

Key Stage Three Music and Drama Curriculum Overview: Years 7 and 8

Our music curriculum is designed on the principle that the best experience of music occurs when musical knowledge is combined with an understanding and implementation of the different disciplines, along with an appreciation of the historical and cultural impact on music development. In each unit, students will explore the different disciplines of music within a specific musical genre or era. Each unit will consist of theoretical study and practical application culminating in an assessment. Our curriculum is distinctive for its wide coverage of a variety of musical styles and genres, and the opportunities for practical application. During Key Stage 3, students also have the opportunity to study drama, and both music and drama are offered at GCSE.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 7 YEAR 8	Musicianship: Western Classical Tradition	Composition: Song writing	Ensemble Performance: West African Music	Music Appreciation: World music	Composition: Programme music	Ensemble Performance: Popular music
	Performing: Basic staff notation Basic keyboard skills <i>'Ode to Joy'</i> <i>'Eine Kleine Nachtmusik'</i> Listening: History of Western Classical Tradition and instruments of the orchestra Various musical pieces Singing: Cannon Beginner ensemble work <i>'When the Saints'</i>	Composing: Writing notation Use of DAW Basic song-writing Listening: History of popular music 1950s-1980s <i>'Stairway to Heaven'</i> <i>'I Want to Break Free'</i> <i>'Sweet Dreams'</i>	Singing: African chants <i>'Gumama'</i> Performing: Djembe drumming Polyrhythms Composing: Rhythmic patterns	Listening: Indian Raga Japanese Taiko Brazilian Samba Active listening skills Performing/Singing: Samba drumming <i>'Mas que nada'</i>	Composing: Programme music Structure Compose to a stimuli moving image Listening: Watership Down: <i>'Venturing Forth'</i> Harry Potter: <i>'Hedwig's Theme'</i>	Performing: Small ensemble performance Ensemble appreciation Guitar Drum Boomwackers Independent rehearsal skills

Key Stage Three Music and Drama Curriculum Overview: Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 9	Musicianship: Western Classical Tradition	History of Theatre	Composition: Programme music	20th Century Play: Blood Brothers	Ensemble Performance: Reggae Music – One Love	Shakespeare Play: Macbeth Devising: Crime and Punishment
	Performing: Basic staff notation Basic keyboard skills <i>'Ode to Joy'</i> <i>'Eine Kleine Nachtmusik'</i> Listening: History of Western Classical Tradition and instruments of the orchestra Various musical pieces Singing: Cannon Beginner ensemble work <i>'When the Saints'</i>	<ul style="list-style-type: none"> - Greek - Renaissance - 19th century - Post-WWII and absurdist - Modern theatre 	Composing: Programme music Structure Compose to a stimuli moving image Listening: Watership Down: <i>'Venturing Forth'</i> Harry Potter: <i>'Hedwig's Theme'</i>	<ul style="list-style-type: none"> - Character analysis - Script reading 	Performing: Small ensemble performance Ensemble appreciation Guitar Drum Boomwackers Independent rehearsal skills Listening/Appraising: Ska Lovers Rock Reggae – Bob Marley	<ul style="list-style-type: none"> - Characterisation - Themes - Historical period: 1600s and set design - Script reading - Practitioners: Brecht - Using a script - Historical period: 1950s London

