

It is the intention of the Music curriculum to ensure that all students have a broad Key Stage 3 experience and provide opportunities to perform, compose, listen and analyse music from around the world. We aim for all students to experience music from a range of genres to broaden their listening skills. Through the exploration of music including mediums of performance and composition, we want our students to be well-rounded critical, creative thinkers who develop a passion for the arts.

CURRICULUM INTENT

THRESHOLD CONCEPTS

TC1 Reading notation and understanding basic music theory to support students performance and composition.

TC2 Students recall key terminology that is then transferred in written and spoken contexts.


TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning.

TC4 Practical skills can be transferred positively between activities and other musical topics.


TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress.

TC6 Students can access techniques that will enable them to create original music.

SUPPORT AT HOME

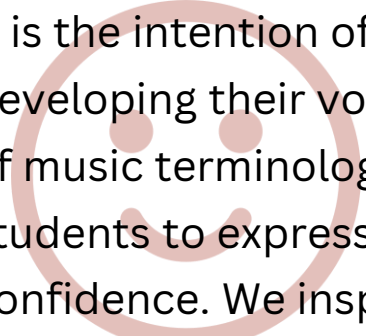
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- Encouraging your child to listen to music from a wide variety of genres
 - Exploring websites such as BBC bitesize
 - Supporting with home-work
 - Talking about music that you and other family members enjoy to
 - broaden students' understanding of music from different eras

ENRICHMENT



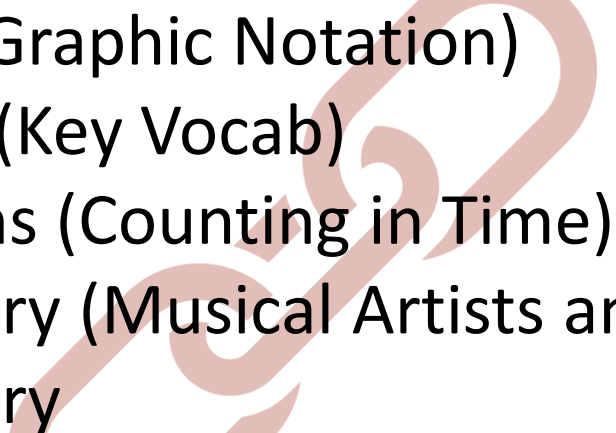
Enrichment opportunities:
Visits to Theatres
Trips linked to themes
Guest speakers and performers
Drama Club
Keyboard Club
Drum Club
Musical Production

PERSONAL DEVELOPMENT



It is the intention of the Music department to empower students by developing their vocabulary and modelling to them the correct use of music terminology. Through performance we aim to teach students to express themselves clearly and creatively with confidence. We inspire students to develop their social, emotional, moral and spiritual well being through performance.

CURRICULUM LINKS



Art (Graphic Notation)
MFL (Key Vocab)
Maths (Counting in Time)
History (Musical Artists and History)

CAREERS



Composers
Radio DJ
Teachers
Instrumentalist
Film Scorer
Instrument Maker

MUSIC YEAR 7

WHAT

Students are introduced to essential skills that underpin every topic throughout Key Stage 3.

Students will:

- P understand the basic musical elements
- P be able to define a musical element and use them when describing music
- P develop the skills needed to work and perform in small groups
- P develop the skills needed to be an audience member
- P embed definitions of musical elements through vocal/singing
- P develop literacy skills through learning new vocabulary
- P be able to analyse extracts of music and identify musical elements within them

AUTUMN

WHY

- **Understand and recognise the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE.**
- **Draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing.**
- **Recognise the Elements of Music when listening to and appraising music from different times and different places.**

HALF TERM 1: BUILDING BLOCKS

Threshold concepts:

TC1 Reading notation and understanding basic music theory to support students performance and composition

TC2 Students recall key terminology that is then transferred in written and spoken contexts

TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score

READING SKILLS

Processes: NOTATION – How music is written down. There are many ways in which music can be written down and recorded. Pupils should be familiar with STAFF NOTATION where music is written down on a STAVE (5 lines and spaces) and GRAPHIC NOTATION where music is written down using shapes and symbols to represent different sounds.

