



Scheme of Work SUBJECT: **Performing Arts** YEAR – 9
2 x 55 minute lessons per week

	Autumn 1 <i>Animal Farm</i>	Autumn 2 <i>Keyboard Skills 5 – Ground Bass</i>	Spring 1 <i>Film Music</i>
Key concepts	To develop knowledge and understanding of the play 'Animal Farm' and how it links to the 'Russian Revolution'. Focus will be on understanding the roles of the different animals/characters in the play and how this is known as a 'Fable'.	Students to continue developing knowledge and understanding of practical keyboard skills and sight-reading notation. Focus will be on accuracy and fluency of melodies played in the right and left hand at the same time. The repeated pattern in the left hand known as 'Ground Bass' helps to further develop co-ordination skills whilst a separate melody/melodies are played in the right hand. Students also take part in listening activities at the start of the lesson to help develop their ear-training.	To develop knowledge and understanding of the origins of Film Music and how it has developed over time. Students will end up working towards composing their own piece of music whilst a soundless video clip of a film is playing.
Themes	Students will read the play 'Animal Farm' as well as watching the animated film from 1953 so that they can also get a visual representation of the different animals/characters. Students will then go on to research how 'Animal Farm' links in to both communism and the Russian Revolution of 1917, helping to develop their history knowledge of Eastern Europe during World War 1. Although students can play the roles of the characters when they read through the play, this is a research-based topic to help develop analytical skills.	'Keyboard Skills 5 – Ground Bass' provides an insight into the origins of Ground Bass music, originating back in the 1600's. Students develop their knowledge and understanding of the origins and history of Ground Bass music and how it has played a crucial role in today's society. Students listen to a variety of Ground Bass pieces of music. Students then apply this knowledge of notation and independent melodies by performing 'Pachelbel's Canon in D' on keyboards. The focus as per every performance skill is to perform with accuracy, fluency and demonstrating ability to develop co-ordination skills.	Students will learn about the origins of Film music, looking originally at 'Silent Movies' from the 1920's through to modern day film composers such as John Williams (Star Wars) They will then apply their understanding through creating/composing an appropriate piece of music to support the action in the film provided (alien invasion fight scene from 'Independence Day'). Students are not limited to the instrumentation they can use but should think about appropriate use of tempo, dynamics as well as a real focus on timing to make sure that the sounds created match the action of the film.



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Challenge	To confidently demonstrate an understanding of how the different animals represented the different historical figures of the Russian Revolution. They are able to recite key political figures of that time.	To perform a variety of given melodies in their right hand whilst providing the appropriate ground bass pattern using their left hand to develop their co-ordination skills. As well as developing their sight-reading skills, some students may go on to improvise a melody of their own using their own ground bass pattern.	Students will pay particular attention to the key of their melody to represent the mood, as well as dynamics and tempo used. A good sense of leadership/conducting skills may also be required.
Support	Students are provided with a 'comparison chart' to help support their learning and understanding of characters from the play and from the Russian Revolution.	Students are provided with a version of the music with letters to help them sight-read as well as an expectation of the focus just being on the right hand (melody). Note-finders on keyboards can also be used.	Students will be provided with the break down of the action through the use of bullet points so that they can create melodies/motifs based on as many individual actions as possible.
Literacy focus	Heavy literacy focus as students will be expected to read and understand the text.	Tempo, dynamics, texture and types of instruments to be explored during starter/TOE listening activities.	Key terminology used in previous lessons such as dynamics, tempo, timbre as well as topic specific terminology.
Numeracy focus	N/A	Students will again be expected to perform accurate note values by counting the correct number of beats in a bar as well as developing their sense of rhythm. This is a bit more complex having a ground bass pattern alongside some more challenging melody lines.	Students will again be expected to perform accurate note values by counting the correct number of beats in a bar as well as developing their sense of rhythm. They will also be expected to keep in time with action from the film.
Cross-curricular links	Literacy skills (English), key terminology (language skills), performing skills, understanding of key political figures from the Russian Revolution of 1917 (History).	Literacy skills (English), key terminology (Italian/language skills), co-ordination skills (PE), performing skills, counting skills (Maths) history of the Baroque era (History)	Literacy skills (English), key terminology (language skills), performing skills, development of film music over time (History), knowledge of film composers (Media)
SMSC & MBV	Massive opportunities for discussion about the monarchy, Marxism, Communism, the	Respectful of each other's performances, trust, social interaction, morally supporting	Respectful of each other's performances, trust, social interaction, morally supporting



