



BY THE END OF KEY STAGE 3		YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11	
Music: pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music Drama: is not a Key stage 2 subject area.	TERM 1	Introduction to drama through the topic of mime. Students to complete ice breaker activities and perform for their peers in small groups. Develop subject specific vocabulary. Cinderella. Scripted drama performance. Students will perform short scripts based around Cinderella. Homework tasks of learning lines. Knowledge list: Confidence, tone of voice, mime, scripted drama, learning lines, evaluating performances. Skills covered: Mime, freeze frame, scripted drama, stage directions. Golden thread: Drama skills which will be developed at Key Stage 3 and used at Key Stage 4. Baseline assessment task, The Old Man and his Grandson. Assessment of Cinderella Scripted Performance/ Written evaluation.	Students will learn a scripted piece of drama and then devise their own ending to the play. They will continue to develop their drama vocabulary. Homework tasks will be learning lines and can be differentiated for the different ability groups. Embed the rehearsal process and produce final performance. Knowledge list: Devising, character development, imagination, blocking, stage directions. Skills covered: Devised drama, scripted drama, learning lines, developing characters, how to block a script. Golden thread: Continuing the development of scripted and devised drama skills introduced in year 7. Scripted performance of Desmond. Written evaluation	Students will study the opening section Blood Brothers and learn about the conventions of reading a script. They will study how the music fits into the play and how it aids the meaning of the piece. They will then work on a selection of dialogues from the play. Homework will be to learn their lines from memory. For lower ability students this will be “chunked.” Knowledge list: Scripted drama, history of Liverpool, staging, blocking, accent, props. Skills covered: Scripted drama, learning lines, developing an accent, staging, use of props within a script. Golden thread: Continuing the development of performing a piece of scripted drama, which is continued at Key Stage 4. Duologue performance. Written evaluation of their rehearsal process and final performance.	Course content: Unit 1, 2 & 3 Skills Development: Introduction to key performing arts skills through practitioner workshops in addition to skills-based workshops (Music, dance and drama) How to put on a performance, this leads directly to participation in the Christmas show. Knowledge list: Stanislavski, Artaud, Lin-Manuel Miranda, Andy Blankenbulher, choreography, diaphragmatic breathing, warm-up, cool down, muscle stretches, rhythm, rhythm notation, score, vocal warm ups, monologue. Skills covered: Performing a monologue, performing as song as part of an ensemble, basic dance skills. Unit 2 – completed before Unit 1 Unit 2 – Creating (Tasks set by the exam board September year 10 – submission end of April year 10) Task 1 - Creative Brief Task 2 - Development Log Task 3 - Presentation Task 4 - Evaluation Homework, task based: rehearse skills (Music/dance/drama) Knowledge list: Research, create, rehearse, present, review and reflect. Development of performing art skill in preparation for Unit 1 in Year 11. Perform in the summer concert. Knowledge list: Solo, ensemble, performance, technical, set design, stage management, sound, lights, costume, rehearsals, dress rehearsal, advertising and marketing. Skills covered: Performance, technical skills, creating, rehearsing, staging. Golden thread: Putting on a performance and the technical skills lead towards Unit 3 in year 11.		Unit 1- The Performance Task 1A- Initial research Task 1B - Influence and impact Task 3 - Reflective journal Task 4 - Performance Task 5- Evaluation Tasks set by the exam board. Knowledge list: Research, rehearse, perform, present, evaluate and reflect. Skills covered: Solo performance, ensemble performance, dance, drama, music, hair and make-up design, presentational skills.				
	TERM 2	Introduction to music through the Elements of music: Basic keyboard skills to broaden listening skills and develop use of subject specific vocabulary. The Orchestra: Students will learn about the Western Classical orchestra and continue to develop subject specific vocabulary. Students perform and ensemble piece as a class on the keyboards. Rhythm and Pulse: Development of music vocabulary and theory. Basic music notation and conducting skills. Practical use of theoretical skills through development of keyboard skills and learning to perform a piece on the keyboard. Knowledge list: Treble clef, minim, crotchet, quaver, rest, stave, right hand, left hand, notes of the keyboard, pitch, duration, dynamics, tempo, timbre, texture, structure, Western Classical Orchestral families and instruments. Skills covered: Basic keyboard skills. Reading the Treble Clef; time signature; basic notation; listening to & recognising orchestral instruments. Baseline music listening test; Baseline keyboard skills test; Poker Face- practical keyboard assessment; Written assessment of key terms and the instruments of the orchestra.	Traditions of African music: perform as part of a whole class ensemble and then create their own piece of African music. They will learn subject specific vocabulary. Homework tasks to develop their use of subject specific vocabulary and broaden their musical listening skills. Development of Keyboard skills: Students will continue developing their keyboard skills through the 4-chord unit. They will add in a left-hand part. Students will continue to develop their keyboard skills through performing a piece of Film music. A choice of 3 differentiated pieces will be available to the student. One piece is of LCM grade 2 standard. Knowledge list: Bass clef, chord, polyrhythm, ensemble, round, repetition, call and response, improvisation, chanting. Skills covered: Adding a left-hand part, building up chords, composing a piece of music in an African style, ensemble performing. Written assessment of key terms and a listening assessment linked to the study of film music.	Students will learn about the use of musical themes to represent characters in computer games music: Students will learn to play existing themes on the keyboards Students will continue to develop their music vocabulary. Students with access to a keyboard/piano outside of school will be encouraged to take their pieces home to practise. Students will continue to develop their keyboard skills from Year 8. Differentiated pieces available and students will be encouraged to add in a left-hand bass part if they have not achieved this in Year 7/8. Students to develop their knowledge of musical genre and continue to develop their music vocabulary. Student will then study “The Musicals” Students will study a range of musicals and look at the theoretical history behind musical theatre. Students will also be introduced to Ukuleles and have the opportunity to develop their skills and perform a piece from a musical on a Ukulele rather than the keyboard. Knowledge list: Chromatic scale, theme, development, musical theatre, song, overture, ukulele, guitar tablature, strumming. Skills covered: Keyboard skills, composition on the keyboard, playing the Ukulele. Written evaluation of their rehearsal process and final performance.			Brief and tasks to be set by the Exam board January 2024 Knowledge list: Factors considered when creating a performance, research, plan, create, promote, pitch. Skills covered: Planning, preparing, researching, creating, performing, rehearsing, promoting, pitching, presenting, evaluating and reflecting. Tasks completed as a solo activity under controlled assessment conditions, moderated in department & submitted to external board. Submission April year 11. There is no written examination for this course, just 3 Units that are submitted to EDUQAS.				
	TERM 3	Enrichment: 999 what’s your emergency. Devising, script writing and technical tasks.	Enrichment: Macbeth. Short scripted scene from Macbeth followed by stage make up designs.	Enrichment: Disaster. Creating an idea for a performance and designing the advertising and marketing, scripts, props and costumes for a show.							
Cultural capital: To take part in a live performance. To watch live performances. Visits to careers events at UCLan with Lancashire Music Services.											
Extra-curricular: choir, dance club, drama club. Opportunities to take part in school performances and performances with our link primary schools at St Joseph’s											



