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| **[..\Curriculum Website Pages\Subject Pages\Subject Page Drama.docx](https://derbycathedralschool.sharepoint.com/Staff%20Share/Curriculum%20Planning/Curriculum%20Website%20Pages/Subject%20Pages/Subject%20Page%20Drama.docx)** | **Half term 1** **Learning Overview** | **Half term 2****Learning Overview** | **Half term 3** **Learning Overview** | **Half term 4** **Learning Overview** | **Half term 5** **Learning Overview** | **Half term 6** **Learning Overview** |
| **Year 7** | **Beats and Rhythms**Connect It, Chair Drumming, African, Samba, SalsaPerformance, and Listening (AO 1 and 3) **Assessment (P: 60, A: 40)** **Language for Learning**Rhythm, pulse, ensemble, binary, ternary, rhythm (semibreve, minim, crotchet, quaver), **Essential Knowledge**Pulse is uniformly spaced beats that set the tempo and is the scaffolding to rhythm.Rhythm is music’s patterns in time  | **Keyboard Skill (and Treble clef reading)**Developing student’s keyboard skills and understanding of the treble clef. (Performance and Listening AO1 and 3)**Assessment (P: 60, A: 40)****Language for Learning**Melody, step-wise, leap, major/minor, solo. **Essential Knowledge**Melody is a combination of pitch and rhythm. Also known as tune, voice or line. Developing a good keyboard technique means using different fingers to play each key. A chord is built up of notes 1, 3 and 5.  | **Western Classical Music**Performance of baroque, classical and romantic keyboard music. Performance and Listening (AO 1, 2 and 3)**Assessment (P: 60, A: 40)****Language for Learning**Melody, step-wise, leap, major/minor, solo, ensemble**Essential Knowledge**Classical music is art music from European tradition. It is different in style to folk and popular music.  | **Western Classical Music**Performance of baroque, classical and romantic keyboard music. Performance and Listening (AO 1, 2 and 3)**Assessment (P: 60, A: 40)****Language for Learning**Melody, step-wise, leap, major/minor, solo, ensemble**Essential Knowledge**Classical music is art music from European tradition. It is different in style to folk and popular music.  | **Ukulele Skills**Practical scheme teaching students how to play the Ukulele and how to read tab.Performance, Composition and Listening (AO 1 and 3) **Assessment (P: 60, A: 40)****Language for Learning**Ensemble, chord sequence, harmony, tablature, pitch, treble clef. **Essential Knowledge**How a ukulele makes it sound. Names of the four strings GCEAWhat a fret is. | **The Blues- band skills (Fusion Music)**Performance of 12 bar blues, a walking bass line, a blues melody incorporating blues notes. Performance, composition and Listening (AO 1, 2 and 3) **Assessment (P: 30, C: 30, A: 40)****Language for Learning**Chord sequence, 12 bar blues, chords I, IV and V, shuffle rhythm, blues note, accompaniment, blues scale, walking bass, improvisation **Essential Knowledge**What a triad is and how to build one (1st 3rd 5th degree)What the patterns of 12 bar blues is.How to walking bass correlates with the harmony. What a flat is and how it affects the pitch. How to work out the degrees on a scale – blues notes.  |
| **Year 8** | **Jazz Music (Fusions)**Performance of Cantaloupe Island and composition based on improvised ideas. Performance, Composition and Listening (AO 1, 2 and 3) **Assessment (P: 30, C: 30, A: 40)****Language for Learning**Syncopation, swing rhythm, call and response, improvisation, ternary form, head and solos, range, extended chords. **Essential Knowledge**How the idea of freedom and the improvisatory nature affected the rhythm; swing rhythm – uneven and syncopation – off-beat).Improvisation affects rhythm and pitch, developing rhythmic variety and a wide range.  | **Film Music (8 weeks)**Performance of a leitmotif, and composition based on a film clip. Performance, Composition and Listening (AO 1, 2 and 3) **Assessment (P: 30, C: 30, A: 40)****Language for Learning**Melody, leitmotif, conjunct, disjunct, sequence, genre, diegetic, non-diegetic, whole-tone scale, chromatic scale. **Essential Knowledge**A leitmotif is a melody which represents a character. How disjunct and conjunct create differing moods and ideas.How different scales can create different effects.To create tension using pedal, ostinato, discord**.