HALF TERM 2: RHYTHM AND PULSE

WHAT

Students will strengthen their knowledge of notation and put into practice knowledge and skills from HT1. Students will:

- P understand the difference between rhythm and pulse
- P understand different time signatures
- P be able to notate basic rhythmic patterns
- P be able to use the correct technique to play a percussion instrument
- P be able to compose a rhythmic pattern using a grid template
- P be able to compose polyphonic textures
- P be able to incorporate musical elements into performance/composition

WHY

- **Understand that pulse is a fundamental upon which music is built and performed.**
- **Develop a feeling for and an awareness of a regular pulse in music from different times and places.**
- **Distinguish between pulse/beat and rhythm.**
- **Develop and understanding of note values in terms of duration, bars and simple time signatures.**

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Rhythm, Pulse, Beat, Waltz, March, Time Signature, Conducting, Accent, Rhythm Grid Notation, Semibreve, Minim, Crotchet, Quaver.

READING SKILLS

Research the views of various art works that correlate to the titles of Mussorgsky's movements in his 'Pictures at an Exhibition' such as gardens, trumpets, promenades, castles, witches, gnomes etc.

Threshold concepts:

TC1 Reading notation and understanding basic music theory to support students performance and composition

TC4 Practical skills can be transferred positively between activities and other musical topics

TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress

MUSIC YEAR 7 **SPRING**

HALF TERM 1: KEYBOARD SKILLS

TC1 Reading notation and understanding basic music theory to support students performance and composition
 TC4 Practical skills can be transferred positively between activities and other musical topics
 TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress
 TC6 Students can access techniques that will enable them to create original music

WHAT

- Students will embed their understanding of musical elements by applying them practically to an instruments. Students will:
- Understand the functions of a keyboard
 - Learn the correct technique needed to play the piano/keyboard
 - Be able to connect reading notation to implementing it on an instrument
 - Be able to practically demonstrate the musical elements
 - Develop hand/eye coordination

WHY

- Understand how the classroom keyboard is used and played
- Practicing pieces of keyboard music to build skills and understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm
- Understand the importance of "warming-up" before playing a keyboard or piano and the concept of piano fingering (1-5)
- Explore different keyboard instruments from different times and places.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Layout of a Piano/Keyboard, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces

READING SKILLS

Creating an in-depth research project on one keyboard instrument (e.g. harpsichord, organ, piano, accordion, synthesiser, clavichord, celesta etc.) containing pictures, information and how the instrument works. This could be presented to the rest of the class at the start of end of lessons.

WHAT

- Students will explore a different variety of performance styles to build their confidence through resilience. Students will:
 - Be able to develop a freeze frame
 - Be able to add narration to a performance
 - Be able to add thought tracking to show a character's internal thoughts
 - Take part in exercises/games to develop specific skills in performance
- Explore the themes of 'Free' by David Grant and using a story arc, devise their own ensemble performances. The exploration of stereotypes and stock characters. And the advantages and disadvantages of using them in theatre.

WHY

- Understand the layout of the stage
- Develop basic drama skills and techniques
- Build confidence when speaking in front of an audience
- Understand the importance of warming up your body and voice before a performance.
- Exploring themes in a play is a fundamental aspect of both creating and analysing theatre, Themes provide depth,

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Downstage, Upstage, focus, Projection, freeze Frame, diction, Character, ensemble, devising, exposition, denouement, climax, stock characters, themes.

READING SKILLS

Reading scripts and Information on key Characters within A variety of plays. Analysing and evaluating Work and the work of others

HALF TERM 2: DRAMA SKILLS

TC2 Students recall key terminology that is then transferred in written and spoken contexts
 TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning
 TC4 Practical skills can be transferred positively between activities and other musical topics
 TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress

MUSIC YEAR 7

WHAT

SUMMER HALF TERM 1: FORM AND STRUCTURE

TC1 Reading notation and understanding basic music theory to support students performance and composition
 TC2 Students recall key terminology that is then transferred in written and spoken contexts
 TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning

WHY

HOW

Students will explore a variety of musical styles, genres and composers. Students will:

- Understand how different forms in music help develop the structure of songs
- Understand three different types of 'forms' in music (rondo, binary, ternary)
- Understand how different forms in music sound on different instruments and how this relates to textures and timbres in music
- Understand how key musical composers use form in their compositions
- Be able to use question and answer phrases in their music and understand how they link to harmony

Understand what Form and Structure is in music.

