What music will you use? What is your structure? Creating and developing motifs. Shaping and refining. 	<ul style="list-style-type: none"> Goal setting Health and safety Rehearsal schedule Peer and self-assessment Evaluating Assessment 	<ul style="list-style-type: none"> Typing up personal aims /goals Creating health and safety sheet Research on chosen stimulus/idea Evaluations 	<ul style="list-style-type: none"> Performance opportunities. Exploring and accurately reproducing motifs.

KS3 Dance Curriculum Map:

Year and Term	Topic	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework
9/1 6 weeks	Step up Dance	<p>What are my current strengths and areas for development in Dance? Can I learn and perform a Hip-Hop dance based on 'Step up' with accuracy and control?</p> <p>Can I develop movements using complex choreographic devices and expressive skills? Can I work independently to plan and prepare for my performance?</p>	<p>Physical attributes within Hip Hop dance:</p> <ul style="list-style-type: none"> Posture, alignment, Top Rock variations, Six step, Popping and locking, Tutting techniques, Slide steps/floor work. <p>Mental skills and attributes (during performance), including:</p> <ul style="list-style-type: none"> Movement memory, commitment, concentration and confidence. <p>Safe working practices during performance.</p> <ul style="list-style-type: none"> Safe execution, appropriate dancewear, including: footwear, hairstyle and absence of jewellery. 	<ul style="list-style-type: none"> Practical assessments Informal Interim Practical assessment Self and peer assessments. Evaluation of work. 	<ul style="list-style-type: none"> Workbook activities Forms quizzes
9/2 6 weeks	Greatest Showman	<p>Can I accurately learn a dance piece based on musical theatre? Can I use characterisation throughout my dance? Can I embed a wide range of choreographic devices? Can I research into the production of the film and review it?</p>	<ul style="list-style-type: none"> Physical attributes within Musical theatre: Posture, alignment, gestures, contemporary actions, characterisation <p>Mental skills and attributes (during performance), including:</p> <p>Movement memory, commitment, concentration, characterisation, and confidence.</p> <p>Incorporating motif and development/complex devices/ group formations and contact work.</p> <p>Safe working practices during performance.</p> <ul style="list-style-type: none"> Safe execution, appropriate dancewear, including: footwear, hairstyle and absence of jewellery. Giving constructive feedback to peers using key terminology <p>Researching the following:</p> <ul style="list-style-type: none"> Job roles within the film/production Storyline/reviewing the film. 	<ul style="list-style-type: none"> Interim assessment of practical work. Final assessment of practical work. Self and peer reflections. Final evaluation. Reviewing a film 	<ul style="list-style-type: none"> Forms quizzes workbooks
9/3 6 weeks	Dance using a stimulus	<p>Can I use a stimulus and create a dance based on it to prepare for RSL? Have I built on my skills throughout KS3 to show I understand the choreographic process?</p>	<ul style="list-style-type: none"> Improvisation/exploration Motif and development Selecting appropriate accompaniment. Using contemporary techniques Applying a suitable structure. Applying complex choreographic devices to add interest. To explore contrasting dynamics. Linking with drama and music to create a performance. 	<ul style="list-style-type: none"> Peer assessment Self-assessment Reviewing professional work and the work of others. Multiple choice test 	<ul style="list-style-type: none"> Forms quizzes Workbook activities
8/1 6 Weeks	Swansong	<p>Can I learn and develop a trio based on a professional work? Can I incorporate the use of a chair within my dance? Can I explore physical contact and the use of lifts?</p>	<ul style="list-style-type: none"> Interpreting specific characters. Using a prop within a dance. Applying contact work Applying a climax Performing movement accurately. Applying complex devices Motif and development. 	<ul style="list-style-type: none"> Verbal Feedback Peer assessment Final teacher assessment EXT WRITING – Reviewing shadows. 	<p>Forms quizzes</p> <p>Workbook activities</p>
8/2 6 weeks	Hip Hop Dance	<p>Can I learn a set study based on Hip Hop techniques? Can I explore tableaux within my dance and different levels? Can I incorporate choreographic devices to add interest and variety to my dance?</p>	<ul style="list-style-type: none"> Slide step/floor work/ formations/snake/gestures Using different pathways Contrasting dynamics Mastery of basic devices Motif and development Accuracy and memory of movements Performing with confidence in front of peers Giving constructive feedback using key vocabulary 	<ul style="list-style-type: none"> Mid-point practical – Final practical Peer assessments Self-reflection 	<p>Forms quizzes</p> <p>Workbook activities</p>

KS3 Dance Curriculum Map:

Year and Term	Topic	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework
8/3 6 Weeks	Dance with a prop	Can I learn a set study based on a chair? Can I incorporate the chair into my actions? Can I explore the use of over, under, around and through? Can I create my own stimulus which involves a chair?	<ul style="list-style-type: none"> Learning a set study based on/using a chair Exploring how to incorporate the chair within movements Working in pairs to apply a wide range of choreographic devices Generating ideas for a stimulus to shape my performance Applying a specific structure to a dance Developing movements using motif and development 	<ul style="list-style-type: none"> Peer assessment Self-assessment Interim assessment Final assessment Evaluation 	Forms quizzes Workbook activities
7/1 6 Weeks	Sport into Dance/Identity	Can I learn a set study based on a sport and explore ways of developing it using simple choreographic devices and characterisation skills within small groups? Can I perform basic actions with accuracy and control?	<ul style="list-style-type: none"> Learning a set study Group Work characterisation/tableaux Expressive skills Dynamics linked to identity of sports and own. Choreographic devices Performing to peers 	<ul style="list-style-type: none"> Mid-Point Practical – Final assessment – Peer assessment Self - reflection 	Forms quizzes Workbook activities
7/2 6 Weeks	Bollywood dance	Can I explore a different culture and style of dance? Can I build on my knowledge of choreographic devices showing mastery within independent tasks and start applying more complex skills within small groups?	<ul style="list-style-type: none"> Learning Bollywood techniques- Lightbulb/woof woof /bhangra arms/pivot steps/shoulder shrugs/gallops/isolations/prayer hands. Refining movements Mastery of basic choreographic devices. (Mirror/unison/repetition/canon/levels) Group shapes Exploring new complex devices within (Accumulation/fragmentation) 	<ul style="list-style-type: none"> Verbal Feedback Peer assessment Final teacher assessment 	Forms quizzes Workbook activities
7/3 6 Weeks	Thriller	Can I learn a set study consisting of key Bollywood techniques and develop them within a group?	<ul style="list-style-type: none"> Learn set study Develop movements using Choreographic devices Explore group shape and pattern Change levels and pathways Incorporate lifts and contact work Show knowledge of expressive skills Apply a structure 	<ul style="list-style-type: none"> Set targets Self and peer assessment Responding to teacher feedback and applying it Mid way assessment Goals Final assessment Written evaluation 	Evaluation

Year 11 Dance Wall of Knowledge:

Year 11 Big Questions:					
<ul style="list-style-type: none"> • Can I demonstrate the ability to work co-operatively and efficiently with others showing leadership qualities to rehearse and perform a dance? • Can I show consistent technique in the chosen style accurately with accomplished musicality, co-ordination and spatial awareness? • Am I able to use evaluative skills based on my own performance and set achievable targets? • Am I able to independently research ideas around a given stimulus and respond to a brief? 					
Collaboration	Choreography	Performance Skills	Analysis	Keywords	Homework
<ul style="list-style-type: none"> • Work as part of a group to research, plan, prepare and create a performance. • Often lead and direct others in rehearsal within choreographic tasks. • Rehearse as a group showing cooperation, to drive ideas forward and work on timing and musicality. • Create minutes of production meetings. 	<p>C1 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Learn, create and develop a series of motifs • Develop motifs using choreographic devices. <p>C2 – WT, ARE, AGD</p> <p>C3 – WT, ARE, AGD</p> <p>Students must choreograph a group piece based on a selected stimuli set by the exam board which shows evidence of...</p> <ul style="list-style-type: none"> • Developed motifs • Contact work • Group formations • Spatial design • Entrances and exits • Choreographic devices • Form and structure • Lighting, props, music, costume. <p>C5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Plan and develop the structure of their practical work through regular meetings. <p>C4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Independently direct and lead others conveying choreographic intent demonstrating choreographic devices. <p>Relationship content should include..</p> <ul style="list-style-type: none"> • lead and follow • mirroring • action and reaction • accumulation • complement and contrast 	<p>P1 – AGD</p> <ul style="list-style-type: none"> • Demonstrate physical competence and effectiveness as a performer within a live setting. <p>P1 – ARE, AGD</p> <ul style="list-style-type: none"> • Demonstrate mastery of physical, technical and mental skills necessary for an effective performance. <p>P4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • They will Understand how to achieve a high quality performance. • Confidently give constructive feedback to help and support peers using correct terminology and RSL grading criteria. <p>P1 – AGD</p> <ul style="list-style-type: none"> • Have a secure knowledge and understanding of health and safety in putting on a dance show, fitness and safe working practice. 	<p>A1 – WT, ARE, AGD</p> <p>A4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Analyse own performance stating strengths, weaknesses and areas for improvement. <p>A2 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Demonstrate a secure knowledge of the stylistic features as well as the physical, cultural, aesthetic and artistic contexts in which dance is created and performed. • Produce a perceptive and constructive reflection on their performance which identifies the strengths and areas for improvement with insight into their own ability and how they might improve. Able to identify clearly and insightfully identify what they most enjoyed and what they found most challenging about the style • Produce a clear and coherent reflection on their performance which identifies the strengths and areas for improvement within their short sequence. Able to identify clearly and coherently what they most enjoyed and what they found most challenging about the style. • Use of WAGOLLS 	<ul style="list-style-type: none"> • Contexts • Evaluative skills • Artistic intention • Motif and development. • Elements of dance • Refine • Improvisation • Explore and develop • Structures • Originality • Direct and lead • Independence • Compare and contrast • Relationships • Contemporary • Contact • Posture • Alignment • Control • Balance • Facial expressions • Spatial awareness • Core strength • Musicality • Focus • Accuracy • Extension • Energy • Contraction • Release • Self assess • Dynamics • Space 	<ul style="list-style-type: none"> • Self evaluations • Health and safety • Log entries • Personal aims • Key skills • Live unit tasks

Year 10 Dance Wall of Knowledge:

Year 10 Big Questions:

- Can I Demonstrate the ability to work co-operatively and efficiently with others showing leadership qualities to rehearse and perform a dance?
- Can I show consistent technique in the chosen style accurately with accomplished musicality, co-ordination and spatial awareness?
- Am I able to use evaluative skills based on my own performance and set achievable targets?

Year 10

Collaboration	Choreography	Performance Skills	Analysis	Keywords	Homework
<ul style="list-style-type: none"> • Collaborate sensitively with others in creating choreography that is suitable for an ensemble piece. • Work together to improve timing and spatial awareness. • Peer assess and set group targets to improve the dance. • production meetings. Create minutes of 	<p>C1 – WT, ARE, AGD C2 – WT, ARE, AGD C3 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Be able to explore and create movements based on selected stimulus (picture/poem/song) using the choreographic process.(action/space/dynamics and relationships) <p>C5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Show understanding of different structures and develop a structure to suit a selected stimulus. • Understand the importance of trial and error, using this to develop further. <p>C4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Explore range of chorographic devices to create a desired effect. • Choreograph a group dance based on a chosen stimulus. 	<p>P1 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Work on and improve performance through systematic repetition. • Film work and watch back to identify how to improve performance skills. • Perform dance work and technique exercises within lessons and watch back to identify strengths and weaknesses. <p>P3 – WT, ARE, AGD P5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Perform within a group showing sensitivity towards others, spatial awareness, safety as a performer that are necessary for an effective performance. <p>P2 – WT, ARE, AGD P5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Demonstrate physical, technical and mental skills necessary for an effective performance. • Understand how to achieve a high quality performance. 	<p>A1 – WT, ARE, AGD A4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Evaluate own performance from watching back on camera. Use PEEL to extend answers and relate to specific questions. <p>A2 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Reflect on own performance and identify the strengths and areas for improvement within the performance. • Identify what is most enjoyed and what was found most challenging about the style. • Use of WAGOLL to understand how to create a Distinction level evaluation. 	<ul style="list-style-type: none"> • Evaluate • Exploration • Stimulus • Motif and development • Stylistic features • Structure • Choreographic devices • Subject matter • Develop • Contemporary • Facial expressions • Extension • Posture • Balance • Accuracy • Control • Focus • Musicality • Dynamics • Energy • Spatial awareness • Alignment • Relationships 	<ul style="list-style-type: none"> • Mid way evaluation of work. • Final evaluation of work. • Goal setting. • Regular logs • For the love of tasks • Key practitioners research • Key skills and key words tests.