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	feudal system (political discussions), use of propaganda and how that can relate to the modern world.	one-another. Building confidence by working together and performing in front of peers.	one-another. Building confidence by working together and performing in front of peers. Cultural understanding of the development of musical genres over time compared to how film music is composed today.
Assessments	Students are asked a set of 25 questions based on their understanding of the play as well as their understanding of the research they have carried out on the Russian Revolution.	Each solo performance is recorded as video evidence so students can watch their performances back and evaluate through verbal feedback. There are also opportunities for peer assessment throughout the module.	Students are expected to perform the above skills accurately whilst playing their composition along to the film through video evidence as well as watching back their performances and providing verbal feedback.
Out of School learning			Film Music IST – Students develop their knowledge and understanding of different film music genres and key concepts, helping to cement their knowledge of the topic.

	Spring 2 <i>Keyboard Skills 6 - Ragtime</i>	Summer 1 <i>African Drumming</i>	Summer 2 <i>GCSE Music</i>
Key concepts	Students to continue developing knowledge and understanding of practical keyboard skills and sight-reading notation. In a historical context, 'Ragtime' followed 'Blues' music. However, this style of music focuses on complex melodies played in the right and challenging left-hand syncopated	To develop knowledge and understanding of practical performance skills and sight-reading notation through the topic of African Drumming. Students will learn about the history of African Drumming before working towards a group performance of a set of different polyrhythms to help develop their	Please see Year 10 SoW



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	parts. Students also take part in listening activities at the start of the lesson to help develop their ear-training.	rhythmic skills. Students also take part in listening activities at the start of the lesson to help develop their ear-training.	
Themes	After studying Blues music in Year 8, students will have a good understanding of the 'Slave trade' and will therefore begin to understand the importance and the rarity of a black African/American composer becoming famous for his music. Scott Joplin became the first famous black African/American composer in the music industry, and as such, students will learn to play 'The Entertainer' on keyboards.	Students will learn about the origins of African Drumming and how it was original used as a form of communication. Students will apply their understanding through practical skills which will include attempting to play a selection of individual rhythms, before combining them with other individuals to create a set of polyrhythms. Students will focus on accuracy of timing, rhythm and leadership skills to create a successful performance.	
Challenge	To be able to play two-hands together will be quite challenging as both parts involve a lot of syncopation so timing for this topic is key.	To be able to play at least two or more polyrhythms at the same time (which can include hands and feet). There is also an opportunity to develop improvisation skills.	
Support	Opportunities for students to play simpler melodies with just their right-hand with letters above the notes can be provided	Students are provided with a basic musical score (dots in a box) to work from and may use their music on stage when performing if needed.	
Literacy focus	Key terminology such as syncopation, pianola, off-beat.	Tempo, dynamics, texture and types of instruments to be explored during starter/TOE listening activities.	
Numeracy focus	Students will be expected to play the correct note values for the correct amount of time with the appropriate use of syncopation.	Counting and playing the correct note values for the correct amount of time.	



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Cross-curricular links	Key words (MFL), literacy (English), counting (Maths), exploring different parts of the world (Geography), spiritual elements (RE)	Literacy (English), and history of African Drumming (History)	
SMSC & MBV	There is an important opportunity for discussion once again regarding the slave trade as well as discussing how equality compares to how it did 100 years ago.	Cultural understanding of communication skills used in Africa, their spiritual connection with music, social interaction of group work and performance, trust, respect.	
Assessments	Each solo performance is recorded as video evidence so students can watch their performances back and evaluate through verbal feedback. There are also opportunities for peer assessment throughout the module.	Each group performance is recorded as video evidence so students can watch their performances back and evaluate through verbal feedback. There are also opportunities for peer assessment throughout the module.	