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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, Salsa  Performance, 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 GCEA  What 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 GCEA  What 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 Performing  1 composing  1 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 Performing  1 composing  1 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 Performing  1 composing  1 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 Performing  1 composing  1 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 Performing  1 composing  1 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 Performing  1 composing  1 listening and appraising  **Assessment:**  60% composition Free  40% 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 tech  AoS 1 – R, C then B  Devices – relate to Bach  Set Work: Bach  3 50-minute lessons per week.  1 Performing  1 composing  1 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 2  Bach Set work  3 50-minute lessons per week.  1 Performing  1 composing  1 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 & Bach  3 50-minute lessons per week.  1 Performing  1 composing  1 listening and appraising | **NEA – one-to-one**  **Unit 3 Listening and Appraising**  AoS 1-4  Set Works  Cadences  Tempi  Keys  Time signatures  3 50-minute lessons per week.  1 Performing  1 composing  1 listening and appraising | **NEA – one-to-one**  **Unit 3 Listening and Appraising**  AoS 1-4  Set Works  Cadences  Tempi  Keys  Time 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 Form  Development of the symphony  Development of the orchestra  The symphony in 1750-1830  The symphony in 1830-1900  Haydn Symphony 104  **Assessment:**  40% Listening and appraising task  35% Ensemble performance  25% 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 104  Mendelsohn  **Assessment:**  40% Listening and appraising task  35% Ensemble performance  25% composition task. | **Unit 1** Solo Performance and Ensemble (AoS D Jazz)  **Unit 2** Free Composition – one-to-one support.  **Unit 3** AoS D Jazz  Ragtime  Dixieland  Early jazz  Big band (swing)  Bebop  **Assessment:**  40% Listening and appraising task  35% Ensemble performance  25% composition task. | **Unit 1** Solo Performance and Ensemble (AoS D Jazz)  **Unit 2** Free Composition – one-to-one support.  **Unit 3** AoS D Jazz  Ragtime  Dixieland  Early jazz  Big band (swing)  Bebop  **Assessment:**  40% Listening and appraising task  35% Ensemble performance  25% 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  Impressionism  Expressionism  Neo-classicism  Debussy – Three Nocturnes, no.1 (impressionist)  Poulenc – Trio for Oboe, Bassoon and Piano: Movement II (Neo-classical)  **Assessment:**  40% Listening and appraising task  35% Ensemble performance  25% 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  Impressionism  Expressionism  Neo-classicism  Debussy – Three Nocturnes, no.1 (impressionist)  Poulenc – Trio for Oboe, Bassoon and Piano: Movement II (Neo-classical)  **Assessment:**  40% Listening and appraising task  35% Ensemble performance  25% composition task. |
| **Year 13**  **Btec Level 3 Extended Certificate** | Unit 3 Ensemble Music Performance (E) 2  Optional Unit | Unit 3 Ensemble Music Performance (E) 2  Optional Unit | Unit 3 Ensemble Music Performance (E) 2  Optional Unit | Unit 3 Ensemble Music Performance (E) 2  Optional Unit | Unit 3 Ensemble Music Performance (E) 2  Optional Unit |  |