Year 9 Dance Wall of Knowledge:

Year 9 KS3 Big Questions:					
<ul style="list-style-type: none"> • Can I work as a team to develop a set study across different styles of dance using a wide range of choreographic devices? • Can I show an awareness of how to generate own ideas for choreography based around different stimuli? • Can I give constructive feedback to my peers using key vocabulary and apply feedback to my own work? 					
Collaboration	Choreography	Performance Skills	Analysis	Keywords	Homework
<ul style="list-style-type: none"> • Demonstrate personal organisation within rehearsals to prepare for a performance. • Be responsible in a group to share ideas and respect those of others. • Discuss targets as a group and give constructive feedback to others. • Work as a team to choreograph movement. 	<p>C1 – WT, ARE, AGD C5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Understand what a dance structure is and how it effects a performance. Learn this practically within dances. • Learn what a stimuli is and how to create motifs using motif and development methods. • Create a group dance based on a selected stimuli demonstrating knowledge of motif and development and structure. • Learn choreography and accurately reproduce technique and choreographic intention of the piece. <p>C2 – WT, ARE, AGD C3 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • show an understanding of action, space, dynamics and relationships. <p>C4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Learn how to successfully embed choreographic complex devices into a dance. 	<p>P1 – WT, ARE, AGD P4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Learn a range of different styles of dance and begin to learn how to perform with accuracy and confidence as well as demonstrating mental skills. <p>P3 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Begin to master a wider range of expressive skills such as focus, timing, energy and projection within practical work. <p>P2 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Show accuracy within practical work and the ability to make improvements using feedback. <p>P5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Understand the importance of health and safety as a performer and show this within practical work. This will be learnt through warming up/cooling down/ safe landing and how to execute movements safely. 	<p>A1 – WT, ARE, AGD A2 – WT, ARE, AGD A3 – WT, ARE, AGD A4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Start to learn how to analyse a performance and those of others. • Use PEEL when evaluating as well as using key vocabulary.. • Learn how to set measurable targets. • Use teacher/peer feedback to make improvements. 	<ul style="list-style-type: none"> • SMART targets • Motif and development • Review • Accuracy • Group work/duet/trio • Choreographic devices • Facial expressions • Evaluate • Styles of dance • Basic structures • Motif and development • Dynamics • Focus • Energy • Timing • Rehearsal 	<ul style="list-style-type: none"> • Forms Quizzes • Evaluations • Tasks within booklets

Year 9

Year 7/8 Dance Wall of Knowledge:

Year 8	Year 8 Big Questions: <ul style="list-style-type: none"> • Can I apply a range of choreographic devices within my choreography? • Can I explain strengths and weaknesses of my own work as well as the work of others? • Can I accurately perform movement material with confidence? 					
	Collaboration <ul style="list-style-type: none"> • Take a lead role in at least one session, directing others. • Demonstrate that you can work independently for up to 15 minutes, shaping and developing work effectively. 	Choreography <p>C3 – WT, ARE</p> <ul style="list-style-type: none"> • Students will build on their prior knowledge of choreographic devices from year 7 and begin to explore more complex ones such as retrograde, contact and accumulation. • Learn how to choreograph their own dance within groups based on key features of different styles of dance building on skills learnt in year 7. <p>C2 – WT, ARE</p> <ul style="list-style-type: none"> • Show evidence of applying dynamics within a dance to add interest. 	Performance Skills <p>P3 – WT, ARE</p> <ul style="list-style-type: none"> • They will understand the importance of performance skills and how to apply them within their dance. • Take on board constructive criticism in order to progress further within choreographic tasks. • Give constructive feedback to peers using key words. • Understand the importance of group rehearsal to apply finish, polish and panache. <p>P5 – WT, ARE</p> <p>Understand the importance of a warm up and cool down and safe practice as a performer.</p>	Analysis <p>A4 – WT, ARE</p> <ul style="list-style-type: none"> • Describe how to create a dance using key words. • Explain their strengths, weaknesses and set targets for improvement. • Explain why they have chosen to use particular devices. 	Keywords <ul style="list-style-type: none"> • Performance skills • Rehearsal • Group work • Constructive feedback • Contemporary stimulus • Choreographic devices. • Focus • Extension • Facial expressions • Timing • Extension • Dynamics • Rehearsal 	Homework <p>Forms quizzes Arts award tasks Tasks within booklets</p>
Year 7	Year 7 Big Questions: <ul style="list-style-type: none"> • Can I learn and perform basic dance actions within a group? • Can I apply of basic choreographic devices to add interest to my dance? • Can I suggest areas for improvement using simple dance terminology? 					
	Collaboration <ul style="list-style-type: none"> • Solve a specific problem through discussion • Listen to the advice of others. • Accept constructive feedback and know how to apply it. • Work within a group and learn how to use team work by listening to each others ideas. 	Choreography <ul style="list-style-type: none"> • Understand the different styles of Dance and where they originate from such as Bollywood dance.. <p>C1 – WT, ARE</p> <ul style="list-style-type: none"> • Learn set motifs and be able to develop them using basic choreographic devices, dynamics and performance skills. 	Performance Skills <ul style="list-style-type: none"> • Understand the different styles of Dance and where they originate from. <p>P3 – WT, ARE</p> <ul style="list-style-type: none"> • Learn how to apply basic performance skills to add interest to a dance. • Take on board feedback to improve as well as giving feedback to peers. 	Analysis <ul style="list-style-type: none"> • Suggest simple strengths in work using some basic language. • Suggest areas for improvement in own/others' work using some dance terminology. 	Keywords <ul style="list-style-type: none"> • Set study • Group shape • Accuracy • Focus • Choreographic devices • Dynamics • Energy • Timing • Extension 	Homework <p>Forms quizzes Booklet tasks Arts award tasks</p>

Dance Competencies Grid:

		Choreography	Performance	Analysis/evaluative skills		
AGD	C1	Selection and use of action content <u>is</u> exceptionally creative and effective, demonstrating a sophisticated understanding of choreography.	P1	Exceptional ability to demonstrate physical skills accurately and perform with fluency.	A1	Produce a perceptive and constructive evaluation on their performance which identifies the strengths and areas for improvement with insight into their own ability and how they might improve. Able to identify clearly and insightfully identify what they most enjoyed and what they found most challenging about the style.
	C2	Use of dynamic range has been embedded successfully to add interest to the overall piece.	P2	Exceptional ability to demonstrate technical skills accurately and safely within performance.	A2	Give a rigorous description of Health and Safety considerations for the performance.
	C3	Selection and use of spatial content and relationships is exceptionally creative and effective.	P3	Exceptional ability to demonstrate expressive skills consistently.	A3	Show rigorous research into ideas for a performance that incorporates a stimulus.
	C4	Selection and use of choreographic devices <u>is</u> exceptionally creative and effective, demonstrating a sophisticated understanding of choreography.	P4	Exceptional demonstration of mental skills and attributes within performance.	A4	Give thorough explanation of how they have planned for a performance discussing key features such as lighting, venue, props, <u>music</u> and costume. <u>Make reference</u> to the choreographic process and how they contributed.
	C5	Selection and use of structuring devices and form is exceptionally creative and effective, demonstrating a sophisticated piece of choreography.	P5	Safe working practices are exceptionally embedded within performance work.	A5	Give a comprehensive evaluation of the overall process stating areas for improvement for the future.
ARE	Choreography		Performance		Analysis/Evaluative skills	
	C1	Selection of action content is creative and effective, demonstrating a sound understanding of choreography.	P1	Sound ability of applying physical skills and actions accurately and safely.	A1	Reflect on own performance and identify the strengths and areas for improvement within their performance. Identify what they most enjoyed and what they found most challenging about the style.
	C2	Dynamics have been used effectively to add interest to the overall piece.	P2	Sound ability to demonstrate technical skills accurately and safely.	A2	Give a clear, detailed description of Health and Safety considerations for the performance.
	C3	Selection and use of spatial content and relationships is creative and effective, demonstrating a coherent understanding of choreography.	P3	Sound ability to demonstrate a wide variety of expressive skills within performance.	A3	Show clear, detailed research into ideas for a performance based on a set stimulus.
	C4	Selection and use of choreographic devices <u>is</u> creative and effective adding interest to the dance.	P4	Sound evidence of mental skills and attributes demonstrated within performance.	A4	Explain how you planned for your performance stating the key features and how you aimed to use them.
C5	Selection and use of structuring devices and form is creative and effective.	P5	Safe working practices are sound throughout performance work.	A5	Give a clear, detailed evaluation of the audition in terms of strengths and areas for improvement	
WT	Choreography		Performance		Analysis/Evaluative skills	
	C1	Selection of action content is limited	P1	Some performance skills have been applied but not consistently.	A1	Evaluate own performance.
	C2	Basic dynamics have been used to add interest.	P2	Technical skills are not consistent throughout.	A2	Describe Health and Safety considerations for the performance.
	C3	Spatial design is basic and often predictable.	P3	Expressive skills are not performed consistently throughout.	A3	Research ideas for a performance based around a set stimulus.
	C4	Selection of choreographic devices are basic.	P4	Limited evidence of mental skills.	A4	Explain what skills you would like to portray within your performance.
C5	A basic structure has been applied.	P5	Not all aspects of safe practice are executed.	A5	Evaluate your performance giving some areas of strengths and weaknesses.	

Drama Curriculum



KS4 Drama Curriculum Map:

Year and Rotation	Unit	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework	Peaks
Year 11 Term 1 RSL	Performing Text Unit 201 Classical Text	How do you develop the skills necessary for analysing a piece of dialogue in dramatic writing? Can you perform the dialogue in your piece appropriately? Can you gain practical experience in your skills using both modern and classic texts? How can you demonstrate your understanding of how to interpret and analyse texts in modern and classic dramatic writing?	<ul style="list-style-type: none"> Using a text as a stimulus Exploring characters Structuring a performance Understanding context Understanding the overview of plays Research into practitioners 	<ul style="list-style-type: none"> Verbal feedback Peer assessment Final teacher assessment Multiple choice test EXT WRITING - Evaluation 	<ul style="list-style-type: none"> Learning lines/scripts Building characters 	•
Year 11 Term 2 RSL	Live Performance Unit 201E Preparation	Can you recap the key skills needed for the live performance? Can you respond to a brief? Can you develop a piece of drama for a specific audience?	<ul style="list-style-type: none"> Devising & Characterisation Theory (appreciation) Planning Audition techniques Lighting, Music and Set Script writing Reflection 	<ul style="list-style-type: none"> Verbal feedback Peer assessment Final teacher assessment Multiple choice test EXT WRITING - Evaluation 	<ul style="list-style-type: none"> Planning Writing scripts Watching professional works Evaluating Rehearsing 	•
Year 11 Term 3 RSL	Live Performance Unit 201E	Can you demonstrate a knowledge of devising theatre from a brief? What is required of you to pass the external performance? Can you devise a piece of drama for an audience?	<ul style="list-style-type: none"> Devising & Characterisation Theory (appreciation) Planning Audition techniques Lighting, Music and Set Script writing Reflection 	<ul style="list-style-type: none"> Reflection and evaluation of performance Rehearsal logs EXT WRITING - Planning 	<ul style="list-style-type: none"> Planning Writing scripts Watching professional works Evaluating Rehearsing 	<ul style="list-style-type: none"> Independent work Creating work from a brief Live performance
Year 11 Term 4 RSL	Live Performance Unit 201E	Can you demonstrate a knowledge of devising theatre from a brief? What is required of you to pass the external performance? Can you devise a piece of drama for an audience?	<ul style="list-style-type: none"> Devising & Characterisation Theory (appreciation) Planning Audition techniques Lighting, Music and Set Script writing Reflection 	<ul style="list-style-type: none"> Reflection and evaluation of performance Rehearsal logs EXT WRITING - Planning 	<ul style="list-style-type: none"> Planning Writing scripts Watching professional works Evaluating Rehearsing 	<ul style="list-style-type: none"> Independent work Creating work from a brief Live performance
Year 11 Term 5 RSL	Completion of Performing Text Unit 201	What is required to pass RSL Performing Text? Can you demonstrate an understanding of the demands on performers?	<ul style="list-style-type: none"> Using a text as a stimulus Exploring characters Structuring a performance Understanding context Understanding the overview of plays Research into practitioners Evaluating performance Analysing demands of a performer 	<ul style="list-style-type: none"> EXT WRITING - Evaluation of performance EXT WRITING – PPT/Word evidence of demands on performers EXT WRITING – PPT/Word evidence on the context of plays 	<ul style="list-style-type: none"> Evaluation work Researching contemporary theatre Researching context of plays 	•

KS4 Drama Curriculum Map:

Year and Rotation	Unit	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework	Peaks
Year 10 Term 1 RSL	Introduction to Drama and RSL qualification	How can you use movement and voice skills to create believable characterisation? How can you use correct stage craft to devise a scene? Baseline assessment in preparation for RSL	<ul style="list-style-type: none"> Improvisation Group work Storytelling & Creating characters Performing to peers Movement and Stagecraft Voice Reflection 	<ul style="list-style-type: none"> Multiple choice tests Midway performance and feedback End of unit performance EXT WRITING - Reflection 	<ul style="list-style-type: none"> Term 1 homework book 	<ul style="list-style-type: none">
Year 10 Term 2 RSL	Performing Text Unit 201	Can you develop the skills necessary for analysing a piece of dialogue in dramatic writing? Can you perform it appropriately? Can you use modern and classic texts to develop your experience in your skills? Can you show your understanding of how to interpret and analyse text? Can you perform dialogue from both modern and classic texts?	<ul style="list-style-type: none"> Using a text as a stimulus Exploring characters Structuring a performance Understanding context Understanding overview of plays Research into practitioners 	<ul style="list-style-type: none"> Verbal feedback Peer assessment Final teacher assessment Multiple choice test EXT WRITING - Evaluation 	<ul style="list-style-type: none"> Learning lines 	<ul style="list-style-type: none">
Year 10 Term 3 RSL	Live Performance Unit 201E Mock	Can you demonstrate a knowledge of devising theatre from a brief? What is required of you to pass the external performance? Can you devise a piece of Drama for an audience?	<ul style="list-style-type: none"> Devising & Characterisation Theory (appreciation) Planning Audition techniques Lighting, Music and Set Script writing Reflection 	<ul style="list-style-type: none"> Reflection and evaluation of performance Rehearsal logs EXT WRITING – Planning documents 	<ul style="list-style-type: none"> Planning Writing scripts Watching professional works Evaluating Rehearsal 	<ul style="list-style-type: none"> Independent work Creating work from a brief Live performance
Year 10 Term 4 RSL						
Year 10 Term 5 RSL	Performing Text Unit 201 Completion	What is required to pass this unit? Can you demonstrate an understanding of the demands on performers? Can you critically evaluate your work? Can you perform to a live audience showing the correct Drama era conventions?	<ul style="list-style-type: none"> Using a text as a stimulus Exploring characters Structuring a performance Understanding context Understanding overview of plays Research into practitioners Evaluating performance Analysing demands on a performer 	<ul style="list-style-type: none"> EXT WRITING - Evaluation of performance EXT WRITING – PPT/Word evidence of demands on performers EXT WRITING – PPT/Word evidence on the context of plays 	<ul style="list-style-type: none"> Evaluation work Researching Contemporary Theatre Researching context of plays 	<ul style="list-style-type: none">
Year 10 Term 6 RSL	Classical Theatre Introduction	Can you demonstrate an understanding of what Classical Theatre is? What are the conventions of Classical Theatre? Can you accurately perform the conventions of Classical Theatre?	<ul style="list-style-type: none"> Understanding the differences in Classical Theatre Reading Old English Interpreting text Recreating famous repertoire Characterisation Performance skills 	<ul style="list-style-type: none"> Verbal feedback Peer feedback Final teacher assessment Multiple choice test EXT WRITING - Evaluation 	<ul style="list-style-type: none"> Learning lines Building characters 	<ul style="list-style-type: none">