**  | **Minimalism**Performance of clapping music, In C and composition based on minimalist techniques. Composition and Listening (AO 2 and 3) **Assessment (C: 60, A: 40)****Language for Learning**Loop, repetition,. Phase-shifting, note addition, note subtraction, diminution, augmentation, layering**Essential Knowledge**Loop/repetition of phrases.How to manipulated loops to create development/variety = Phase-shifting, note addition, note subtraction, diminution, augmentation, layering | **Ground Bass**Performing ground bass, performing a melody, performing in ensemble, creating a composition. Performance, Composition and Listening (AO 1, 2 and 3) **Assessment (P: 30, C: 30, A: 40)****Language for Learning**Ground bass, ostinato, step-wise, conjunct, Baroque, disjunct, sequence, octave.**Essential Knowledge**Repetitive nature of bass – ostinato.Variety created through melody and melodic development – conjunct, disjunct, sequence.  | **Ukulele Skills 2 (3 weeks)**Performance, Composition and Listening (AO 1 and 3) **Assessment (P: 60, A: 40)****Language for Learning**Ensemble, lyrics, chord sequence, melody, range, accompaniment, pulse, rhythm**Essential Knowledge**How a ukulele makes it sound. Names of the four strings GCEAWhat a fret is.Strumming patterns – rhythm.  | **Band Skills 2**Performance, Composition and Listening (AO 1, 2 and 3) **Assessment (P: 30, C: 30, A: 40)****Language for Learning**Ensemble, lyrics, chord sequence, melody, range, accompaniment, pulse, rhythm, composing one section**Essential Knowledge**How to play chords on the chosen instrument.How to create an ensemble performance – counting in, clear pulse.Reading music from a lead sheet.  |
| **Year 9** | **Computer Game Music**Students learn to play a popular piece based on CG music. Performance and Listening (AO 1 and 3) **Assessment (P: 60, A: 40)****Language for Learning**Melody in 3rds, triplet, sequence, conjunct, disjunct, octave |  **Hamilton**Students develop their understanding of the rap genre and rhythmic complex and instils the importance of diction, textural build-up and cadences.Performance and Listening (AO 1 and 3) **Assessment (P: 60, A: 40)****Language for Learning** Cadence, chords, inverted chords, Suspended chords, extended chords, rhythm, texture | **Band Skills 3**Students work in small ensembles on a range of instruments to create a performance. Performance, Composition and Listening (AO 1, 2 and 3) **Assessment (P: 30, C: 30, A: 40)****Language for Learning**Ensemble, lyrics, chord sequence, melody, range, accompaniment, pulse, rhythm, bass line. Students create their own song.  | **EDM**Students use a DAW to create a dance track, using percussion, chords, bass and melodic riffs. Composition and Listening (AO 2 and 3) **Assessment (C: 60, A: 40)****Language for Learning**DAW, four on the floor, drum machine, chords, bass riff, root bass note, melody. | **Variation Form** |
| **Performance**Students will perform a piece of music in variation form, showing their understanding of how a theme has been varied. Performance and Listening (AO 1 and 3) **Assessment (P: 60, A: 40)****Language for Learning**Theme, variation, major/minor, rhythm, melody, chords/accompaniment.  | **Composition** Students will create their own variation on a set theme. Composition and Listening (AO 2 and 3) **Assessment (C: 60, A: 40)****Language for Learning**Theme, variation, major/minor, rhythm, melody, chords/accompaniment.  |

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| **Year 10****GCSE Music - Eduqas** | **Unit 1 Performance** Ensemble Performance: Africa by Toto (30)**Unit 1 and Unit 3 Toto****What makes pop, pop?** Looking at MADTSHIRT aspects of Toto and comparing to other popular music. **Unit 3 Listening and Appraising: MADTSHIRT (8)**3 50-minute lessons per week.1 Performing1 composing1 listening and appraising **Assessment:**Performance Toto Ensemble 60%Listening – AoS4 and Toto 40% | **Unit 1 Performance** Solo performance (30)**Unit 2 Composing**Composition exercise – melody and harmony (30)**Unit 3 Listening and Appraising** AoS 4 and Toto (40)3 50 minute lessons per week.1 Performing1 composing1 listening and appraising**Assessment:**Performance Solo- 60%Listening – AoS4 and Toto 40% | **Unit 1 Performance** Solo Performance: Working towards performance at the Cathedral (30)**Unit 2 Composing**Exercise – Texture and Structure (30)**Unit 3 Listening and Appraising** Film Music and composing (40)Set Work: Africa by Toto 3 50 minute lessons per week.1 Performing1 composing1 listening and appraising**Assessment:**Performance Solo 60%Listening – AoS 3 40% | **Unit 1 Performance** Ensemble Performance (record summer 1) (30)**Unit 2 Composing**Free Composition (30)**Unit 3 Listening and Appraising** Devices/Form – Area