

Performing Arts KS3 and KS4 Curriculum Overview

Assessment Objectives

- AO1: Perform with technical control, expression and interpretation
AO2: Compose and develop ideas with technical control and coherence
AO3: Demonstrate and apply musical knowledge
AO4: Use appraising skills to make evaluative and critical judgements.

..\Curriculum Website Pages\Subject Pages\Subject Page Drama.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. 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),	Keyboard Skills (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	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	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	Ukulele Skills C, F and G Chords 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	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

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	Essential Knowledge Pulse is uniformly spaced beats that set the tempo and is the scaffolding to rhythm. Rhythm is music's patterns in time	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.	tradition. It is different in style to folk and popular music.	Classical music is art music from European tradition. It is different in style to folk and popular music.	How a ukulele makes it sound. Names of the four strings GCEA What a fret is.	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.
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						How to work out the degrees on a scale – blues notes.
Year 8	Jazz Music (Fusions) JEA 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 (listening), range, extended chords – cantaloupe (1 lesson play melody, some play	Film Music (8 weeks) MBI 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.	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	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.	Band Skills Prep (3 weeks) Teaching 2 chords on guitar, Uk, Bass 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	Band Skills 2 Easy guitar, uke and bass piece – all play the same. 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

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chords – add extended chords). Backing track add to proforma onto (Section A perform, Section b improv, A) Rooming and use of Cubase considerations. 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.	Less time on performance – 1 lesson. Image character – leitmotif creation. – melody. Techniques – ostinato, pedal note, discord, leitmotif, scales? Maj, min, whole-tone, chromatic, pentatonic. 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.	Essential Knowledge Loop/repetition of phrases. How to manipulated loops to create development/variety = Phase-shifting, note addition, note subtraction, diminution, augmentation, layering	Essential Knowledge Repetitive nature of bass – ostinato. Variety created through melody and melodic development – conjunct, disjunct, sequence.	Essential Knowledge How a ukulele makes it sound. Names of the four strings GCEA What a fret is. Strumming patterns – rhythm.	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.
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Year 9	Computer Game Music	Hamilton	Band Skills 3	EDM	Variation Form	
	Students learn to play a popular piece based on CG music.	Students develop their understanding of the rap genre and rhythmic complex and instils the importance of diction, textural build-up and cadences.	Students work in small ensembles on a range of instruments to create a performance.	Students use a DAW to create a dance track, using percussion, chords, bass and melodic riffs.	Performance	Composition
	Performance and Listening (AO 1 and 3) Assessment (P: 60, A: 40)	Performance and Listening (AO 1 and 3) Assessment (P: 60, A: 40)	Performance, Composition and Listening (AO 1, 2 and 3) Assessment (P: 30, C: 30, A: 40)	Composition and Listening (AO 2 and 3) Assessment (C: 60, A: 40)	Students will perform a piece of music in variation form, showing their understanding of how a theme has been varied.	Students will create their own variation on a set theme.
	Language for Learning Melody in 3rds, triplet, sequence, conjunct, disjunct, octave Start with MK -Wii as an extension 3-4 lessons. Composition – game clip (leitmotif, mood)	Language for Learning Cadence, chords, inverted chords, Suspended chords, extended chords, rhythm, texture	Language for Learning Ensemble, lyrics, chord sequence, melody, range, accompaniment, pulse, rhythm, bass line. Students create their own song.	Language for Learning DAW, four on the floor, drum machine, chords, bass riff, root bass note, melody.	Performance and Listening (AO 1 and 3) Assessment (P: 60, A: 40)	Composition and Listening (AO 2 and 3) Assessment (C: 60, A: 40)
					Language for Learning Theme, variation, major/minor, rhythm,	Language for Learning Theme, variation, major/minor, rhythm,