KS4 Drama Curriculum Map:

Year and Rotation	Topic	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework	Peaks
9/1 6 Weeks	Injustice	How can we explore History through Drama? Why is it important to look at historical/ real events? Can you demonstrate styles of theatre and characterisation effectively?	<ul style="list-style-type: none"> Devising Stage Craft Rehearsal Performance Verbatim Theatre Physical Skills Vocal Skills Characterisation Split Stage 	<ul style="list-style-type: none"> Midway Assessment Performance Written assessment/ logs Written evaluation 	<ul style="list-style-type: none"> Students engage in real life stories Ties with History to secure knowledge 	<ul style="list-style-type: none"> Research historical events Rehearsal of performance
9/2 6 Weeks	Blood Brothers	How do you interpret key scenes from Blood Brothers? What are character motivations and how do you demonstrate these? How can you show an understanding of context through characterisation?	<ul style="list-style-type: none"> Motivations Line learning Stage Directions Proxemics Stage areas and angle Interpreting script 	<ul style="list-style-type: none"> Mid-point practical – Final practical –Choice of script Peer assessments Self-reflection Multiple Choice Test EXT WRITING - Extended answer questions 	<ul style="list-style-type: none"> Researching the plot Costume/set design Line Learning Reviewing the work of others. logbook 	<ul style="list-style-type: none"> Script is gritty – students enjoy (end scene in particular)
9/3 6 Weeks	Devising (Genres)	How do you devise an engaging piece of theatre? What are the conventions of a wide range of theatre genres? Can you accurately demonstrate these genres within a devised piece?	<ul style="list-style-type: none"> Devising Theory (appreciation) Structuring Drama Characterisation Drama conventions Still image Flashback/Flash forward Narration Working with a stimulus 	<ul style="list-style-type: none"> Mid-point practical – Final practical –Choice of a script Peer assessments Self-reflection Multiple Choice Test EXT WRITING - Extended answer questions 	<ul style="list-style-type: none"> Students engage in the use of stimulus News clip very popular Physical Theatre workshop 	<ul style="list-style-type: none"> Researching genres Researching practitioners Creating a script Drawing a stage plan Creating characters Reflection of work
8/1 6 Weeks	Twisted Tales	Can you recreate an engaging performance? Can you demonstrate key drama techniques through performance? Can you devise your own twisted tale?	<ul style="list-style-type: none"> Characterisation Stage craft Devising Directing Performance skills Rehearsal skills Narration Thought Tracking Still Image 	<ul style="list-style-type: none"> Mid-point practical – Final practical Peer assessments Self-reflection Multiple choice test. EXT WRITING - Extended answer questions 	<ul style="list-style-type: none"> Create your own twisted tale Engaging stories looked at throughout 	<ul style="list-style-type: none"> Homework Book Script writing
8/2 6 Weeks	Using a script	What skills do you need to work effectively with a script? How do you recreate a character?	<ul style="list-style-type: none"> Characterisation Stage Directions Directing Learning Lines Blocking / accepting Creating climax Performance skills. 	<ul style="list-style-type: none"> Mid-point practical – Final practical Peer assessments Self-reflection Multiple choice test. EXT WRITING - Extended answer questions 	<ul style="list-style-type: none"> Opportunity to perform as a class 	<ul style="list-style-type: none"> Homework book Line learning Character sheet
8/3 6 Weeks	Comedy	How do you create a piece of comedy drama? What are the basic skills and techniques of stage fighting? How do you create stock characters in melodrama? How do you show and develop physicality through comedic acting?	<ul style="list-style-type: none"> Physicality Exaggeration Facial Expression Gestures Characterisation Devising 	<ul style="list-style-type: none"> Verbal Feedback Peer assessment Final teacher assessment Multiple choice test EXT WRITING – reflect and evaluate 	<ul style="list-style-type: none"> Stage fighting workshop Stage fighting – students enjoy 	<ul style="list-style-type: none"> Line Learning History of slapstick Origin of stock characters

KS3 Drama Curriculum Map:

Year and Rotation	Topic	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework	Peaks
7/1 6 weeks	Introduction to Drama	How can you use movement and voice skills to create believable characterisation? How can you use correct stage craft to devise a scene?	Drama Specific Skills <ul style="list-style-type: none"> Improvisation Group Work Storytelling Creating Characters Performing to peers Movement Voice Stagecraft Transferable Key Skills <ul style="list-style-type: none"> Problem solving Research and note taking Presentation Homework Analysis and evaluation 	<ul style="list-style-type: none"> Multiple Choice Tests Mid-way performance and feedback End of unit performance Extended writing and reflection 	<ul style="list-style-type: none"> For many the first experience of Drama Group work Practical subject 	<ul style="list-style-type: none"> Character building sheet Basic script Rehearsal
7/2 6 Weeks	Staunton Ruins	What skills do you need to develop characterisation? What is and how do you use physical theatre? How can you use music and lighting to effectively create atmosphere and tension?	<ul style="list-style-type: none"> Using a text as stimulus Exploring characters Structuring a performance Lighting and music Physical theatre 	<ul style="list-style-type: none"> Verbal Feedback Peer assessment Final teacher assessment Multiple choice test EXT WRITING – Evaluation 	<ul style="list-style-type: none"> Learning to use music and lights Horror unit – excites students 	<ul style="list-style-type: none"> Create a que sheet Dialogue for a character Structing your scenes
7/3 6 Weeks	Storytelling	What are the key features of a good story? How do you create your own story? How do you adapt the story for stage (Drama)? Can you demonstrate key features of storytelling within Drama?	<ul style="list-style-type: none"> Improvisation Group Work Storytelling Creating Characters Performing to peers Movement and Voice Stagecraft Still Image Narration Thought Tracking Hot seating Script writing 	<ul style="list-style-type: none"> Verbal Feedback Peer assessment Final teacher assessment Multiple choice test EXT WRITING - Evaluation 	<ul style="list-style-type: none"> Performance opportunities Engaging stories (tales to recreate) Opportunities for script writing 	<ul style="list-style-type: none"> Homework booklet Script writing Rehearsal

Year 11 Drama Wall of Knowledge:

Year 11 Big Questions:

- Can we explore, interpret and perform a devised piece of performance?
- Can we develop acting skills for public performance?
- Can I effectively prepare for a written plan and evaluation?

Year 11	Collaboration	Devising			Performance Skills	Responding	Keywords
	<ul style="list-style-type: none"> • Organise their own work confidently, either as part of an ensemble or a solo piece. • Demonstrate personal management skills consistently. • Often lead and direct others in rehearsal using technical terminology. • Direct, different styles of plays imaginatively and thoughtfully. • Create or help others to create and sustain a range of complex characters in performance. 	<p>Devising Drama:</p> <ul style="list-style-type: none"> • Develop the structure of a devised piece. • Ensure a clarity and robustness of structure. • Understand the importance of trial and error, using this to develop further. • Be able to create work from a selected stimulus (artefact, literature, image). • Use multiple stimuli around a given theme to devise original work. • Use a very wide range of different conventions, devices and techniques. • Plan and develop the structure of their practical work using flow charts and diagrams. <p>Creating a role:</p> <ul style="list-style-type: none"> • Demonstrate maturity and imagination in creating a role different from yourself. • Create roles influenced by and appropriate to the style of performance. • Demonstrate an awareness of different levels of meaning through the use of metaphor and symbol. • Demonstrate that they can multi-role within a performance. • Use character objectives to shape an assured performance. 	<p>Working with a script:</p> <ul style="list-style-type: none"> • Show subtlety as well as panache in their dramatic interpretation of texts, either as performers, directors or designers. • Explore work through analysis of language and writers style. • Use stage directions effectively. • They demonstrate a secure awareness of the relationship between texts and dramatic styles and of social context and genre, generating, exploring and developing their ideas. 	<p>Staging Drama:</p> <ul style="list-style-type: none"> • Be able to describe how Proxemics communicates relationships and status. • Design or stage-manage plays imaginatively and thoughtfully. • Make creative and purposeful use of levels. • Demonstrate subtlety in the use of movement and voice. 	<ul style="list-style-type: none"> • Apply and adapt appropriately a wide range of practical skills in selected styles (naturalism, epic theatre and physical theatre). • Show a clear awareness of audience and respond positively to others in the group. • Use drama conventions with confidence, clarity and control. • Demonstrate expressive and considered use of vocal skills. 	<ul style="list-style-type: none"> • Demonstrate a good knowledge and understanding of the cultural, historical and social context of Drama they are in. • Evaluate their work and that of others, supporting their comments with quotes and reasoned arguments, which draw on their knowledge of theatre forms and practitioners. • Complete a very detailed plan for a devised final project. • Show a clear understanding of the work undertaken through description of rehearsal strategies and research. 	<ul style="list-style-type: none"> • Symbolism • Devising • Episodic (structure) • Linear (structure) • Action narration • Back story • Sculpting Soundscape • Split stage • Tableau(x) • Transporting a character • Aside • Devising/devised work • Genre • Promenade staging • Realism • Subtext

Year 10 Drama Wall of Knowledge:

Year 10 Big Questions:

- Can I accurately interpret a piece of Drama reading for examination and performance?
- Can I research and explain a playwright's intentions and aspirations?
- Can I reflect on my own performance and evaluate my strengths and weaknesses?

Year 10	Year 10 Big Questions:				Collaboration	Devising	Performance Skills	Responding	Keywords		
		<ul style="list-style-type: none"> • Can I accurately interpret a piece of Drama reading for examination and performance? • Can I research and explain a playwright's intentions and aspirations? • Can I reflect on my own performance and evaluate my strengths and weaknesses? 				<ul style="list-style-type: none"> • Collaborate sensitively with others in creating performance pieces that are challenging, structured and appropriate for their intended audience. • Improvise, rehearse and perform theatre pieces, demonstrating understanding of the skills of the performer, technician or director. • Take responsibility for overseeing a specific aspect of the performance. • Understand and demonstrate the important of group work. 	<p>Devising Drama:</p> <ul style="list-style-type: none"> • Understand how to structure work from a stimulus. • Understand the importance of trial and error, using this to develop further. • Be able to create work from a selected stimulus (artefact, literature, image). • Create a piece in a specified genre. • Create work with a specific audience, purpose and message. • Use a range of non-naturalistic techniques in a devised piece (slow motion, still image, tableaux, soliloquy, aside, split stage). <p>Creating a role:</p> <ul style="list-style-type: none"> • Recreate and interpret an already established character. • Understand how hot seating and Thought Tracking can be used to develop character motivations. • Sustain a role in an extended performance to peers/teacher. • Use basic symbols to represent character. • Use multi-role techniques with some confidence and clarity. 	<p>Working with a script:</p> <ul style="list-style-type: none"> • Demonstrate imagination and considered justification when interpreting a range of texts. • Show a simple awareness of the relationship between texts and dramatic styles and of social context and genre, exploring and developing their ideas. • Interpret and adapt an existing published text through in-depth research. • Identify the playwright's intentions for style, period. • Identify the genre of work studied. 	<p>Staging Drama:</p> <ul style="list-style-type: none"> • Be able to describe how Proxemics communicates relationships and status. • Design or stage-manage plays imaginatively and thoughtfully. • Make creative and purposeful use of levels. • Demonstrate subtlety in the use of movement and voice. 	<ul style="list-style-type: none"> • Demonstrate confidence and fluency in use of movement. • Learn substantial lines (monologue) and perform with confidence and fluency of voice. • Demonstrate control and subtlety in vocal performance with some consistency. • Demonstrate control of articulation and projection ensuring audibility. 	<ul style="list-style-type: none"> • Explain why they have chosen a staging type using secure drama terms, (correct stage areas, stage types and proxemics). • Evaluate work using PEE structure using sentence starters and appropriate connectives. • Demonstrate a knowledge of theatre from different times, places and cultures. • Write and talk about plays in performance, showing a good knowledge of theatre conventions and devices, e.g. the distancing effects in the work of Brecht.

Year 9 Drama Wall of Knowledge:

Year 9 Big Questions:

- Can I demonstrate a range of theatre genres?
- Can I interpret a script showing creativity?
- Can I devise an engaging piece of drama?
- Can I explain the importance of theatre history?