Understand what Question and Answer, Binary, Ternary and Rondo Forms are in music.

Recognise the differences between music based on different Forms and Structures.

Know how to label or identify different sections within a complete piece of music.

Recognise that music with a recurring or repeated section provides familiarity to the listener.

ASSESSMENT

Analysing peers, video clips and coaching each other. Assessment for learning will be achieved through the use of worksheet, video analysis or peer feedback. Success criteria will also be conveyed through modelling, digital stills & video recordings

VOCABULARY

Binary Form (AB), Ternary Form (ABA), Rondo Form (ABACADA...), Melody, Drone, Ostinato, Harmony, Treble Clef Pitch Notation.

READING SKILLS

FORM/STRUCTURE – How a piece of music is organised into different sections or parts.

PHRASE – A short section of music, like a “musical sentence”.

QUESTION AND ANSWER PHRASES – Two short sections within a larger/longer piece of music.

HALF TERM 2: SONORITY CITY

Threshold concepts:
 TC1 Reading notation and understanding basic music theory to support students performance and composition
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 TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning
 TC4 Practical skills can be transferred positively between activities and other musical topics

TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress

WHAT

Students will explore Western music, be exposed to a variety of instruments and build on their practical skills. Students will:

- Understand the instrument families of the orchestra
- Learn about the individual instruments in each instrument family
- Be able to identify the musical element timbre
- Be able to identify the different ways that instruments are played
- Be able to identify instruments aurally
- Be able to read staff notation

WHY

HOW

Learn about the layout and structure of the symphony orchestra.

Develop an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods and characteristic timbres/sonorities.

ASSESSMENT

Appropriate questioning on teaching points of the skills and processes developed. Observation and peer assessment. Provide opportunities for pupils to assess their own performance and implement strategies for improvement.

VOCABULARY

Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor, Pitch, Timbre, Sonority, Arco.

READING SKILLS

Investigate, using real orchestral instruments, different or unusual ways and methods of producing different sounds, timbres and sonorities.

HALF TERM 1: HOOKS AND RIFFS

TC1 Reading notation and understanding basic music theory to support students performance and composition
 TC2 Students recall key terminology that is then transferred in written and spoken contexts
 TC4 Practical skills can be transferred positively between activities and other musical topics
 TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress

Students make links between popular and classical styles. Students will:

- ⇒ understand what hooks, riffs and ostinatos are, and where they occur in songs, popular music, and music from the Western Classical tradition
- ⇒ be able to perform existing hooks, riffs and ostinatos, and create their own
- ⇒ recognise their own contributions to group performances by taking solo parts
- ⇒ be able evaluate how purpose can affect the way music is used
- ⇒ be able to draw links between the use of hooks and riffs in popular music and the use of ostinato in other music

• Understand how music is based on Repeated Musical Patterns. • Understand and distinguish between Hooks, Riffs and Ostinatos. • Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Repeat, Repetition, Repeat Symbol :||, Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff, Ostinato, Treble Clef, Bass Clef

READING SKILLS

Use their hooks and riffs to develop their own compositions, using music technology. • Make links to music from other cultures and traditions that use riff and ostinato-based structures, such as Balinese Gamelan and other World Music.

WHAT

Students develop their composition and arrangement skills and make links between events in history and music through the study of reggae music. Students will:

- ⇒ understand how reggae music developed from other musical styles
- ⇒ be able to sing a part and perform the bass line of a Caribbean song
- ⇒ understand the importance of 'offbeats' in reggae music and perform a rhythmic backing
- ⇒ aurally identify the bass line in reggae music and perform bass lines with support
- ⇒ understand how a riff or hook contributes to the texture of reggae music
- ⇒ create, rehearse, refine and perform an arrangement of a reggae song.