Subject: Music
Derby Cathedral School

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					melody, chords/accompaniment.	melody, chords/accompaniment.
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	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
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	Learning Overview	Learning Overview	Learning Overview	Learning Overview	Learning Overview	Learning Overview
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 & Film Music Techniques. (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 Film Music (AoS 3) techniques.. (30) Unit 3 Listening and Appraising Film Music AoS 3 (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 Bach Motif X and Y. (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 2 Blues, Jazz, Musical Theatre, Chamber Music (baroque, Classical, Romantic) 3 50 minute lessons per week. 1 Performing 1 composing 1 listening and appraising Assessment: 60% composition Free 40% AoS 1, 3 & 4.
	Unit 1 Performance	Unit 1 Performance	Unit 1 Performance	NEA – one-to-one	NEA – one-to-one	

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Year 11	Record Solo by October half term (30) Unit 2 Composing Small group tuition – Completion free composition November 2024 Unit 3 Listening and Appraising 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	Ensemble to be completed by Feb (30) Unit 2 Composing Comp to a brief by Feb (30) Unit 3 Listening and Appraising Bach Set work AoS 1 Devices Form 3 50-minute lessons per week. 1 Performing 1 composing 1 listening and appraising	Ensemble to be completed by Feb (30) Unit 2 Composing Comp to a brief by Feb (30) Unit 3 Listening and Appraising (40) AoS 2 AoS 4 – use of tech/instrumental tech Set Work: Toto & Bach 3 50-minute lessons per week. 1 Performing 1 composing 1 listening and appraising	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	Unit 3 Listening and Appraising AoS 1-4 Set Works Cadences Tempi Keys Time signatures	
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Year 12	Unit 1 Ensemble Music (own choice and WCM)	Unit 1 Solo Performance	Unit 1 Solo Performance and Ensemble (AoS D Jazz)	Unit 1 Solo Performance and Ensemble (PPE Recital)	Unit 1 Performing a Recital 12-18 minutes	Unit 1 Performing a Recital 12-18 minutes

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A-Level Music Eduqas	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 2 WCM compositional techniques (melody, harmony, structure, texture, keys, rhythm and metre) & Short, compositional exercises 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 2 Free Composition – one-to-one support. Unit 3 WCM Haydn Symphony 104 Mendelssohn Assessment: 40% Listening and appraising task 35% Ensemble performance 25% composition task.	Preparation) 1 lesson per week. Unit 2 Free Composition – one-to-one support. 25-minute 1-to-1 Unit 3 AoS A Early & Mature Classical symphonies. Romantic Symphonies Mendelssohn Symphony No. 4 Assessment: 40% Listening and appraising task 35% Ensemble performance 25% composition task.	Unit 2 Free Composition – one-to-one support. Unit 3 AoS E Music in the 20th Century Impressionism Expressionism Neo-classicism AoS B/C/D Assessment: 40% Listening and appraising task 35% Ensemble performance 25% composition task.	Unit 2 Free Composition – one-to-one support. Unit 3 AoS E Music in the 20th Century 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. By the end of year 12, all areas of study completed. Free composition completed. Recital programme
Year 13 Eduqas A-Level	Unit 1 Performance (2) Unit 2 Composition to a Brief (4) (2 periods per week own study)	Unit 1 Performance (2) Unit 2 Composition to a Brief (4) (2 periods per week own study)	Unit 1 Performance (2) Unit 2 Free Composition – one-to-one support. (2) (2 periods per week own study)	Unit 1 Performance (2) Unit 2 Free Composition – one-to-one support. (2) Unit 3	Unit 1 Completed Unit 2 Completed Unit 3 (40%) Area of Study A (2)	

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	Unit 3 Area of Study A (2) Area of Study E (3) Assessment: 40% Listening and appraising task 35% Performance 25% Composition task.	Unit 3 Area of Study A (2) Area of Study C & E (3) Assessment: 40% Listening and appraising task 35% Performance 25% Composition task. Composition Deadline	Unit 3 Area of Study A (2) Area of Study C (1) Area of Study E (2) General Listening (2) Assessment: 40% Listening and appraising task 35% Ensemble performance 25% composition task.	Area of Study A (2) Area of Study C (1) Area of Study E (2) General Listening (2) Assessment: 40% Listening and appraising task 35% Ensemble performance 25% composition task. Performance Recital (March – May) Composition Upload By May 15th	Area of Study C (1) Area of Study E (2) General Listening (2) 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	