Year 9

Collaboration	Devising		Performance Skills	Responding	Keywords	
<p>C6: WT, ARE, AGD R3: WT, ARE, AGD</p> <ul style="list-style-type: none"> • Demonstrate personal organisation through group led rehearsal (up to ½ hour). • Attend and contribute to production meetings. • Be responsible in a group for a section of a public performance, setting goals. • Provide regular, critical peer feedback during lessons. • Demonstrate personal organisation and time management. 	<p>Devising Drama: C1 – C6: WT, ARE, AGD</p> <ul style="list-style-type: none"> • Understand how to structure work from a stimulus. • Understand the importance of trial and error, using this to develop further. • Be able to create work from a selected stimulus (artefact, literature, image). • Create a piece in a specified genre. • Create work with a specific audience, purpose and message. • Use a range of non-naturalistic techniques in a devised piece (slow motion, still image, tableaux, soliloquy, aside, split stage). <p>Creating a role: C1 – C6: WT, ARE, AGD</p> <ul style="list-style-type: none"> • Use activities like role on the wall with depth to explore a character. • Develop a range of contrasting characters within performance. • Understand how style will influence character development and portrayal and demonstrate. • Demonstrate versatility of character through different theatre genres. 	<p>Working with a script: C1 – C6: WT, ARE, AGD P3 – P5: WT, ARE, AGD</p> <ul style="list-style-type: none"> • Interpret and adapt an existing published text. • Identify the playwright's intentions for style, period, location. • Identify the genre of work studied. • Use stage directions effectively to interpret a performance. • Present a duologue justifying choices based on knowledge of style. 	<p>Staging Drama: C1 – C6: WT, ARE, AGD P1 – P6: WT, ARE, AGD</p> <ul style="list-style-type: none"> • Understand the origins and uses of staging types (thrust – Greek, Proscenium – Victorian, Arena – Roman, Traverse – Contemporary). • Demonstrate simple audience awareness through direct address and angles used. • Use stage directions accurately and consistently to direct a scene. • Draw a basic stage plan with entrances, exits and large set items using specific diagrams. • Know what is meant by 'The 4th Wall' and how this relates to the work of Stanislavsky and Brecht. 	<p>P1 – P6: WT, ARE, AGD</p> <ul style="list-style-type: none"> • Control the use of gestures. • Use stylised movement with confidence. • Demonstrate confidence in the use of gesture and facial expression. • Perform with clear, audible diction. • Learn a substantial amount of lines (3-5 minutes). • Demonstrate some suitable intonation. 	<p>R1 – R6: WT, ARE, AGD</p> <ul style="list-style-type: none"> • Understand how to set SMART goals. • Review own progress by setting SMART targets. • Use PEE to review a performance. • Research theatre styles using the Internet. • Describe work in succinct way. • Explain how intentions have been met through clear descriptive language. • Explain how rehearsal techniques have developed work. • Analyse developments using PEE structure using a writing frame to support. 	<ul style="list-style-type: none"> • Choral Speech/ • movement • Greek Theatre • Stylised movement • Passing the focus • Exaggeration • Articulation • Breath control • Inflection and modulation • Vocal colour • Phrasing • Balance • Movement memory • Spatial awareness • Weight placement • Focus and control • Relaxation • Naturalism • Production • Critique • Stanislavski • Brecht

Year 7/8 Drama Wall of Knowledge:

Year 8 Big Questions:						
<ul style="list-style-type: none"> Can I Interpret the work of playwrights? Can I devise an original performance from a stimulus? Can I demonstrate a specific genre (comedy) of theatre effectively? 						
Year 8	Collaboration	Devising		Performance Skills	Responding	Keywords
	C6: WT, ARE, AGD R3: WT, ARE, AGD <ul style="list-style-type: none"> Take a lead role in at least one session, directing others. Demonstrate that you can work independently for up to 15 minutes, shaping and developing work effectively. 	Devising Drama: C1 – C6: WT, ARE, AGD <ul style="list-style-type: none"> Understand how to devise a simple scene/play structure (beginning, event, consequence). Create a spontaneous improvisation around a given stimulus, sustaining role and focus. Create an original work with a clear style and purpose for an audience. Creating a role: C1 – C6: WT, ARE, AGD <ul style="list-style-type: none"> Understand how Hot seating and Thought Tracking can be used to develop character motivations. Sustain a role in a short performance to peers/teacher. Consider character physicality and vocal quality. Create a character with some awareness of purpose. 	Working with a script: C1 – C6: WT, ARE, AGD P3 – P5: WT, ARE, AGD <ul style="list-style-type: none"> What is a script? What are the key elements of a script? (dialogue, stage directions, character names) How to find the given circumstances of a script through basic Who? What? Why? When? Where? 	Staging Drama: C1 – C6: WT, ARE, AGD P1 – P6: WT, ARE, AGD <ul style="list-style-type: none"> Sustain accurate stage craft throughout a performance. Direct a scene with creativity. Accurately demonstrate implicit and explicit stage directions 	P1 – P6: WT, ARE, AGD <ul style="list-style-type: none"> Learn scripted text (short). Sustain a role throughout a short performance (show age, personality and status). Demonstrate choice of posture, gesture, pace, facial expression, volume, tone, pitch with some control. Sustain focus throughout a performance. 	R1– R6: WT, ARE, AGD <ul style="list-style-type: none"> Describe how to create a character using simple movement and voice terms. (Pace, Pitch, Pause, Tone, Volume, Accent, Gesture, Posture, Facial Expression) Define stage directions and explain the importance of them. Explain why they have chosen a staging type using simple drama terms. Explain the dramatic structure in simple terms.
Year 7 Big Questions:						
<ul style="list-style-type: none"> Can I use basic drama techniques to tell a story? Can I create believable characters? Can I create atmosphere and tension in performance? 						
Year 7	Collaboration	Devising		Performance Skills	Responding	Keywords
	C6: WT, ARE, AGD R3: WT, ARE, AGD <ul style="list-style-type: none"> Working collaboratively to create performance. Listen to the advice of others. Accept critical feedback. 	Devising Drama: C1 – C6: WT, ARE, AGD <ul style="list-style-type: none"> Know the basic structure of effective drama scene What is narration? What is a soliloquy? Creating simple drama performances. Creating a role: C1 – C6: WT, ARE, AGD <ul style="list-style-type: none"> What is a character? Use Gesture, Posture and Facial expression to create a simple role. Use variations in voice tone to suggest a role. Ensure some clarity of diction and audibility. Use Hotseating (of self or others) to develop a role. 	Working with a script: C1 – C6: WT, ARE, AGD P3 – P5: WT, ARE, AGD <ul style="list-style-type: none"> Write a simple soliloquy in-role and commit to memory for use in performance. Understanding what makes a good story. Writing and creating a script/ story Staging Drama: C1 – C6: WT, ARE, AGD P1 – P6: WT, ARE, AGD <ul style="list-style-type: none"> Demonstrate simple audience awareness by performing towards an audience. Understand the importance of levels on the aesthetic and apply sometimes. 	P1 – P6: WT, ARE, AGD <ul style="list-style-type: none"> Present work to peers and teacher showing some focus. Learn simple lines and cues. Begin to understand stage directions and the importance of them. 	R1– R6: WT, ARE, AGD <ul style="list-style-type: none"> Suggest simple strengths in work using some basic language. Suggest areas for improvement in own/others' work using some simple drama terms. 	<ul style="list-style-type: none"> Character Posture Gesture Facial expression Tone Pitch Volume Projection Tableaux Soliloquy Mime Dialogue Thought-Tracking Slow Motion Levels Scene Narration Improvisation Feedback

Drama Competencies Grid:

	Devising		Performing		Evaluate	
	At Greater Depth (AGD)	D1	Sophisticated narrative/plot structure.	P1	Accurate control of technical vocal skills <u>all</u> of the time.	E1
D2		Sophisticated use of appropriate dramatic devices (<i>Style/Form/Genre</i>).	P2	Accurate control of technical movement skills <u>all</u> of the time.	E2	Reflects in-depth on own practice, giving detailed examples.
D3		Fully considered character, considering depth and motivation.	P3	Highly organised, creative and precise use of space throughout.	E3	Reflects in-depth on others' practice, giving detailed examples.
D4		Clear and sophisticated vision for performance.	P4	Awareness of audience and rapport with other actors throughout.	E4	Consistently accurate and sophisticated knowledge and use of keywords.
D5		Highly effective use of research techniques.	P5	Expressive realisation of vision through performance skills.	E5	Confident analysis and evaluation of how meaning is created and communicated.
D6		Highly effective collaborative practice.	P6	Focus and control throughout performance.	E6	Highly developed analysis and evaluation log, reflecting critically the decisions made. Presented in an engaging format.
Age Related Expectation (ARE)	Devising		Performing		Evaluate	
	D1	Clear and understandable narrative/plot structure.	P1	Control of technical vocal skills most of the time.	E1	Justified choices when talking/writing.
	D2	Competent use of appropriate dramatic devices (<i>Style/Form/Genre</i>).	P2	Control of technical movement skills most of the time.	E2	Reflects on own practice, giving examples.
	D3	A considered and developed character.	P3	Well organised use of space for most of the performance.	E3	Reflects on others practice, giving examples.
	D4	Clear vision for performance.	P4	Awareness of audience and other actors most of the time.	E4	Accurate knowledge and use of keywords most of the time.
	D5	Effective use of research techniques.	P5	Competent realisation of vision through performance skills.	E5	Competent explanation of how meaning will be created and communicated to the audience.
D6	Effective collaborative practice.	P6	Focus and control most of the time.	E6	Can document their creative process clearly and accurately.	
Working Towards (WT)	Devising		Performing		Evaluate	
	D1	Simple narrative/plot and structure.	P1	Inconsistent control of technical vocal skills.	E1	Unjustified choices when talking/writing.
	D2	Basic use of appropriate dramatic devices (<i>Style/Form/Genre</i>).	P2	Inconsistent control of technical movement skills.	E2	Reflects simply on own practice, identifying some basic strengths areas for improvement.
	D3	Simple, derivative character.	P3	Basic and unrefined staging choices.	E3	Reflects simply on others practice, identifying some basic strengths and areas for improvement.
	D4	Simple vision for the performance.	P4	Awareness of audience and other actors some of the time during performance.	E4	Limited knowledge of keywords used with accuracy some of the time.
	D5	Basic use of research techniques.	P5	Unsecured realisation of vision.	E5	Limited explanation of how meaning will be created and communicated to the audience.
D6	Works inconsistently with others.	P6	Focus and control some of the time.	E6	Can document some of their creative process simplistically.	

Music Curriculum



Year 11 Music Curriculum Map:

Year & Competencies	Topic/Unit	New Skills Learnt / Activities	Assessments and extended writing	Peaks
Year 11 A1, A2, A3, A4, A5, A6, C1, C2, C3, C4, C5, C6, P1, P2, P3, P4, P5, P6, U1, U2, U3, U4, U5, U6	Term 1: Mock of unit 202ta – Live Music Performance / 203ta Music Sequencing & Production Complete any outstanding work from other units.	Unit 202ta – Live Music Performance <ul style="list-style-type: none"> - Plan for a live performance - Undertake an effective rehearsal process - Demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience - Reflect on the performance and consider ways to improve future performances 	All units require evidence through a combination of the following: written work, video presentation, blog, vlog or podcast. Evidence will be assessed and monitored with excel tracker.	<ul style="list-style-type: none"> • Performance to parents • Completion of the Level 2 RSL MUSPRA Qualification
	Term 2: External Assessment Window – Unit 202ta – Live Music Performance	Unit 203ta – Music Sequencing & Production (a few students to complete this unit instead of 202ta)	<ul style="list-style-type: none"> - Plan a music production project - Demonstrate use of DAW software to create a music production project Reflect on the music production project and consider ways to improve future endeavours	Unit 202ta: Learning outcome 1: 1200 words &/or 10 minutes audio/visual Learning outcome 2: 1000 words &/or 8 minutes audio/visual Learning outcome 3: 10-15 minutes audio/visual Learning outcome 4: 800 words &/or 8 minutes audio/visual
Term 3: Complete any outstanding work for other units	Unit 203ta: Learning outcome 1: 1000 words &/or 8 minutes audio/visual Learning outcome 2: 1200 words &/or 10 minutes audio/visual Learning outcome 3: 800 words &/or 6 minutes audio/visual		Unit 203ta: Learning outcome 1: 1000 words &/or 8 minutes audio/visual Learning outcome 2: 1200 words &/or 10 minutes audio/visual Learning outcome 3: 800 words &/or 6 minutes audio/visual	Transferable Skills <ul style="list-style-type: none"> • Problem Solving • Research • Presentation • Evaluation • Note taking Homework
Year & Competencies	Topic/Unit	New Skills Learnt / Activities	Assessments and extended writing	Peaks
Year 10 A1, A2, A3, A4, A5, A6, C1, C2, C3, C4, C5, C6, P1, P2, P3, P4, P5, P6, U1, U2, U3, U4, U5, U6	Term 1: Unit 204ta – Improving Instrumental Performance RockSchool Grades - Instrumental Skills Unit 201ta – Musical Knowledge	Unit 204ta – Improving Instrumental Performance: <ul style="list-style-type: none"> - Demonstrate care of the instrument and the instrumentalist. - Understand how to develop instrument-specific technique appropriate to performance at this level. - Know how to review progress in instrumental techniques and identify strengths and areas for development. 	All units require evidence through a combination of the following: written work, video presentation, blog, vlog or podcast. Evidence will be assessed and monitored with excel tracker.	<ul style="list-style-type: none"> • Regular performance and review of strengths and areas for development. • The completion of all evidenced required for units 201ta & 204ta (plus optional unit 205ta)
	Term 2: Unit 204ta – Improving Instrumental Performance RockSchool Grades - Instrumental Skills Unit 201ta – Musical Knowledge	RockSchool Grade 1: <ul style="list-style-type: none"> - Developing instrumental skills to Grade 1 standard. - Working independently to develop instrumental skills to a grade 1 standard. 	Unit 201ta – Musical Knowledge: <ul style="list-style-type: none"> - To identify and describe contrasting musical styles. - To recognise and discuss key musical elements. 	Unit 204ta: Learning outcome 1: 800 words &/or 6 minutes audio/visual Learning outcome 2: 1000 words &/or 8 minutes audio/visual Learning outcome 3: 800 words &/or 6 minutes audio/visual
Term 3: Unit 204ta – Improving Instrumental Performance RockSchool Grades - Instrumental Skills Unit 201ta – Musical Knowledge Extension / Additional units: 205ta Composing Music & prep for 202ta Live Music Performance / 203ta Music Sequencing and Production	Unit 205ta – Composing Music (extension / Optional) <ul style="list-style-type: none"> - To demonstrate skills to create a finished musical work in a defined style. - To reflect on finished work and consider strengths and areas for development. 	Band Skills – in prep for unit 202ta – Live Music Performance <ul style="list-style-type: none"> - Learning to further develop instrumental skills. - continue to develop band/ensemble/team working skills. 	Unit 201ta: Learning outcome 1: 1500 words &/or 10 minutes audio/visual Learning outcome 2: 1000 words &/or 7 minutes audio/visual	Transferable Skills <ul style="list-style-type: none"> • Problem Solving • Research • Presentation • Evaluation • Note taking • Homework
		Unit 205ta: Learning outcome 1: 1000 words &/or 8 minutes audio/visual Learning outcome 2: 800 words &/or 6 minutes audio/visual	Unit 205ta: Learning outcome 1: 1000 words &/or 8 minutes audio/visual Learning outcome 2: 800 words &/or 6 minutes audio/visual	
		Unit 203ta: Learning outcome 1: 1000 words &/or 8 minutes audio/visual Learning outcome 2: 1200 words &/or 10 minutes audio/visual Learning outcome 3: 800 words &/or 6 minutes audio/visual	Unit 203ta: Learning outcome 1: 1000 words &/or 8 minutes audio/visual Learning outcome 2: 1200 words &/or 10 minutes audio/visual Learning outcome 3: 800 words &/or 6 minutes audio/visual	