WHY

To recognise the stylistic conventions of Reggae music • How chords contribute to the texture of a song • To recognise the key features of a Reggae bass line • To understand syncopation and how it is used in Reggae music

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Reggae, Mento, Ska, Rock Steady, Rastafarianism, Lyrics, Offbeat, Strong Beats, Weak Beats, Syncopation, Riffs

READING SKILLS

Explore and find out more about Rastafarianism. • Explore songs by more contemporary Reggae bands such as UB40 or explore influences of Reggae on popular music genres of today.

HALF TERM 2: REGGAE

TC1 Reading notation and understanding basic music theory to support students performance and composition
 TC4 Practical skills can be transferred positively between activities and other musical topics
 TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress
 TC6 Students can access techniques that will enable them to create original music

TC1 Reading notation and understanding basic music theory to support students performance and composition
TC4 Practical skills can be transferred positively between activities and other musical topics
TC6 Students can access techniques that will enable them to create original music

WHAT

WHY

HOW

Students explore the development of music technology over the past 50 years. Students will:

- ⇒ understand how and why music technology has evolved and its relevance to the music industry
- ⇒ understand how multi-tracking has impacted studio recordings and its influence on new audio creation technology
- ⇒ understand how different structures in music can be constructed using music technology and multi-tracking
- ⇒ be able to navigate through audio creation software and create music using the metronome to guide tempo structure

To develop music skills through the use of technology

To be able to layer sounds to suit different genres of music

Demonstrate key instrumental sounds that lead on from year 7 musical elements

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Sample, loop, Multi-track, timbre, record,

READING SKILLS

Explore the history and development of music technology through the last few decades. Explore key artists and how they have showcased their skills on the industry.

HALF TERM 2: BLUES

WHAT

WHY

HOW

TC1 Reading notation and understanding basic music theory to support students performance and composition
TC2 Students recall key terminology that is then transferred in written and spoken contexts
TC4 Practical skills can be transferred positively between activities and other musical topics
TC6 Students can access techniques that will enable them to create original music

Students develop their composition and arrangement skills and make links between events in history and music through the study of blues music. Students will:

- ⇒ understand the history of blues music and its origins
- ⇒ understand key features of blues music, instruments typical of the style and key blues music performers
- ⇒ understand the structure of a blues song
- ⇒ understand how bass lines and chords are the harmonic foundation upon which melody is constructed
- ⇒ be able to perform the 3 different parts of the 12 bar blues

Know how Chords and Triads are performed, notated, and used in Jazz and Blues e.g., within a 12-bar Blues Chord Sequence. • Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways e.g., as a Walking Bass Line.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

12-Bar Blues, Blues Chord Sequence, Blues Song Structure (AAB) Blues Scale, Blues Song Lyrics; Chords and Seventh Chords

READING SKILLS

Explore the subject matter and AAB form of Blues lyrics in a range of Blues and Blues-inspired songs before creating their own Blues lyrics to a given 12- bar Blues melody and chords, perhaps on a given subject matter e.g., Black Lives Matter.

WHAT

Students develop their drama skills from year 7. Students will:

- Explore the Trestle Theatre Company and physical story telling.
- The use of non verbal communication and non verbal cues – relying solely on body language and movement to convey emotions and tell stories to entertain and educate.
- Develop our knowledge on history of masks in theatre and the advantages and disadvantages.
- Physical theatre techniques, such as mime and exaggerated gestures and the use of an internal monologue.
- Mask rules and how to maintain the illusion

WHY

Mask work in theatre exemplifies the power of visual storytelling and physical expression. This encourages students to push the boundaries of traditional performance to create immersive and unique theatre for an audience where inclusivity is at the forefront. Full mask performances transcends language barriers and makes it accessible to audiences who speak different languages.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Internal Monologue

Illusion
Accessible
Inclusive
Devising
Blocking
Masking

READING SKILLS

Accessing key texts to develop knowledge of the history of masks and why this was and still is a successful theatre form.