Key Stage Four Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10 AQA	<p>Understanding Music: Western Classical Tradition 1650-1910</p> <p>Performing Music: Solo</p>	<p>Understanding Music: Popular Music</p> <p>Performing Music: Solo</p>	<p>Understanding Music: Traditional Music</p> <p>Composing Music: Free</p>	<p>Understanding Music: Western Classical Tradition since 1910</p> <p>Composing Music: Free</p>	<p>Understanding Music: Set pieces – Mozart</p> <p>Composing Music: Free</p>	<p>Understanding Music: Set pieces – Mozart</p> <p>Performing Music: Ensemble</p>
	<p>WCT 1650-1910</p> <ol style="list-style-type: none"> Baroque Classical Romantic Music Theory <p>Studying music from a theoretical perspective. Appraising musical examples from each era whilst applying musical terminology. Historical context and significance as well as how music developed through the centuries.</p> <p>Solo Performance Preparing for a solo performance.</p>	<p>Popular Music</p> <ol style="list-style-type: none"> Rock n Roll Hip-Hop RnB Film/Video games Musicals Pop music <p>Studying music from a theoretical perspective. Appraising musical examples from each style whilst applying correct musical terminology. Historical context and significance as well as how music developed from WCT and through the 20th century.</p> <p>Solo Performance Preparing for a solo performance.</p>	<p>Traditional Music</p> <ol style="list-style-type: none"> Blues/Jazz Latin Music Caribbean African British Folk <p>Studying music from a theoretical perspective. Appraising musical examples from each style whilst applying correct musical terminology. Historical context and significance as well as how cultural influences impact music from around the globe.</p> <p>Composition (Free) Independently composing a piece of music using correct musical elements and attributes for the chosen style.</p>	<p>WCT since 1910</p> <ol style="list-style-type: none"> American Music Hungarian Music British Music Minimalism/Serialism <p>Studying music from a theoretical perspective. Appraising musical examples from each style whilst applying correct musical terminology. Historical context and significance as well as how cultural influences impact music from around the globe.</p> <p>Composition (Free) Independently composing a piece of music using correct musical elements and attributes for the chosen style.</p>	<p>Set Works – Mozart: Clarinet Concerto in A major, K. 622, 3rd movement, Rondo</p> <p>Studying and appraising a full piece of music from WCT. Analysing compositional techniques, identifying musical elements and looking at the historical influences on the piece.</p> <p>Composition (Free) Independently composing a piece of music using correct musical elements and attributes for the chosen style.</p>	<p>Set Works – Mozart: Clarinet Concerto in A major, K. 622, 3rd movement, Rondo</p> <p>Studying and appraising a full piece of music from WCT. Analysing compositional techniques, identifying musical elements and looking at the historical influences on the piece.</p> <p>Ensemble Performance Preparing for an ensemble performance.</p>

Key Stage Four Drama Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 10 <i>Edexcel</i>	<p>Introduction to GCSE Drama</p> <ul style="list-style-type: none"> - Practical exploration of practitioners: Stanislavski - Stage and theatre craft: Director/Designer <p>Reading and Performing a Play: The Government Inspector</p> <ul style="list-style-type: none"> - Characterisation - Themes - Historical period and theatre design - Script reading 	<p>Introduction to Practitioners</p> <ul style="list-style-type: none"> - Practical exploration of practitioners: Brecht, Berkoff and Frantic Assembly - Stage and theatre craft: Director/Designer <p>Set Text Study: DNA/The Crucible</p> <ul style="list-style-type: none"> - Characterisation - Themes - Context and theatre design - Script reading 	<p>Set Text Study: DNA/The Crucible (cont....d)</p> <ul style="list-style-type: none"> - Characterisation - Themes - Context and theatre design - Script reading <p>Exploration of Theatre</p> <ul style="list-style-type: none"> - Theatre practitioners - Role of director - Role of designer 	<p>Exploration of Theatre (cont....d)</p> <ul style="list-style-type: none"> - Theatre practitioners - The role of director - The role of designer <p>Exploring Scripts for Performance</p> <ul style="list-style-type: none"> - Genre - Codes and conventions - Role play - The role of actor 	<p>Exploring Scripts for Performance (cont....d)</p> <ul style="list-style-type: none"> - Genre - Codes and conventions - Role play - The role of actor <p>Devising</p> <ul style="list-style-type: none"> - Theatre styles and practitioners - The art of 'devised theatre' - Memorising devised dialogue - Response to a stimulus 	<p>Devising (cont....d)</p> <ul style="list-style-type: none"> - Theatre styles and practitioners - The art of 'devised theatre' - Memorising devised dialogue - Response to a stimulus
YEAR 11 <i>Edexcel</i>	<p>Devising</p> <ul style="list-style-type: none"> - Theatre practitioners - Stage craft 	<p>Devising</p> <ul style="list-style-type: none"> - Evaluation and analysis skills - Health and safety 	<p>Performing</p> <ul style="list-style-type: none"> - Script reading - Characterisation - Interpretation of text - Understanding of context 	<p>Theatre Makers in Practice</p> <ul style="list-style-type: none"> - Characterisation - Themes - Study of play context and theatre design - Script reading 	<i>Targeted revision</i>	