Year 9 Music Curriculum Map:

Year, SOW, Competencies & KS4 Link	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework	Peaks	Transferable Skills
<p>9/1</p> <p>Music In the Media (Music in Film and Game)</p> <p>Instrument / Band Skills</p>	<p>A1, A2, A3, A4, A5, A6, C1, C2, C3, C4, C6, P1, P3, P4, P5, P6, U1, U2, U3, U4, U6</p> <p>RSL 2011a 2021a 2041a 2051a</p> <p>Can I develop and retain a basic understanding of the history of classical film composition and the significant artists that helped its inception and boosted popularity. Can I identify the correct atmosphere in the music and replicate the sound through keyboard or guitar? Can I play one or more full piece of film music of my choice on my chosen instrument with a basic understanding of theory Can I watch, listen and document key musical elements through watching a live music performance? Can I deepen my understanding of significant artists and their employability? Can I further develop my instrument control and performance delivery skills? Can I set targets to develop my rehearsal skills, instrument specific techniques, performing skills and respond to feedback? Can I improve and develop my understanding of chords, riffs, melodies, grooves, lyrics and relevant notation?</p>	<ul style="list-style-type: none"> Learn correct classical music composition techniques Perform polyrhythms and call and response phrases as a class ensemble Develop instrument specific technique. Performing with expression Projection of your instrument Rehearsal and refinement strategies. Listening and appraising skills. Performance Skills. Develop understanding and delivery of atmosphere within a performance. Learn to identify key attributes in the structure of the music including key, tempo, structure, tonality, instrumentation, and production techniques 	<ul style="list-style-type: none"> Midpoint practical assessment Final practical assessment Peer assessments, self-assessment All assessments to be recorded. EXT Writing – final evaluation, research of genre 	<p>Jazz and Blues genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 2011a KS 4 link) Kahoot/Forms quizzes. Individual rehearsal on chosen instrument. X3 Quizzes with two-week intervals.</p>	<p>Regular individual and small group performances in class and across other PA classes.</p>	<ul style="list-style-type: none"> Problem Solving Research Presentation Evaluation Note taking Homework
<p>9/2</p> <p>The History of ROCK! Historic Performances & Significant Artists.</p>	<p>RSL 2011a 2021a 2041a 2051a</p> <p>Can I develop and retain a basic understanding of the history of Country Music and the significant artists that helped its inception and boosted popularity worldwide. Can I identify the correct atmosphere and key attributes in the music and replicate the sound through keyboard or guitar? Can I confidently identify the common instruments used in the genres production phase? Can I watch, listen, and document key musical elements through watching a live music performance? Can I demonstrate care of the instrument and instrumentalist? Can I set targets to develop my rehearsal skills, instrument specific techniques, performing skills and respond to feedback? Can I perform with confidence and good technical control?</p>	<ul style="list-style-type: none"> Maintenance requirements of their instrument To identify strengths and areas for development. Develop progression as an instrumentalist through improvement in: technical ability, dexterity, stamina and control of instrument 	<ul style="list-style-type: none"> Midpoint practical assessment Final practical assessment Peer assessments, self-assessment EXT Writing – final evaluation, research of genre 	<p>Country genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 2011a KS 4 link). Individual rehearsal on chosen instrument. X3 Quizzes with two-week intervals.</p>	<p>Regular individual and small group performances in class and across other PA classes.</p>	<ul style="list-style-type: none"> Problem Solving Research Presentation Evaluation Note taking Homework
<p>9/3</p> <p>Country Music A journey of discovery & Genre recap</p>	<p>RSL 2011a 2021a 2041a 2051a</p> <p>Can I develop and retain a basic understanding of the history of Country Music and the significant artists that helped its inception and boosted popularity worldwide? Can I identify the correct atmosphere and key attributes in the music and replicate the sound through keyboard or guitar? Can I confidently identify the common instruments used in the genres production phase? Can I further develop my instrument control and performance delivery skills? Can I set targets to develop my rehearsal skills, instrument specific techniques, performing skills and respond to feedback? Can I improve and develop my understanding of chords, riffs, melodies, grooves, lyrics, and relevant notation?</p>	<ul style="list-style-type: none"> Perform a piece of music that represents and uses the key features of a defined musical style. (country) Choose and play a piece that makes use of 3 of the following: full chord, bassline, harmonic progression, melody, and lyrics. Continue to develop proficiency on chosen instrument and solo/ensemble performance. 	<ul style="list-style-type: none"> Progress of practical work Final practical – Student final assessment showing development of musical ideas or replicating innovation in country music. Peer assessments EXT Writing – final evaluation, research and presentation of musical genre timeline. 	<p>Musical genre timeline project – Musical journey through time from World music through, Blues, Jazz, Country, Rock and Pop (RSL 2011a KS 4 link). Individual rehearsal on chosen instrument. X3 Quizzes with two-week intervals.</p>	<p>Sharing finished Remix tracks and/or performance videos or live-in amphitheatre and/or school radio.</p>	<ul style="list-style-type: none"> Problem Solving Research Presentation Evaluation Note taking Homework

Year 8 Music Curriculum Map:

Year, SOW, Competencies & KS4 Link	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework	Peaks	Transferable Skills
8/1 Blues Music Guitar & Keyboard Keyboard Skills 2	Can I develop and retain a basic understanding of the history of Blues and the significant artists that helped its inception and boosted popularity. Can I identify blues timing in music and replicate the sound through keyboard or guitar? Can I watch, listen, and document key musical elements through watching a live music performance? Can I play one or more full piece of blues music of my choice on my chosen instrument with a basic understanding of theory Can I further develop my instrument control and performance delivery skills?	<ul style="list-style-type: none"> Learning how to research into a genre's inception. Learn how to identify key artists in a genre's history Learn how to identify key characteristics in a live music performance. Learn different musical parts to connect. Listening and appraising skills. Performance Skills. Staff notation and notes on piano. 	<ul style="list-style-type: none"> Midpoint practical assessment Final practical assessment Peer assessments, self-assessment EXT Writing – final evaluation, research of genre 	Blues genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 201ta KS4 link). X3 Quizzes with two-week intervals.	Completed remix of an EDM song. Performance and sharing opportunities. X3 Quizzes with two-week intervals.	Problem Solving Research Presentation Evaluation Note taking Homework
8/2 Rock Four Chord Songs	Can I further develop individual instrument skills with a range of instruments? Can I further develop and deepen understanding of chords/riffs/melodies/grooves/notation used in rock & film composition? Can I watch, listen, and document key musical elements through watching a live music performance? Can I develop personal and ensemble performance skills? Can I develop personal and ensemble performance techniques? Can I identify the key characteristics of Rock music?	<ul style="list-style-type: none"> Develop instrument specific technique. Performing with expression Projection of your instrument Rehearsal and refinement strategies. Listening and appraising skills. Performance Skills. Staff notation and notes on piano. Further develop multi-instrumental skills. Develop further knowledge of significant artists and their role in employment of musicians. 	<ul style="list-style-type: none"> Midpoint practical assessment Final practical assessment Peer assessments, self-assessment EXT Writing – final evaluation, research of genre 	Rock genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 201ta KS 4 link). X3 Quizzes with two-week intervals.	Regular individual and small group performances in class and across other PA classes. X3 Quizzes with two-week intervals.	Problem Solving Research Presentation Evaluation Note taking Homework
8/3 Music for Film	Can I identify significant Artists within the film composition industry and their links to employment in the industry? Can I demonstrate a clear understanding of the process of film music composition and identify key atmospheric characteristics? Can I demonstrate good performance skills and accuracy in learning and playing a theme song or leit motif of my choice. Can I develop my listening skills to pick out specific instrument melodies within orchestration	<ul style="list-style-type: none"> Develop instrument specific technique. Performing with expression Projection of your instrument Rehearsal and refinement strategies. Listening and appraising skills. Performance Skills. Staff notation and notes on piano, guitar and drums. Further develop multi-instrumental skills. Develop further knowledge of significant artists and their role in employment of musicians. 	<ul style="list-style-type: none"> Midpoint practical assessment Final practical assessment Peer assessments, self-assessment EXT Writing – final evaluation, research of genre Final performance on chosen instrument to another P.A class 	Name the theme song homework Reading basic notation X3 Quizzes with two-week intervals.	Regular recorded individual and small group performances in class and across other PA classes. X3 Quizzes with two-week intervals.	Problem Solving Research Presentation Evaluation Note taking Homework

Year 7 Music Curriculum Map:

Year, SOW, Competencies & KS4 Link	The Big Question - L/O's	New Skills Learnt / Activities	Assessments and extended writing	Homework	Peaks	Transferable Skills
<p>7/1</p> <p>Identify World Music</p> <p>A1, A2, A3, A4, A5, A6, C5,</p>	<p>Can I play a combination of polyrhythms using a range of tuned and untuned percussion instruments?</p> <p>Can I explore different textures, tempos and dynamics and add expression to my performances?</p> <p>Can I Express my identity through lyrical content or accented music patterns?</p> <p>Can I explain how different countries/cultures use music to represent them?</p> <p>Can I compose word rhythms and chants related to identity?</p> <p>Can I identify the key characteristics of World music?</p>	<ul style="list-style-type: none"> •The musical alphabet •Timing •Playing to a pulse •Reading rhythm grids notation •Coloured piano notation. (Visual Aid) •Stick/beater/hand control/technique. •Listening and appraising skills •Perform with technical control •Song structure planning •Song writing/ lyrical inspiration. 	<ul style="list-style-type: none"> •Midpoint practical assessment •Final practical assessment •Peer assessments, self-assessment •3x quizzes, Key Vocab, SOW related, evaluation •EXT Writing – final evaluation, research of genre 	<p>World music genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 201ta KS4 link)</p> <p>Kahoot/Forms quizzes.</p>	<p>Record whole class performances and share amongst other music classes.</p>	<p>Problem Solving</p> <p>Research</p> <p>Presentation</p> <p>Evaluation</p> <p>Note taking</p> <p>Homework</p>
<p>7/2</p> <p>Pop Melody & Keyboard Skills 1</p> <p>P1, P2, P3, P4, P6, U1, U2, U3, U4 U6</p>	<p>Can I play the keyboard with the correct posture?</p> <p>Can I gain an understanding of the piano?</p> <p>Can I watch, listen, and document key musical elements through watching a live music performance?</p> <p>Can I further develop my keyboard playing through learning Pop melodies from past to present?</p> <p>Can I identify the key characteristics of Pop music?</p> <p>Can I successfully review a pop performance and explain key characteristics?</p>	<ul style="list-style-type: none"> •Learning to read staff notation. •Learning to read Coloured Notation •The musical alphabet. •Note values and rhythms. •Notes on the piano. •Performance skills •Listening and appraising skills. 	<ul style="list-style-type: none"> •Stickers awarded and stuck into piano booklet for each new skill learnt mastered. •Final performances will be peer and teacher assessed. •EXT Writing – final evaluation, research of genre 	<p>Pop genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 201ta KS4 link) Forms quizzes.</p>	<p>Performance opportunities.</p> <p>Recording a performance to another P.A class.</p> <p>X3 Quizzes with two-week intervals.</p>	<p>Problem Solving</p> <p>Research</p> <p>Presentation</p> <p>Evaluation</p> <p>Note taking</p> <p>Homework</p>
<p>7/3</p> <p>Music and social media fally Artists, Advertising & (Tik-Tok Stars!)</p> <p>RSL 201ta 202ta 204ta</p>	<p>Can I develop an Understanding of a musical internet platform?</p> <p>Can I show understanding of the links between digital platforms and employment in the music industry?</p> <p>Can I learn simple melodies and basslines from a range of contemporary musical genres?</p> <p>Can I perform with instrument control and technique confidently?</p>	<ul style="list-style-type: none"> •Learn how Internet Platforms have become more common in the success of artists around the world. •Learn the links to employability and qualifications needed to work in the industry •Learn how to replicate and create new sounds in the style. •Learn one or more famous song by an internet success story. 	<ul style="list-style-type: none"> •Midpoint practical assessment •Final practical assessment •Peer assessments, self-assessment •3x quizzes, Key Vocab, SOW related, evaluation •EXT Writing – final evaluation, research of genre 	<p>Internet artists genre mini research project to explore influences, significant artists, important songs and events and record image and fashion (RSL 201ta KS4 link) Forms quizzes.</p>	<p>Performance opportunities.</p> <p>Recording a performance to another P.A class.</p> <p>X3 Quizzes with two-week intervals</p>	<p>Problem Solving</p> <p>Research</p> <p>Presentation</p> <p>Evaluation</p> <p>Note taking</p> <p>Homework</p> <p>Employment in the industry</p>

Year 11 Music Wall of Knowledge:

Year 11 Big Questions:

- Can I plan for a live performance?
- Can I undertake an effective rehearsal process?
- Can I demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience?
- Can I reflect on the performance and consider ways to improve future performances?
- Can I demonstrate care of the instrument and the instrumentalist?
- Can I show understanding of how to develop instrument-specific technique appropriate to performance at this level?
- Can I review progress in instrumental techniques and identify strengths and areas for development?

