

<b>DRAMA</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Y7</b>	<p><b>CREATING DRAMA - INTRO TO SKILLS</b></p> <p><b>Skills</b>            Communication &amp; learning from others            Collaboration            Observation            Concentration            Co-operation            Listening &amp; empathy            Independent learning            Imagining            Distilling information            Reviewing work as you progress</p> <p><b>Knowledge</b>            Freeze frames            Using props            Creating roles            Cross-cutting            Back-tracking            Narration &amp; Story-telling</p> <p><b>Assessment</b>            Shared performance            Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to further work developed in Year 7            Devising Theatre in Years 8&amp;9</p>	<p><b>PHYSICAL THEATRE - MIME &amp; MOVEMENT</b></p> <p><b>Skills</b>            Communication &amp; learning from others            Collaboration            Observation            Concentration            Co-operation            Listening &amp; empathy            Independent learning            Imagining            Distilling information            Reviewing work as you progress</p> <p><b>Knowledge</b>            Creating mime            Creating non-verbal drama to music            Physical theatre techniques            Tableaux            Facial expression</p> <p><b>Assessment</b>            Shared performance            Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to Physical Theatre in Years 8&amp;9</p>	<p><b>INTRODUCTION TO SCRIPT - HANSEL &amp; GRETEL</b></p> <p><b>Skills</b>            Communication &amp; learning from others            Collaboration            Observation            Concentration            Co-operation            Listening &amp; empathy            Independent learning            Imagining            Distilling information            Reviewing work as you progress</p> <p><b>Knowledge</b>            Creating characters            Physical theatre            Using a script as stimulus            Narration            Creating a story through physical theatre techniques</p> <p><b>Assessment</b>            Shared performance            Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to Script work developed in Years 8&amp;9</p>



**DRAMA**

<p><b>Y8</b></p>	<p><b>PHYSICAL THEATRE - RUNAWAY</b></p> <p><b>Skills</b>            Communication &amp; learning from others            Collaboration            Observation            Concentration            Co-operation            Listening &amp; empathy            Independent learning            Imagining            Distilling information            Reviewing work as you progress</p> <p><b>Knowledge</b>            Using music/lyrics as a dramatic stimulus            Interpreting a theme and creating a narrative through dance/movement/physical theatre</p> <p><b>Assessment</b>            Shared performance            Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to Mime &amp; Movement (Year 7) and Gang Culture (Year 9)</p>	<p><b>DEVELOPING SCRIPT WORK - KINDERTRANSPORT</b></p> <p><b>Skills</b>            Communication &amp; learning from others            Collaboration            Observation            Concentration            Co-operation            Listening &amp; empathy            Independent learning            Imagining            Distilling information            Reviewing work as you progress</p> <p><b>Knowledge</b>            Hot-seating            Line learning            Creating roles from scripted stimulus            Spoken thought</p> <p><b>Assessment</b>            Shared performance            Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to Hansel &amp; Gretel (Year 7)            Links to Holocaust work covered in RS/History</p>	<p><b>DEVISING THEATRE</b></p> <p><b>Skills</b>            Communication &amp; learning from others            Collaboration            Observation            Concentration            Co-operation            Listening &amp; empathy            Independent learning            Imagining            Distilling information            Reviewing work as you progress</p> <p><b>Knowledge</b>            Integrating performance techniques to create original drama            Developing a storyline from a theme</p> <p><b>Assessment</b>            Shared performance            Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to Devising Theatre (Year 9)</p>
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DRAMA