of Study 1 (repetition, imitation, sequence clefs relate to Bach) (40)3 50 minute lessons per week.1 Performing1 composing1 listening and appraising**Assessment:**Performance Ensemble 60%Listening – Mock exam – AoS 3 and 4 40% | **Unit 1 Performance** Ensemble – record **Unit 2 Composing**Free Composition (30)**Unit 3 Listening and Appraising** Devices/Form – Area of Study 1 (repetition, imitation, sequence clefs relate to Bach) (40)3 50 minute lessons per week.1 Performing1 composing1 listening and appraising**Assessment:**Performance Ensemble 60%Listening – Mock exam – AoS 3 and 4 40% | **Unit 1 Performance** Performance: Building a 4-minute performance programme SOLO (30)**Unit 2 Composing**Complete Free Composition and complete administration (30)**Unit 3 Listening and Appraising** AoS 1 and Bach (40)3 50 minute lessons per week.1 Performing1 composing1 listening and appraising**Assessment:**60% composition Free40% AoS 1, 3 & 4.  |
| **Year 11** | **Unit 1 Performance** Record Solo by October half term (30)**Unit 2 Composing**Small group tuition – Completion free composition November 2024 **Unit 3 Listening and Appraising** AoS 4 – use of tech/instrumental techAoS 1 – R, C then BDevices – relate to BachSet Work: Bach3 50-minute lessons per week.1 Performing1 composing1 listening and appraising | **Unit 1 Performance** Ensemble to be completed by Feb (30)**Unit 2 Composing**Comp to a brief by Feb (30)**Unit 3 Listening and Appraising** AoS 2Bach Set work3 50-minute lessons per week.1 Performing1 composing1 listening and appraising | **Unit 1 Performance** Ensemble to be completed by Feb (30)**Unit 2 Composing**Comp to a brief by Feb (30)**Unit 3 Listening and Appraising** (40)Set Work: Toto & Bach3 50-minute lessons per week.1 Performing1 composing1 listening and appraising | **NEA – one-to-one****Unit 3 Listening and Appraising** AoS 1-4Set WorksCadencesTempiKeysTime signatures3 50-minute lessons per week.1 Performing1 composing1 listening and appraising | **NEA – one-to-one****Unit 3 Listening and Appraising** AoS 1-4Set WorksCadencesTempiKeysTime signatures |  |

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| **Year 12****A-Level Music Eduqas**  | **Unit 1** Ensemble Music (own choice and WCM)**Unit 2** WCM compositional techniques (melody, harmony, structure, texture, keys, rhythm and metre) **Unit 3** WCM Structure and FormDevelopment of the symphonyDevelopment of the orchestra The symphony in 1750-1830The symphony in 1830-1900Haydn Symphony 104**Assessment:**40% Listening and appraising task35% Ensemble performance25% composition task.  | **Unit 1** Solo Performance**Unit 2** WCM compositional techniques (melody, harmony, structure, texture, keys, rhythm and metre) & Short, compositional exercises**Unit 3** WCM Haydn Symphony 104Mendelsohn **Assessment:**40% Listening and appraising task35% Ensemble performance25% composition task.  | **Unit 1** Solo Performance and Ensemble (AoS D Jazz)**Unit 2** Free Composition – one-to-one support. **Unit 3** AoS D JazzRagtimeDixielandEarly jazzBig band (swing)Bebop**Assessment:**40% Listening and appraising task35% Ensemble performance25% composition task.  | **Unit 1** Solo Performance and Ensemble (AoS D Jazz)**Unit 2** Free Composition – one-to-one support. **Unit 3** AoS D JazzRagtimeDixielandEarly jazzBig band (swing)Bebop **Assessment:**40% Listening and appraising task35% Ensemble performance25% composition task.  | **Unit 1** Performing a Recital 12-18 minutes **Unit 2** Free Composition – one-to-one support. **Unit 3** AoS E Music in the 20th Century ImpressionismExpressionismNeo-classicismDebussy – Three Nocturnes, no.1 (impressionist)Poulenc – Trio for Oboe, Bassoon and Piano: Movement II (Neo-classical)**Assessment:**40% Listening and appraising task35% Ensemble performance25% composition task.  | **Unit 1** Performing a Recital 12-18 minutes **Unit 2** Free Composition – one-to-one support. **Unit 3** AoS E Music in the 20th Century ImpressionismExpressionismNeo-classicismDebussy – Three Nocturnes, no.1 (impressionist)Poulenc – Trio for Oboe, Bassoon and Piano: Movement II (Neo-classical)**Assessment:**40% Listening and appraising task35% Ensemble performance25% composition task.  |
| **Year 13****Btec Level 3 Extended Certificate** | Unit 3 Ensemble Music Performance (E) 2Optional Unit | Unit 3 Ensemble Music Performance (E) 2Optional Unit | Unit 3 Ensemble Music Performance (E) 2Optional Unit | Unit 3 Ensemble Music Performance (E) 2Optional Unit | Unit 3 Ensemble Music Performance (E) 2Optional Unit |  |