Year 11

Collaboration	Instrumental skills	Playing in a group	Performing	Composition	Writing about Music	Keywords	Homework
<ul style="list-style-type: none"> • Organise rehearsals, either as part of an ensemble or a solo piece • Lead and direct others in rehearsal • Help others to sustain a part and listen to ideas from group members 	<p>P1, P2, A3 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • To develop the skills of one instrument that will be assessed throughout the course • A selection of pieces will be chosen which is within their capabilities in a genre or style of their choice. This will include a solo and ensemble piece in which their instrument plays a significant part • The piece will reflect the control of their playing and show techniques that are characteristic of the instrument 	<p>A2, P1, P4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • To develop the skills that are needed when working in a group • Students will explore the relationships and roles of voices and instruments • An ensemble piece will be chosen which demonstrates student skills on their instrument and shows an awareness of balance between the players • The piece will be communicated with expression and a range of dynamics 	<p>P1, P3, P5, P6 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Sing or play music with fluency and control • Music will be interpreted by using phrasing and a range of dynamics appropriate to the style of the music • All work will be recorded and performed in front of a live audience 	<p>C1, C2, C3, C4, C5, C6 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Compose a song that is 2.5 – 5 minutes in duration. • Use a minimum of 3 of the following: drum track, bass line, harmonic progression, melody, and lyrics. • Compose a song that represents a defined musical style. • Composing Music unit available to students wanting to choose this path. 	<p>U2, U3, U5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Describe the contributing traits of contemporary musical styles through the consideration of; the factors that influenced its inception, significant artists/bands/producers, important recordings/performances /events and imagery and fashion related to the style <p>U1, U6, A1, A2 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Listen to a piece of music, recognising and discussing the following musical elements, Tonality, Tempo, Instrumentation, Lyrical Content and production techniques. <p>A4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Use complex musical terminology accurately <p>A5, A6, U4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Evaluate my rehearsals, performances, and compositions. • Evaluate performances of others 	<ul style="list-style-type: none"> • Notation • Rhythm • Melody/Pitch • Harmony • Tempo • Dynamics • Instruments • Ensemble • Voices • Melodic devices • Texture • Structure • Chord progression • Structure • Melody • Melodic devices • Improvisation • Chords • Structure • Intonation • Tonality • Production techniques • Reverb • Compression • EQ • Levels • Panning • Lyrics 	<ul style="list-style-type: none"> • Developing skills on your chosen instrument by practising • Watching a virtuoso performance • Listening for inspiration • Complete musical knowledge coursework. • Review a live concert • Evaluate your playing • Kahoot/Forms quizzes.

Year 10 Music Wall of Knowledge:

Year 10 Big Questions:

- Can I demonstrate care of the instrument and the instrumentalist?
- Can I show understanding of how to develop instrument-specific technique appropriate to performance at this level?
- Can I review progress in instrumental techniques and identify strengths and areas for development?
- Can I identify and describe contrasting musical styles?
- Can I recognise and discuss key musical elements?

	Collaboration	Instrumental skills	Playing in a group	Performing	Composition	Writing about Music	Keywords	Homework
Year 10	<ul style="list-style-type: none"> • Collaborate effectively with others in creating performance pieces that are fluent and of a high quality • Rehearse and perform music, demonstrating understanding of the skills of a performer 	<p>P1, P2, A3 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • A range of popular songs will be the focus in developing technical skills on an instrument • Technical skills will include finger picking, hammer ons, drum solo's and extending singer's vocal range • Instrument and instrumentalist care. • Read appropriate musical notation to learn new pieces. 	<p>A2 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Research looking at successful performances will take place before group rehearsals <p>P4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Rehearsals will focus on sustaining one part and being in time with another • Pupils will develop team working skills by respecting the opinions of others and supporting their peers 	<p>P3, P5, P6 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Understand the demands and expectations of a performer • Communicate with an audience showing mastery of an instrument • Learn solo or ensemble songs and perform with confidence and fluency 	<p>C1, C2, C3, C4, C5, C6 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Compose a song that is 2.5 – 5 minutes in duration. • Use a minimum of 3 of the following: drum track, bass line, harmonic progression, melody, and lyrics. • Compose a song that represents a defined musical style. • Composing Music unit available to students wanting to choose this path. 	<p>U2, U3, U5 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Describe the contributing traits of contemporary musical styles through the consideration of; the factors that influenced its inception, significant artists/bands/producers, important recordings/performances/events and imagery and fashion related to the style <p>U1, U6, A1, A2 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Listen to a piece of music, recognising and discussing the following musical elements, Tonality, Tempo, Instrumentation, Lyrical Content, and production techniques. <p>A4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Use complex musical terminology accurately <p>A5, A6, U4 – WT, ARE, AGD</p> <ul style="list-style-type: none"> • Evaluate my rehearsals, performances, and compositions. • Evaluate performances of others 	<ul style="list-style-type: none"> • Notation • Rhythm • Melody/Pitch • Harmony • Tempo • Dynamics • Instruments • Ensemble • Voices • Melodic devices • Texture • Structure • Chord progression • Structure • Melody • Improvisation • Chords • Structure • Intonation • Tonality • Production techniques • Reverb • Compression • EQ • Levels • Panning • Lyrics 	<ul style="list-style-type: none"> • Developing skills on your chosen instrument by practising • Watching a virtuoso performance • Listening for inspiration • Complete musical knowledge coursework. • Review a live concert Evaluate your playing • Kahoot/Forms quizzes.

Year 9 Music Wall of Knowledge:

Year 9 Big Questions:

- Can I make a significant contribution in an ensemble?
- Can I set targets to develop my rehearsal skills, instrument specific techniques, performing skills and respond to feedback?
- Can I perform with confidence and good technical control?
- Can I show an understanding of a musical journey through time from World music through, Blues, Jazz, Country, Rock and Pop?
- Can I compose an original piece using either a Digital Audio Workstation (DAW) or a variety of instruments?
- Can I improve and develop my understanding of chords, riffs, melodies, grooves, lyrics and relevant notation?

Year 9	Collaboration	Instrumental skills	Playing in a group	Performing	Composition	Writing about Music	Keywords	Homework
	<ul style="list-style-type: none"> • Demonstrate personal organisation through group led rehearsal (up to ½ hour). • Create rehearsal plans and log progress made • Provide regular, critical peer feedback during lessons. 	<p>P3 - WT, ARE, AGD</p> <ul style="list-style-type: none"> • Use warm up activities to develop control on an instrument • Be able to perform confidently in a group <p>P4 - WT</p> <ul style="list-style-type: none"> • Sustain one part throughout a song 	<p>P1 - WT, ARE</p> <ul style="list-style-type: none"> • Rehearsals will explore the steps of playing in an ensemble • Why is listening important? • How to rehearse effectively 	<p>P5, P6 - WT, ARE</p> <ul style="list-style-type: none"> • Perform with clear diction and good projection • Singers perform from memory • Awareness of eye contact, posture, and stage presence • Perform with confidence, accuracy, fluency and sustained technical control. 	<p>C2, C3, C4, C6 - WT, ARE, AGD</p> <ul style="list-style-type: none"> • Develop ideas using the musical elements • To compose an original piece of a defined musical style. • To compose a piece with a minimum of 3 of the following: drum track, bass line, harmonic progression, melody, and lyrics. • To compose using either music technology or instruments. 	<p>A5, A6 - WT, ARE</p> <ul style="list-style-type: none"> • Understand how to set SMART goals • Review own progress by setting SMART targets with the intention of communicating the composers' ideas <p>A4, U4 - WT, ARE, AGD</p> <ul style="list-style-type: none"> • Use PEE to review a performance. • Research successful performances <p>A1, A2, A4, U1, U2, U3 - WT, ARE, AGD</p> <ul style="list-style-type: none"> • Describe the journey of musical through time and the development of a variety of genres 	<ul style="list-style-type: none"> • Notation • Rhythm • Melody/Pitch • Harmony • Tempo • Dynamics • Instruments/ Ensemble • Voices • Melodic devices • Texture • Structure • Chord progression • Structure • Melody • Improvisation • Chords • Structure • Intonation • Tonality • Production techniques • Reverb • Compression • EQ • Levels • Panning • Lyrics 	<ul style="list-style-type: none"> • Jazz and Blues genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 205ta KS 4 link) • Individual rehearsal on chosen instrument. • Country genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 205ta KS 4 link). • Musical genre timeline project – Musical journey through time from World music through, Blues, Jazz, Country, Rock and Pop (RSL 205ta KS 4 link). • Kahoot/Forms quizzes

Year 7/8 Music Wall of Knowledge:

Year 8 Big Questions:							
<ul style="list-style-type: none"> Can I continue to develop keyboard skills? Can I develop basic music technology skills using the DAW GarageBand? Can I create a remix of a well-known EDM song? Can I identify the key characteristics of both the genres EDM and Rock using musical vocabulary? Can I develop individual instrument skills with a range of instruments? Can I develop rehearsal and performance techniques? Can I further develop and deepen my understanding of chords/riffs/melodies/grooves/notation? 							
Collaboration	Instrumental skills	Playing in a group	Performing	Composition	Writing about Music	Keywords	Homework
<ul style="list-style-type: none"> Take a lead role in rehearsing with your partner Demonstrate that you can work independently for up to 15 minutes, improving the fluency of your playing Give supportive feedback to your partner 	P3 – WT, ARE <ul style="list-style-type: none"> Develop skills on the keyboard/band/vocals to include playing a melody with an accompaniment Play a set piece accurately and fluently Understand the practise methods of learning a new piece 	U2, U3, U4, U6 – WT, ARE <ul style="list-style-type: none"> Understand the steps of effective practise with a partner Why is timing important? How do different parts support each other? 	P1, P3, P4, P5, P6 – WT, ARE <ul style="list-style-type: none"> Perform with confidence What are the key elements of a successful performance? (Facial expression, timing, rhythm, dynamics, fluency, focus) 	C2, C3, C4, C6 – WT, ARE <ul style="list-style-type: none"> Compose / remix from a stimulus applying a combination of structure, rhythm, melody, bass, and harmony for a minimum of 3 instruments. 	A5 – WT, ARE <ul style="list-style-type: none"> Be able to evaluate their playing suggesting ways to improve and skills that they have successfully developed A6 – WT, ARE <ul style="list-style-type: none"> Set targets for the next unit of work A1, A2, A4, U1, U2, U3 – WT, ARE <ul style="list-style-type: none"> Be able to describe the key characteristics of Rock and EDM using appropriate musical vocabulary. 	<ul style="list-style-type: none"> Projection Timing Confidence Accuracy Expression Fret / Strumming Staff notation / Tab Dynamics Texture Pitch / Melody / Riff Tempo Structure Groove / Rhythm DAW / Editing / Programming Sound effects 	<ul style="list-style-type: none"> EDM genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 205ta KS4 link). Rock genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 205ta KS 4 link) Kahoot/Forms quizzes
Year 7 Big Questions:							
<ul style="list-style-type: none"> Can I play a combination of polyrhythms using a range of tuned and untuned percussion? Can I compose word rhythms and chants related to identity? Can I explore different textures, tempos, dynamics and add expression to my performances? Can I gain an understanding and develop confidence of performing on the piano / keyboard? Can I further develop my keyboard playing through learning Pop melodies from past to present? Can I identify the key characteristics of both the genres Pop and World Music? 							
Collaboration	Instrumental skills	Playing in a group	Performing	Composition	Writing about Music	Keywords	Homework
<ul style="list-style-type: none"> Listen to the advice of others Accept critical feedback Perform as a whole class ensemble. 	P4 – WT, ARE <ul style="list-style-type: none"> Using the correct hand position, I am able to play/sing a simple melody Perform rhythms, rhythmic melodies and vocal sounds using Samba or African instruments 	P3 – WT, ARE <ul style="list-style-type: none"> Playing in time with a singer Collaborating in a group to perform accurate rhythms with a steady pulse U6 – WT, ARE <ul style="list-style-type: none"> Know what melody and accompaniment means Have an awareness of working effectively with a partner or class ensemble. 	P6 – WT, ARE <ul style="list-style-type: none"> Perform confidently to peers and teacher P1 – WT, ARE <ul style="list-style-type: none"> Learn simple melodies Perform in time with others Listening to others to hear your part fitting in an ensemble 	C5 – WT, ARE <ul style="list-style-type: none"> Creating a composition based on a rhythm grid, chance and a given stimulus 	A5, A6 – WT, ARE <ul style="list-style-type: none"> Be able to evaluate their playing suggesting ways to improve and skills that they have successfully developed Set targets for the next unit of work A3 - WT <ul style="list-style-type: none"> What are the notes on the keyboard? How can I read staff notation? A1, A2, A4, U1, U2, U3 – WT, ARE <ul style="list-style-type: none"> Identify the key characteristics of the genres Pop and World Music 	<ul style="list-style-type: none"> Timing Structure Pulse Chord Verse Chorus Syncopation Polyrhythm Cross rhythms Rhythmic ostinato Melodic ostinato Graphic score 	<ul style="list-style-type: none"> World music genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 205ta KS4 link) Pop genre mini research project to explore influences, significant artists, important songs and events and image and fashion (RSL 205ta KS4 link) Kahoot/Forms quizzes

Music Competencies Grid:

	Composing		Performing		Understanding		Appraising	
At Greater Depth (AGD)	C1	Demonstrate use of more complex rhythms and melody.	P1	Practice a variety of complex pieces that develop my skills.	U1	Describe the composer's intentions when using musical features.	A1	Appraise and analyse audio extracts.
	C2	Demonstrate use of advanced harmony and structure.	P2	Perform one technical piece of music for my instrument.	U2	Describe contrasting genres, styles, and traditions aurally.	A2	Appraise and make critical judgements of audio extracts.
	C3	Compose for a range of instruments showing excellent understanding.	P3	Perform with high levels of accuracy and fluency.	U3	Analyse characteristics of genres, styles, and traditions.	A3	Confidently read and write staff notation.
	C4	Manipulate musical ideas and devices.	P4	Perform with intricate and sustained technical control.	U4	Demonstrate an understanding of how performers work together.	A4	Recognise and accurately use appropriate musical terminology.
	C5	Applying a range of techniques and capabilities for a chosen instrument.	P5	Perform stylistically with expression and interpretation.	U5	Describe the influences that effect the way music is created.	A5	Evaluate and refine my work.
	C6	Combine and develop musical elements to create a stylistic piece.	P6	Perform confidently with stage presence.	U6	Demonstrate an understanding of how sounds are combined for effect.	A6	Explain my progress and my targets for improvement.
Age Related Expectations (ARE)	Composing		Performing		Understanding		Appraising	
	C1	Demonstrate use of a range of rhythms and melody.	P1	Practice a variety of pieces that develop my skills.	U1	Identify and describe musical features.	A1	Appraise audio extracts to demonstrate understanding of the elements.
	C2	Demonstrate use of harmony and structure.	P2	Perform one piece of music for my instrument.	U2	Recognise contrasting genres, styles, and traditions aurally.	A2	Appraise and make evaluative judgements of audio extracts.
	C3	Compose for a range of instruments showing good understanding.	P3	Perform with appropriate accuracy and fluency.	U3	Describe characteristics of genres, styles, and traditions.	A3	Demonstrate the reading of staff/TAB notation.
	C4	Extend musical ideas and devices.	P4	Perform with technical control.	U4	Describe how performers work together.	A4	Recognising and using appropriate musical terminology.
	C5	Applying basic techniques and capabilities for a chosen instrument.	P5	Perform musically with expression and interpretation.	U5	Describe the purpose and venue of various styles.	A5	Evaluate the strengths and weaknesses of mine and my peers work in detail.
C6	Combine and develop musical elements to create a coherent piece.	P6	Perform confidently and stylishly.	U6	Describe how sounds are combined and for an intended effect.	A6	Logging my progress and setting detailed targets.	
Working Towards (WT)	Composition		Performing		Understanding		Appraising	
	C1	Demonstrate use of simple rhythms and melody.	P1	Practice simple pieces that develop my skills.	U1	Identify musical features.	A1	Appraise audio extracts to identify the elements.
	C2	Demonstrate use of basic harmony and structure.	P2	Perform a simplistic piece of music for my instrument.	U2	Identify contrasting genres, styles, and traditions.	A2	Appraise and evaluate audio extracts.
	C3	Compose for two instruments or voices with some success.	P3	Perform with limited accuracy and fluency.	U3	Define characteristics of genres, styles, and traditions.	A3	Identify different forms of notation.
	C4	Arrange various musical ideas and devices.	P4	Perform with limited technical control.	U4	Identify how performers work together.	A4	Recognising appropriate musical terminology.
	C5	Understanding of techniques and capabilities of a chosen instrument.	P5	Perform musically with expression.	U5	Connecting music with its purpose.	A5	Identify the strengths and weaknesses of mine and my peer's work.
C6	Combine musical elements to create a coherent piece.	P6	Perform confidently.	U6	Identify how sounds are combined and for an intended effect.	A6	Logging my progress and setting clear targets.	