HALF TERM 2: AFRICAN DRUMMING

WHAT

Students develop their composition and arrangement skills and make links between events in history and music through the study of African drumming. Students will:

- ⇒ be able to recognise, perform and create African music with an understanding of musical conventions and processes
- ⇒ explore different rhythmic processes used in African music (cyclic rhythms, polyrhythms, syncopation, and call and response) and apply these to their own composition and performance activities
- ⇒ learn about different African musical instruments and make connections between the sounds and timbres
- ⇒ be able to identify characteristic musical features from a range of African music

WHY

To recognise, perform and create African music with an understanding of musical conventions and processes • To explore different rhythmic processes used in African music – cyclic rhythms, polyrhythms, syncopation and call and response and apply these to own composition and performance activities

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Djembe
Performance
Technique: Bass, Tone and Slap
Sounds,
Improvisation,
Textures: Cyclic and Polyrhythms

READING SKILLS

Learn further examples of African songs, chants and spirituals. • Relate music to real festivals such as harvest, Mardi Gras, Passover or Ramadan.

TC1 Reading notation and understanding basic music theory to support students performance and composition
TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning
TC4 Practical skills can be transferred positively between activities and other musical topics

HALF TERM 1: DANCE MUSIC

TC1 Reading notation and understanding basic music theory to support students performance and composition

TC2 Students recall key terminology that is then transferred in written and spoken contexts

TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress

Students make links between popular styles of dance music, Students will:

- ⇒ Understand how and why dance music developed out of the underground scene.
- ⇒ be able to perform existing melodies from dance music artists.
- ⇒ recognise their own contributions to dance music through active performance in lesson.
- ⇒ be able evaluate performance and be able to act off relevant feedback.
- ⇒ be able to draw links between context and content and make links to other styles and genres of music.

Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them. • Understand how different dance music genres use different time signatures and metres and how these relate to the dance.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Marches, The Baroque Dance Suite, Waltz, Latin Dance: Tango, Irish Jig and Reel, American Line Dance, Disco, Club Dance.

READING SKILLS

Use music technology to create a piece of Disco music, starting off with the “four-on-the-floor” rhythm and adding seventh chords, melody, lyrics etc. Compose a solo melody in the style of an Irish Jig or Reel for an instrument of their choice.

HALF TERM 2: FILM MUSIC

WHAT

Students develop their composition and arrangement skills and make links between events in history and music through the study of film music. Students will:

- ⇒ understand how film music is made and how key leitmotifs are performed on an instrument.
- ⇒ be able to make links between the history of film and how the music has developed over time.
- ⇒ understand the importance of technology during the production of films and how with effects the end project of a full length feature film.
- ⇒ aurally identify the key themes in the movie and make links to the music being heard.

WHY

How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. • How timing is a crucial factor in the composition and performance of music for film. • How film music can change the viewer’s interpretation of a scene.

HOW

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Leitmotif, Soundtrack, Theme Song, Mickey-Mousing, Concord/Discord, (Chromatic) Sequencing, Storyboard, ‘Borrowed’ Music

READING SKILLS

Create a presentation on a film music composer. Pupils can choose a composer and explore the compositional techniques they use – do they favour a particular instrument? Which pieces have them composed? Can pupils create a timeline of works etc.

TC3 Information can be accessed independently from a range of sources to support a student’s understanding and learning

TC4 Practical skills can be transferred positively between activities and other musical topics

TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress

MUSIC YEAR 9 SPRING

WHAT

WHY

HALF TERM 1: MUSIC FOR GAMES

HOW

Students explore the development of music technology in games over the past 50 years. Students will:

- ⇒ understand how and why music technology has evolved and its relevance to the game music over the past 5 decades.
- ⇒ understand how relevant sound effects influence games and how they are triggered during live play.
- ⇒ understand how different structures in music can be constructed using music technology.
- ⇒ be able to navigate through audio creation software and create music using the metronome to guide tempo structure.

Understand the various ways in which music is used within a range of computer and video games from different times.

Understand, describe and use common compositional and performance features used in computer and video game music.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Sound Effect, Chiptune/8-Bit Music, Synthesiser, Sampling, Soundtrack, Music Technology

READING SKILLS

Access texts with key information about the history and development of this music style. Develop reading skills linked to notation.