ENRICHMENT & PERSONAL DEVELOPMENT

CAREERS EDUCATION

YEAR 7	Students can join the school choir, dance club and drama group. Through these activities they are given the opportunity to take part in school performances at Christmas and during the summer term. They have the opportunity to take part in the advent and Lenton service at St. Joseph's Church with our feeder primary schools Trips are arranged to see local and national theatre productions. Performances in school by Runshaw College drama department.	YEAR 7	Job roles within the performing arts as a performer and through a technical role
YEAR 8		YEAR 8	Make-up and costume designer roles.
YEAR 9		YEAR 9	Lancashire Music Services offer a session on careers within Performing Arts through UCLan for year 9 students.
YEAR 10		YEAR 10	Development of careers within the arts, through technical and practical roles.
YEAR 11		YEAR 11	Development of careers within the arts, through technical and practical roles.
LITERACY & NUMERACY	Students read texts throughout drama and learn to read music notation. Some of the texts are extended texts and they learn the conventions of interpreting a script, rather than a book. Both subject areas allow for Oracy opportunities and verbal discussion take place during each lesson. In music students study numeracy to understand rhythm and notation. This is evident in the music the students perform and compose.	CATHOLIC ETHOS	Choir and drama club take part in religious services and provide music and readings/drama at the services.