KS4

Curriculum

RSL


- CaPA Level 2 Technical Award (Dance and Acting)
- MUSPRA Level 2 in Music Performance



CAPA - Assessment Plan

Creative and Performing Arts

Assessor – Laura Chuter (Dance)
Assessor- Emma Chilvers (Drama)

Programme Number & Title					RSL Level 2 Certificate in Creative and Performing Arts								
	Unit number and title	Year Group	Learning Aims	Assessment Criteria	Hand Out Date	Formative Feedback Date	Hand in Date	Summative Assessment Date	IV Sampling Date	Resubmission Date	Assessment of Resubmission	IV Sampling of Resubmission	
DANCE	OPTIONAL UNIT	Unit 229: Ensemble	Year 11 Students	<ol style="list-style-type: none"> Perform a Group Dance in the chosen dance style. Reflect on their performance skills. 	1.1, 1.2, 1.3, 1.4 2.1, 2.2	14.09.2021	22.10.2021	05.11.21	20.11.2021	24.11.21	27.11.21	04.12.2021	08.12.21
	CORE UNIT	201/201E: Live Performance	Year 11 Students	<ol style="list-style-type: none"> Be able to plan for a live performance. Be able to demonstrate, the dance/acting skills for a live environment incorporating skills developed in their option unit. Be able to reflect on their performance. 	1.1, 1.2, 1.3, 1.4 2.1, 2.2	TBC							
ACTING	Optional unit	212/Performing text	Year 11	<ol style="list-style-type: none"> To develop the skills necessary for analysing a piece of dialogue in dramatic writing and to be able to perform it appropriately. To give learners practical experience in these skills using both modern and classic texts. 	1.1,1.2,1.3,1.4 2.1,2.2	14.09.2021	22.10.2021	05.11.21	20.11.2021	24.11.21	27.11.21	04.12.2021	08.12.21
	Core unit	201/201E: Live performance	Year 11	<ol style="list-style-type: none"> Be able to plan for a live performance. Be able to demonstrate, the dance/acting skills for a live environment incorporating skills developed in their option unit. Be able to reflect on their performance. 	1.1,1.2,1.3,1.4 2.1,2.2	TBC							
Lead Internal Verifier Signature				Name - Laura Chuter			Date – 05/09/2021						

Lead Internal Verifier must authorise any resubmissions.

Assignment Brief - Unit 229 Ensemble Dance

Unit Assessment Details	
Qualification Title	Level 2 Certificate in Creative and Performing Arts
Unit Number and Name	229 – Ensemble Dance

Assignment Introduction

You have successfully auditioned to become a member of a new Dance Company. As a result, you will train, rehearse, and perform as an ensemble dancer, taking direction from the choreographer and reflecting on your own practise. You must name your company.

You will take part in weekly technique classes in Contemporary styles and then take part in the creative process of putting together a performance under the direction of a choreographer. This will be performed at the 2019 Winter Dance Showcase in front of an invited audience.

In addition to taking technique classes in the chosen dance styles, you will also learn about the history of each style to become a more rounded and informed performer.

Task 1

1.1 To understand the technical requirements of the dance style by participating in weekly technique lessons. This will introduce you to the chosen style of dance as well as informing you of its development and history.

1.2 You will learn set sequences in the chosen style of dance and as a group be responsible for developing the material into a performance piece. This could be through use of levels, timing, or compositional devices. This will then be performed to an invited audience.

1.3 You will keep a logbook/reflective journal throughout this unit which might include some of the following: creative ideas, feedback from technique class and the creative process, reflection of the technique classes and lessons, the learned sequences, and the development of the created dance sequence.

1.4 You will also have an independent research project that will be completed over this time in which you will research the background and context of the dance genre to support your understanding of the style.

Assessment Criteria

The learner can:

1. Work collaboratively to rehearse a dance piece
2. Perform in the chosen dance genre demonstrating:
 - a. Knowledge and understanding of the technique and vocabulary of the chosen genre
 - b. Co-ordination
 - c. Musicality
 - d. Physical awareness and control
 - e. Spatial awareness

2.1 Reflect on the performance and their own contribution and identify strengths and areas for development.

2.2 Describe what they most enjoyed and found most challenging about the style.

Grading criteria for all tasks.

To achieve a distinction:

Demonstrate the ability to work co-operatively and efficiently with others showing leadership qualities to rehearse and perform a dance showing consistent technique in the chosen style accurately with accomplished musicality, co-ordination and spatial awareness and with very few errors. They will reproduce the movements given and the two learned sequences clearly reflecting the style of the chosen style and with highly appropriate stylistic quality. (1.1, 1.2)

To achieve a merit:

Demonstrate well-developed abilities in working with others to rehearse and perform, showing secure technique in the chosen style accurately with good musicality, co-ordination and spatial awareness. They will reproduce the movements given and the two learned sequences and clearly reflecting the chosen style (1.1, 1.2)

To achieve a pass:

Demonstrate the ability to work with others, showing elementary collaborative skills to rehearse and perform showing technique and vocabulary in the chosen style. Show clear technical demonstration reproducing the movements and the two taught sequences and reflecting the chosen style (1.1, 1.2)

Unclassified:

Little or no ability to rehearse or perform as part of a group or demonstrate technique and vocabulary in the chosen style. Technical demonstration will be unclear, with little or no relationship to the chosen style. The learner will be unable to clearly reproduce the movements given (1.1, 1.2)

Task 2

You will need to reflect on your dance performance identifying strengths and areas to improve as well as explaining what you most enjoyed and found most challenging about working in this style of dance. You can use your logbook from task one to help you look back over the unit to see how far you have progressed and what you still need to work on.

How to achieve a distinction

Produce a perceptive and constructive reflection on their performance which identifies the strengths and areas for improvement with insight into their own ability and how they might improve. Able to identify clearly and insightfully identify what they most enjoyed and what they found most challenging about the style. (2.1, 2.2)

To achieve a merit:

Produce a clear and coherent reflection on their performance which identifies the strengths and areas for improvement within their short sequence. Able to identify clearly and coherently what they most enjoyed and what they found most challenging about the style. (2.1, 2.2)

To achieve a pass:

Reflect on own performance and identify the strengths and areas for improvement within their performance. Identify what they most enjoyed and what they found most challenging about the style. (2.1, 2.2)

Unclassified:

Unable to reflect on the performance and own contribution and identify the strengths and areas for improvement within their short sequence. Unable to identify what they most enjoyed and what they found most challenging about the style (2.1, 2.2)

Submission Checklist

Written Evaluation

Assignment Brief - Unit 212 Performing Text

Unit Assessment Details	
Qualification Title	Level 2 Certificate in Creative and Performing Arts
Unit Number and Name	212- Performing Text

Assignment Introduction

You have successfully auditioned to become a member of Park Community's acting company. As a result, you will train, rehearse, and perform as an actor, taking instruction from the director and reflecting on your own practice.

You will take part in weekly acting workshops which will explore classical and contemporary styles of acting using a variety of scripts and characters to help embed what you have learnt. You will showcase some of your best work in the 2020 Theatre Festival in front of an invited audience or live stream.

In addition to exploring each style practically, you will also learn about the history of each style in order to become a more rounded and informed performer.

Task 1

1. Students undertake research about their chosen classical and contemporary play. They should prepare PowerPoint presentations, video presentations or word documents on their chosen plays including an overview of the play, when it was written, where their scene fits in the context of the play, what was happening at the time the play was written. The presentation should demonstrate their understanding of the purpose of the scenes, the use of language, the demands placed on the performer, how role and character has been communicated through language and other techniques for lifting text off the page.
2. The PowerPoints will be presented and recorded, or written documents handed in.

Task 2

2.1 a,b,c: Students perform their chosen scene from each text demonstrating their use of spoken dialogue, related movement, effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality to interpret the characters.

2.2: Students will produce a either a written or verbal (recorded) evaluation of their performances identifying strengths and areas for improvement.

How to achieve a distinction

Distinction

To achieve a **distinction**, learners should:

1. Provide a comprehensive description of the context of two texts and the purpose of one scene from each, the writers' use of language, identifying demands it places on the performer, how the writer communicates role/character through language and techniques for 'lifting' text off the page in order to convey the role/character.
2. Give a mature and creative performance of chosen scenes dialogue from modern and classic texts using spoken dialogue and related movement, demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality and appropriately interpreting the character.
3. Provide a comprehensive evaluation of their performance identifying strengths and areas for improvement.

How to achieve a merit

Merit

To achieve a **merit**, learners should:

1. Provide a detailed and well thought through description of the context of two texts and the purpose of one scene from each, the writers' use of language, identifying demands it places on the performer, how the writer communicates role/character through language and techniques for 'lifting' text off the page in order to convey the role/character.
2. Give a confident performance of chosen scenes dialogue from modern and classic texts using spoken dialogue and related movement, demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality and appropriately interpreting the character.
3. Provide a detailed and well thought through evaluation of their performance identifying strengths and areas for improvement.

How to achieve a pass

Pass

To achieve a **pass**, all learners must:

1. Describe the context of two texts and the purpose of one scene from each, the writers' use of language, identifying demands it places on the performer, how the writer communicates role/character through language and techniques for 'lifting' text off the page in order to convey the role/character.
2. Perform chosen scenes dialogue from modern and classic texts using spoken dialogue and related movement, demonstrating effective vocal skills including pace, tone, clarity, articulation, rhythm and musicality and appropriately interpreting the character.
3. Evaluate their performance identifying strengths and areas for improvement.

Unclassified definition

Little or no ability to rehearse or perform as part of a group or demonstrate technique and vocabulary in the chosen style. Technical demonstration will be unclear, with little or no relationship to the chosen style. The learner will be unable to clearly reproduce the repertoire given.

Submission Checklist

Video evidence of research presentations/ Power Points/ Words projects

Video evidence of a group performance showing understanding of technique and vocabulary in the chosen style.

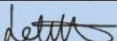
Logbook reflections-based skills that have been developed and how this contributes to 'lifting the character off the page'.

Final written evaluation

How to submit your work

Video evidence will be collated by ECH

Final logbooks to be handed in to ECH

Programme Number & Title					RSL Level 2 Certificate in Creative and Performing Arts								
	Unit number and title	Year Group	Learning Aims	Assessment Criteria	Hand Out Date	Formative Feedback Date	Hand in Date	Summative Assessment Date	IV Sampling Date	Resubmission Date	Assessment of Resubmission	IV Sampling of Resubmission	
MUSIC PRACTITIONERS	CORE UNIT	Unit 201ta: Musical Knowledge	Year 11 Students	<ol style="list-style-type: none"> Identify and describe contrasting musical styles Recognise and discuss key musical elements 	1.1, 2.1	14.09.2021	22.10.2021	01/01/2022	08/01/2022	12/01/2022	01/02/2022	01/03/2022	07/03/2022
	CORE UNIT	Unit 202ta: Live Music Performance	Year 11 Students	<ol style="list-style-type: none"> Plan for a live performance Undertake an effective rehearsal process Demonstrate, in collaboration with others, the skills to perform a set in a specific live environment to a target audience Reflect on the performance and consider ways to improve future performances 	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 3.1, 4.1, 4.2	TBC							
	OPTIONAL UNIT	2040A- Improving instrumental performance	Year 11 Students	<ol style="list-style-type: none"> Demonstrate care of the instrument and the instrumentalist. Understand how to develop instrument-specific technique appropriate to performance at this level. Know how to review progress in instrumental techniques and identify strengths and areas for development. 	1.1, 1.2, 2.1,3.1,3.2	14.09.2021	22.10.2021	01/01/2022	08/01/2022	12/01/2022	01/02/2022	01/03/2022	07/03/2022
Lead Internal Verifier Signature				Name - Laura Chuter				Date – 05/08/2021					

Lead Internal Verifier must authorise any resubmissions.