- TC2 Students recall key terminology that is then transferred in written and spoken contexts
- TC4 Practical skills can be transferred positively between activities and other musical topics
- TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress
- TC6 Students can access techniques that will enable them to create original music

HALF TERM 2: Commedia Del'Arte

WHAT

WHY

HOW

Students will have an understanding of acting skills – vocal physical and mask – which will be utilised in portraying the characters and concepts in Commedia. Knowledge of stage configuration and communicating with an audience will be an essential part of the devising process.

Understand the historical context and origin of Commedia Dell'Arte. This will follow from our year 8 topic of Theatre. Ask to explore more styles such as half masks. Identify the key characteristics and elements of the genre. Learn about the major stock characters and their attributes. Discover the art of creating a lazzi using Gromalot and understanding the role of masks in character creation and performance.

History of Commedia

Understand the key concepts that help define the stock characters of Commedia Characters. By incorporating commedia dell'arte into our curriculum, we will not only honor a vital historical art form but also enhance our acting skills through its unique and demanding style. Commedia was once described as a circus with a plot, and indeed, it truly shines when the energy level matches that of a circus. As students, we are challenged to push our abilities to the realm of the fantastic, discovering new dimensions of ourselves in the process.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Lazzi, Gromalot, Italian Comedy, Stock Characters, Pantalone, Arlechinno, Status, Levels, Satire, Improvisation, Stock Characters.

READING SKILLS

Analyse texts and performances from Commedia Dell'arte. Develop reading skills through script work, written evaluation and feedback.

WHY

HOW

TC1 Reading notation and understanding basic music theory to support students performance and composition
TC4 Practical skills can be transferred positively between activities and other musical topics
TC5 Students can build confidence to perform to others, where they will receive positive feedback to allow them to progress

Students develop knowledge of form and structure in music. Students will:

- ⇒ understand the importance of what makes a good song
- ⇒ be able to work in a group and perform a piece of music from a popular artists.
- ⇒ understand the key elements of what makes a good song, good?
- ⇒ be able to perform and reflect on feedback after a performance.
- ⇒ be able to use vocal and physical skills during performance.
- ⇒ be an effective audience member, giving feedback where prompted.

Understand the different textural and structural elements of a song/popular song. • Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song.

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Introduction (intro), Verse(s), Strophic, Link, PreChorus, Chorus, Bridge/Middle 8, Coda (outro)

READING SKILLS

Put together their ideas from exploring riffs, lyrics and melodies into a complete popular song which can be recorded (professionally)

HALF TERM 2: SAMBA

WHAT

WHY

HOW

TC1 Reading notation and understanding basic music theory to support students performance and composition
TC3 Information can be accessed independently from a range of sources to support a student's understanding and learning
TC4 Practical skills can be transferred positively between activities and other musical topics

Students develop their composition and arrangement skills and make links between events in history and music through the study of Samba. Students will:

- ⇒ be able to recognise, perform and create samba music with an understanding of musical conventions and processes
- ⇒ explore different rhythmic processes used in samba music (cyclic rhythms, polyrhythms, syncopation, and call and response) and apply these to their own composition and performance activities
- ⇒ learn about different samba musical instruments and make connections between the sounds and timbres
- ⇒ be able to identify characteristic musical features from a range of samba music

Understand how instruments, structures and textures are used in Samba • Perform as part of a larger ensemble understanding key roles of performers and different instruments and the relationship between these and the effect this has on the music

ASSESSMENT

How students will be assessed: baseline assessments; observation of practical skills; peer assessment; end of unit assessments; quality of written communication.

Students will also be assessed through: whole class feedback; live marking; knowledge and understanding quizzes; spelling tests for key words.

VOCABULARY

Call and Response, Cyclic Rhythm, Improvisation, Ostinato, Percussion, Polyrhythm, Polyrhythmic Texture

READING SKILLS

Explore how Samba has been used as a Latin American dance in popular TV shows such as "Strictly Come Dancing" and the inter-relation between music and dance steps.