<p><b>Y9</b></p>	<p><b>CREATING CONFLICT - GOGGLE EYES</b></p> <p><b>Skills</b>          Communication &amp; learning from others          Collaboration          Observation          Concentration          Co-operation          Listening &amp; empathy          Independent learning          Imagining          Distilling information          Reviewing work as you progress</p> <p><b>Knowledge</b>          Role play          Hot-seating          Identifying dramatic tension          Using eye contact/non-verbal techniques to create tension          Body language and character motivation          Developing silence on stage</p> <p><b>Assessment</b>          Shared performance          Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Links to Developing script work (Year 8)</p>	<p><b>PHYSICAL THEATRE - GANG CULTURE</b></p> <p><b>Skills</b>          Communication &amp; learning from others          Collaboration          Observation          Concentration          Co-operation          Listening &amp; empathy          Independent learning          Imagining          Distilling information          Reviewing work as you progress</p> <p><b>Knowledge</b>          Stage fighting skills          Creating physical theatre from a theme          Integrating dialogue and freeze-frames into a physical theatre piece</p> <p><b>Assessment</b>          Shared performance          Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Links to Physical Theatre (Years 7&amp;8)</p>	<p><b>DEVISING THEATRE</b></p> <p><b>Skills</b>          Communication &amp; learning from others          Collaboration          Observation          Concentration          Co-operation          Listening &amp; empathy          Independent learning          Imagining          Distilling information          Reviewing work as you progress</p> <p><b>Knowledge</b>          Developing original theatre from a theme          Developing drama from research findings          Creating strong characters          Structuring a drama          Integrating a range of techniques to create devised drama          Introduction to Brechtian techniques</p> <p><b>Assessment</b>          Shared performance          Effort and development of ideas</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Links to Devising Theatre (Year 8)</p>
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<b>MUSIC</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Y7</b>	<p><b>The Elements of Music</b></p> <p><b>Skills</b>            Listening and appraising            Group Work            Collaborating            Evaluating            Reflecting            Co-operating            Independent learning            Singing            Imagining            Performing            Composing            Applying knowledge to a listening task</p> <p><b>Knowledge</b>            Rhythmic Notation            Key elements – e.g Pitch, Tempo, Texture            Basics of musical theory            How music is constructed            Key words relating to unit            Introduction to extended writing            How to structure a composition            Understanding of basic performance techniques for singing and keyboards.            SET WORK: 4 Sea Interludes by Benjamin Britten</p> <p><b>Assessment</b>            Group Performance            Group Composition            Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to history within the listening work            English – in extending writing            MFL – in comparing music theory/reading to a new language</p>	<p><b>Melody and Form</b></p> <p><b>Skills</b>            Listening and appraising            Group Work            Collaborating            Evaluating            Reflecting            Co-operating            Independent learning            Singing            Imagining            Performing            Composing            Applying knowledge to a listening task</p> <p><b>Knowledge</b>            Pitch notation            Features of a 'good' melody            Key words relating to unit            Developing extended writing            Major and pentatonic scales            Musical theory including clefs, staves and basic keys            How to create a basic accompaniment using ostinato or basic chords            Learning about Ternary Form            SET WORK: New World Symphony (3<sup>rd</sup> Mvmnt) by Dvorak</p> <p><b>Assessment</b>            Group Performance            Individual Composition            Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Links to maths in construction of scales and systems            Links to history within the listening work            Citizenship – in extended writing task</p>	<p><b>Vocal Textures</b></p> <p><b>Skills</b>            Listening and appraising            Group Work            Collaborating            Evaluating            Reflecting            Co-operating            Independent learning            Singing            Imagining            Performing            Composing            Applying knowledge to a listening task</p> <p><b>Knowledge</b>            More advanced vocal techniques            Vocal traditions of Africa            Learning to sing in Unison, Harmony and multi-layers.            Creating a vocal piece            Key words relating to unit            Focus on TEXTURE - how to create different layers within a piece            Using percussion            Preparing for a solo performance            Set WORK: Adiemus by Karl Jenkins</p> <p><b>Assessment</b>            Individual Performance            Group Composition            Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>            Drama/Theatre/Dance – used within performance piece            English – creating lyrics for composition            Links to history within the listening work            Geography – in music from other cultures</p>
<b>MUSIC</b>			

<p><b>Y8</b></p>	<p><b>Tonality – Major and Minor</b></p> <p><b>Skills</b>          Listening and appraising          Group Work          Collaborating          Evaluating  <b>Comparing</b>          Reflecting          Co-operating          Independent learning          Singing          Imagining          Performing          Composing  <b>Music Technology</b>          Applying knowledge to a listening task</p> <p><b>Knowledge</b>          Learning about tonal systems – major and minor          Key signatures and how they are related          Syncopated rhythms          Melodic Sequences          Tango music of Argentina          Including comparisons in extended writing          Introduction to Sibelius notation software          Basic chords          SET WORK: Libertango – Astor Piazzolla</p> <p><b>Assessment</b>          Group Performance          Individual Composition          Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Links to history within the listening work          English – in extending writing          Computing – Using Sibelius software          Geography – Music from other cultures</p>	<p><b>Musical Cycles</b></p> <p><b>Skills</b>          Listening and appraising          Group Work          Collaborating          Evaluating          Comparing          Reflecting          Co-operating          Independent learning          Singing          Imagining          Performing          Composing          Music Technology          Applying knowledge to a listening task</p> <p><b>Knowledge</b>          Techniques associated with minimalism – motivic development, layering, phasing etc.          Historical context of minimalism and the avant garde          Key words relating to unit          Including comparisons in extended writing          More advanced Sibelius techniques and introduction to GarageBand software          Significant composers such as Steve Reich, Phillip Glass and Terry Riley          Musical Cycles from other parts of the world e.g. Gamelan music          SET WORK: Electric Counterpoint – Steve Reich</p> <p><b>Assessment</b>          Group Performance          Paired Composition          Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Maths - in minimalist techniques          20<sup>th</sup> Century history - in listening work          Geography – in music from other cultures          Citizenship – in extended writing task</p>	<p><b>Folk Music of the British Isles</b></p> <p><b>Skills</b>          Listening and appraising          Group Work          Collaborating          Evaluating          Comparing          Reflecting          Co-operating          Independent learning          Singing          Imagining          Performing          Composing          Music Technology          Applying knowledge to a listening task</p> <p><b>Knowledge</b>          Modal tonal systems          Historical/social context of folk music          Learning of folk songs          Features of a JIG          Instruments associated with British folk music such as Uilleann Pipes, Hurdy Gurdy, Bodhran etc.          Development of chords          Continued experience of using Sibelius software          More detailed preparation for a solo performance          Set WORK: Suffolk Morris – anon.</p> <p><b>Assessment</b>          Individual Performance          Individual Composition          Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          History – learning about social context of folk music          English – studying significance of lyrics in folk songs          Computing – developing Sibelius techniques</p>
<p><b>MUSIC</b></p>			