Assignment Brief Unit - 201ta Musical Knowledge

Unit Assessment Details	
Qualification Title	Level 2 Certificate in Performance for Music Practitioners
Unit Number and Name	MUSPRA201ta Musical Knowledge

Assignment Introduction
<p>RSL Music Magazine are commissioning articles which explore contrasting genres of music. We are asking musicians to select two genres of music and create magazine articles, supported by research. The submitted articles should offer a comprehensive description and exploration of a range of aspects of the genres. We will consider all genres of music so long as articles are well supported by research.</p> <p>In addition, we are asking for the submission of a track review. This is an opportunity for you to communicate your thoughts on a piece of music through the insightful analysis of your chosen track. We can offer written or verbal submission of these reviews. We are developing our online presence and therefore verbal submissions can be submitted via video or audio file for upload to our blogsite.</p>
<p>Assessment Criteria: The learner can:</p> <ol style="list-style-type: none">1.1 Describe the contributing traits of two contrasting contemporary musical styles through consideration of:<ol style="list-style-type: none">a. The factors that influenced its inceptionb. Significant artists/bands/producersc. Important recordings/performances/eventsd. Imagery and fashion associated with the style2.1 Listen to a piece of music, recognising and discussing the following musical elements:<ol style="list-style-type: none">a. Tonalityb. Tempoc. Instrumentationd. Lyrical content (where applicable)e. Production Techniques

Task 1
<p>RSL Music Magazine requires the following from the requested magazine article:</p> <p><i>Your article should be fully supported by research; our readers are well informed and have an expectation that articles are supported by fact to ensure that the article provides a comprehensive description of the chosen genres and their contributing traits. Music has a social function and influence also, so we ask that you explore images associated with your chosen genres along with the associated fashion. Magazine articles are typically 1500 words in length and therefore your article should not exceed this amount. We encourage you to make use of images and links to tracks should you wish to do so and ask that any research sources used, are referenced.</i></p> <p>Having selected your musical genres, it is requested that the article explores the following subheadings:</p> <ul style="list-style-type: none">• The factors that influenced its inception• Significant artists/ bands/ producers• Important recordings/ performances/ events• Imagery and fashion associated with style <p>You can choose contrasting genres from the following: Pop, Jazz, Rock, Country and EDM</p>

Link(s) to related resources

www.rocksbackpages.com

www.oxfordmusiconline.com

www.pitchfork.com

www.qthemusic.com

How to achieve a distinction

1.1. Comprehensively describe the contributing traits of two contrasting contemporary musical styles through consideration of:

- a. The factors that influenced its inception
- b. Significant artists/bands/producers
- c. Important recordings/performances/events
- d. Imagery and fashion associated with the style

How to achieve a merit

1.1. Clearly describe the contributing traits of two contrasting contemporary musical styles through consideration of:

- a. The factors that influenced its inception
- b. Significant artists/bands/producers
- c. Important recordings/performances/events
- d. Imagery and fashion associated with the style.

How to achieve a pass

1.1. Describe the contributing traits of two contrasting contemporary musical styles through consideration of:

- a. The factors that influenced its inception
- b. Significant artists/bands/producers
- c. Important recordings/performances/events
- d. Imagery and fashion associated with the style

Unclassified definition

1.1. Insufficient ability to describe the contributing traits of two contrasting contemporary musical styles through consideration of:

- a. The factors that influenced its inception
- b. Significant artists/bands/producers
- c. Important recordings/performances/events
- d. Imagery and fashion associated with the style

Submission Checklist

Magazine article

(Ensure that any sources used have been referenced in the article)

Task 2

RSL Music Magazine requires the following from your track review:

Your track review should demonstrate that you are able to accurately recognise musical elements and communicate your thoughts on these with insight. Your review should explore the following elements of your chosen track:

- Tonality
- Tempo
- Instrumentation
- Lyrical content (if your chosen track has lyrics)
- Production techniques

You may like to choose a track from one of your chosen genres in Task 1, or you may choose an alternative track. However, it is recommended that you select a track which you enjoy in order that you can offer your opinion in the review. It is very important that musicians can communicate musical details and opinions with clarity.

RSL Music Magazine is welcoming written submission but also welcomes audio and video submissions. If submitting a written review, we request that these do not exceed 1000 words. In the case of audio and visual submissions, these may be up to 7 minutes in length. Whichever format you choose, we recommend that reviews are supported by musical examples. For written reviews, this could be through the inclusion of a link. For audio and video reviews, you may like to include musical examples- do remember that your review should not exceed 7 minutes.

We request that all submissions are submitted via email at the following address: e.port@pcs.hants.sch.uk

2.1

Link(s) to related resources

www.nme.com/reviews/album

www.theguardian.com/music+tone/albumreview

<https://www.rollingstone.com/music/music-album-reviews>

How to achieve a distinction

2.1 Display the ability to accurately recognise and discuss insightfully at least four of the following musical elements:

- a. Tonality
- b. Tempo
- c. Instrumentation
- d. Lyrical content (where applicable)
- e. Production Techniques

How to achieve a merit

2.1 Display the ability to accurately recognise and discuss in detail at least four of the following musical elements:

- a. Tonality
- b. Tempo
- c. Instrumentation
- d. Lyrical content (where applicable)
- e. Production Techniques

How to achieve a pass

2.1 Display the ability to accurately recognise and discuss at least four of the following musical elements:

- a. Tonality
- b. Tempo
- c. Instrumentation
- d. Lyrical content (where applicable)
- e. Production Techniques

Unclassified definition

2.1 Insufficient ability to recognise and discuss at least four of the following musical elements:

- a. Tonality
- b. Tempo
- c. Instrumentation
- d. Lyrical content (where applicable)
- e. Production Techniques

Submission Checklist

Track review not exceeding 1000 words or 7 minutes in length.

Assignment Brief Unit - 204ta Instrumental Study

Unit Assessment Details	
Qualification Title	Level 2 Certificate in Performance for Music Practitioners
Unit Number and Name	MUSPRA204ta Instrumental Study

Assignment Introduction

Musicians are constantly developing their skills. To do this effectively, it is important to set targets for our practice so that we can measure our progress. Some musicians teach instrumental and vocal lessons and in doing so, help others to set targets for their own development.

This project will develop your ability to understand how to maximise your progress, recognise your successes and identify further developments.

To achieve these things, it is necessary to keep our instruments in good working order and keep ourselves safe during our practice. As part of this project, you will investigate how to do this and create a presentation for new students to understand how they might do this, as well as its importance.

Many musicians have websites and blogs which showcase their work. This project will enable you to do this also, submitting your work via blog, vlog, or presentation.

Task 1

You and Your Instrument limits 800 words / A/V 6 minutes

Instrumental and vocal teaching is a great way to pass on the skills you have already learnt and to support your students in developing their skills.

To support new students in maintaining their instruments/ voices, you are to create a video presentation which demonstrates the day to day maintenance requirements of your instrument, together with a comprehensive explanation of the health and safety issues which you have to consider when practising or performing.

You should ensure that you explore all areas of instrument maintenance to ensure that your explanation and assessment is comprehensive.

- 1.1** Your presentation should include detailed information about the health and safety issues which relate to your instrument. For example, if you are a guitarist this might relate to positioning of amplifiers, ensuring that leads do not cause a trip hazard. For singers, health and safety issues may relate to looking after the voice.
- 1.2** Ensuring that you explore all the health and safety considerations relating to your instrumental practice will mean that your presentation is detailed and useful for new musicians.
- 1.3** You can present this as a PowerPoint presentation, or, as a verbal presentation to your class. You must agree the format with your Tutor at the start of the project.

Having an awareness of the health and safety issues associated with your chosen instrument will help you to make sure you are safe in your playing. You should present a comprehensive description of the health and safety issues relevant to your instrument.

You could present this to a peer and video record your presentation.

Link(s) to related resources

www.musiciansunion.org.uk

<https://www.musicnotes.com/blog/2015/08/27/musical-instrument-care/>

How to achieve a distinction
1.1 Comprehensively assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
1.2 Comprehensively describe personal Health & Safety issues in relation to their instrument and playing style
How to achieve a merit
1.1 Give clear and detailed assessment of day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
1.2 Give clear and detailed description of personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
How to achieve a pass
1.1 Assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
1.2 Describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
Unclassified definition
1.1 Insufficient ability to assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally
1.2 Insufficient ability to describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument
Submission Checklist
PowerPoint Presentation

Task 2

Practice Plan limits 1000 words / A/V 8 minutes

Musicians are continually developing their skills- this never stops! Ensuring that you are focussed in your practice will help you to structure your practice time and will support you in measuring your development. You are required to create a practice plan for yourself, to support your development over the coming term. The plan should be presented as a table and must cover the following areas:

Specific aims/goals: What do you want to develop on your instrument over the next term? This might include exercises, scales, or pieces.

- **It is recommended that you have between 5 and 7 aims/ goals identified.**
- **Two of your aims/goals should relate to technical exercises.**

Timescales: How long will you give yourself to achieve these aims? Are some of the aims smaller than others?

Once you have made your plan, you must discuss this with you tutor. In this discussion, you will be required to give a comprehensive explanation of your aims. You must be able to answer the following questions:

Your practice plan should not exceed **1000 words**

Why have you selected these aims?
What will the benefit of these be?
How will you implement them?
How will you measure your development?
How did you decide on the timescale for each aim?

Your tutor will discuss your plan with you and will agree that it is suitable. Remember, your tutor is experienced at practice planning so will be very helpful in focussing your aims. This short discussion will not exceed **8 minutes** and will be audio recorded.

Link(s) to related resources

<https://www.classicfm.com/lifestyle/wellbeing/musician-practice-tips/>
<https://www.moderndrummer.com/article/january-2014-45-minute-practice-routine/>

How to achieve a distinction

2.1 Comprehensively and insightfully review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:

- A practice plan agreed with the tutor
- Identification of specific aims for ongoing development
- Timescales for achieving the aims

How to achieve a merit

2.1 Give a clear and perceptive review of personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:

- A practice plan agreed with the tutor
- Identification of specific aims for ongoing development
- Timescales for achieving the aims

How to achieve a pass

2.1 Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:

- A practice plan, agreed with the tutor
- Identification of specific aims for ongoing development
- Timescales for achieving the aims

Unclassified definition

2.1 Insufficient ability to review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:

- A practice plan, agreed with the tutor
- Identification of specific aims for ongoing development
- Timescales for achieving the aims

Submission Checklist

Written practice plan (not exceeding 1000 words)
Audio recording of discussion with tutor (not exceeding 8 minutes, recorded by tutor)

Task 3

Record and Review limits 800 words / A/V 8 minutes

3.1 Recording your Practice

Now that you have made your Practice Plan, it's time to start using it to record your development. This task requires you to keep a weekly blog throughout the term which demonstrates your comprehensive development and reviews your achievements.

The rehearsal diary is designed to help you track your progress and achievements. Therefore, you are required to capture short recordings of your ongoing development and upload these to your rehearsal diary together with a weekly review of your progress and development.

Your recordings can be audio or video and should demonstrate your progression through your practice plan. For example, if you are improving your scales, you may like to record the increase in tempo which happens throughout your practice routine. If you are mastering a challenging piece of music, recording a specific section that you are working on. These recordings will demonstrate your development in the following aspects:

- a. Technical ability
- b. Dexterity
- c. Stamina
- d. Control of the instrument.

You must complete a minimum of one recording a week. You are welcome to do this using your phone but must make sure that whatever method you use, you can upload this to your blog. These should be short recordings which do not exceed **8 minutes** in total over the term.

At the end of the project, you may choose to edit the video and audio evidence on your blog so that you show the best examples of your development. This will give you another opportunity to rigorously review your achievements.

3.2 Reviewing Your Practice

Musicians need to be critical of their development to ensure that they can keep improving. To accompany your recordings each week, complete a blog entry which provides an analysis of your progress, exploring with insight, your strength and areas for development for the coming week.

At the end of the project, complete a final blog entry which identifies three areas for development. You should ensure that these are specific and measurable.

Your blog entries must be specific and have clarity to them. Being specific will help you to keep your blog entries engaging. You should ensure that your blog does not exceed **800 words in total**.

Link(s) to related resources

<https://www.justflutes.com/blog/assessing-your-practice-through-recording/#gref>

<https://blog.ed.ted.com/2018/06/11/4-simple-tips-on-how-to-practice-effectively-in-ted-ed-gifs/>

How to achieve a distinction

3.1 Over an agreed study period, demonstrate profound and comprehensive developmental progression as an instrumentalist through consistent and rigorous engagement with the practice plan agreed with an instrumental tutor. To include improvement in:

- a. Technical ability
- b. Dexterity
- c. Stamina
- d. Control of the instrument

3.2 Rigorously clarify achievements in relation to the personal goals identified in 1.2, perceptively highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

How to achieve a merit

3.1 Over an agreed study period, demonstrate significant developmental progression as an instrumentalist through consistent engagement with the practice plan agreed with an instrumental tutor. To include improvement in:

- a. Technical ability
- b. Dexterity
- c. Stamina
- d. Control of the instrument

3.2 Clarify clear and detailed achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

How to achieve a pass

3.1 Over an agreed study period, demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor. To include improvement in:

- a. Technical ability
- b. Dexterity
- c. Stamina
- d. Control of the instrument

3.2 Clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

Unclassified definition

3.1 Insufficient ability to demonstrate over an agreed study period developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor

3.2 Insufficient ability to clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist

Submission Checklist


Input of weekly videos to rehearsal diary (not exceeding 8 minutes)
Each week the rehearsal diary is to be completed (not exceeding 800 words)

Supporting Policies




Interventions


Students who aren't meeting the required standard will be identified in department meetings.



Teachers will use assessment criteria to set an achievable SMART target for the student who will then be reassessed at the end of a fixed period.



Methods of intervention:

- 1:1
 - Independent rehearsal
 - Peer support from expert students
 - Study Clubs
 - Extra mock exam papers
 - Revision Booklets
 - Live performances for context
- 

Where goals are still not being met at the end of a fixed period department level interventions will have to be enforced. This might include subject report and contact with parents.

Homework

1. Homework will be set on a regular basis; this will be split between both practical and written tasks.
2. Teachers should record homework submission on PARS and Teams.
3. Homework will be checked at the start of the lesson in which its due.
4. Teachers will acknowledge the submission of homework with online marking.
5. Where homework is submitted late pupils will be given a 10-minute recall that day.
6. If pupils fail to attend the recall, they will then be given a detention the following lesson.