<p>Y9</p>	<p><b>From Blues to Pop</b></p> <p><b>Skills</b>          Listening and appraising          Group Work          Collaborating          Evaluating          Comparing          Reflecting  <b>Researching</b>          Co-operating          Independent learning          Singing          Imagining          Performing  <b>Improvisation</b>          Composing          Music Technology          Applying knowledge to a listening task  <b>Developing aural skills - melodic and rhythmic dictation</b></p> <p><b>Knowledge</b>          Learning history of Blues music and its significance          Understanding chord sequences and use of primary/secondary chords          Key words relating to unit          The Blues Scale          Using and creating lyrics in Blues music          Learning how to improvise          History of Jazz          Using GarageBand to multi-track a song          Developing extended writing to include wider listening          SET WORK: All Blues – Miles Davis</p> <p><b>Assessment</b>          Group Performance          Individual Composition          Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Links to history within the listening work          English – in extending writing          Computing – Using GarageBand software          Geography – Music from other cultures          Citizenship – writing lyrics from the point of view of African slave</p>	<p><b>Variations and Cover Versions</b></p> <p><b>Skills</b>          Listening and appraising          Group Work          Collaborating          Evaluating          Comparing          Reflecting          Researching          Co-operating          Independent learning          Singing          Imagining          Performing          Improvisation          Composing          Music Technology          Applying knowledge to a listening task          Developing aural skills - melodic and rhythmic dictation</p> <p><b>Knowledge</b>          Techniques associated with classical Theme and Variations, such as inversion, retrograde, note addition etc.          Key words relating to unit          Learning about significant composers of T &amp; V such as Mozart and Rachmaninov          Developing knowledge of more sophisticated harmony including 7<sup>th</sup> chords and inversions          Learning about cover versions and remixes          Researching examples of cover versions and remixes          More advanced GarageBand techniques to develop remix          SET WORK: Various cover versions/remixes</p> <p><b>Assessment</b>          Group Performance          Paired Composition          Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Maths - in variation techniques          History - in listening work          Computing – Using Sibelius and GarageBand software          Citizenship – in extended writing task</p>	<p><b>Music for Film and TV</b></p> <p><b>Skills</b>          Listening and appraising          Group Work          Collaborating          Evaluating          Comparing          Reflecting          Researching          Co-operating          Independent learning          Singing          Imagining          Performing          Improvisation          Composing          Music Technology          Applying knowledge to a listening task          Developing aural skills - melodic and rhythmic dictation</p> <p><b>Knowledge</b>          Techniques used in film music          Learning about some important composers such as John Williams, Rachel Portman etc.          Learning how to play some famous LEITMOTIFS          Developing more advanced composition techniques such as Chromaticism, Chord Clusters and Pedal Notes          Further development of musical harmony          Continued experience of using Music Technology – including composing to the timings of a film clip          Preparing for a final solo recital          Set WORK:.. Star Wars Main Theme/Rebel Blockade Runne</p> <p><b>Assessment</b>          Individual Performance          Individual Composition          Listening assessment at end of unit.</p> <p><b>Links (to other curriculum areas or other key stages in your subject)</b>          Media – in studying film and Tv          Computing – developing music technology techniques          English – in extended writing</p>
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