

**Sequencing is an important part of ensuring all students are able to access the Music and Performing Arts Curriculum at KS3. It is also vital in building and developing skills for students to be successful at KS4 and beyond.**

Students begin by learning the fundamental basics of music and performing arts, from understanding the building blocks of music (elements) to following and reading music (notation and graphic scores). They do this by building instrumental and singing skills. Throughout the various units of work, students learn about music from different genres and cultures by understanding the individual stylistic features through the study of the elements, performing, composition activities and listening and appraising.

In performing arts, students begin from the conventions of building characterisation through to the logistics, skills and knowledge of how to create and perform role play with assurance.

The units of work are structured to allow for progressive understanding and a development in instrumental skills. Each unit builds upon skills and knowledge learnt previously.

The curriculum is also structured in a way that allows students to build personal skills over time, that are fundamental to music and most aspects of life. For example, from the onset of Year 7, students are encouraged to demonstrate their skills to others – not just as a polished performance, but as a work in progress. Students are given tasks and projects that are designed to build confidence, self-discipline and time management – starting with short, basic tasks to longer, more complex activities that require a greater depth of concentration and skills application. Furthermore, each unit builds the music skills and understanding required for progression on to KS4 and beyond.

## KS3

**Music skills / themes:** Performing, Composing / creating, Listening, Music technology, Instrumental skills, World culture, History, Theory, Rehearsal

Year 7 – Rhythm & Melody Acquiring and demonstrating	Year 8 – Accompaniment Developing and applying	Year 9 – Creation Refining and constructing
<b><u>Building confidence and knowledge in Music – 12-14 weeks</u></b> <b>Acquiring ensemble skills through class singing and rhythm &amp; pulse activities.</b> <ul style="list-style-type: none"> <li><b>Knowledge</b> of rhythm notation, including time signature and bars.</li> <li><b>Knowledge</b> of how to communicate, listen and contribute in an ensemble.</li> <li><b>Knowledge</b> of good singing technique.</li> <li><b>Knowledge</b> of how to play in time.</li> <li><b>Knowledge</b> of effective rehearsal as an ensemble.</li> </ul> <b>Acquiring instrumental skills through keyboard.</b> <ul style="list-style-type: none"> <li><b>Knowledge</b> of treble clef musical notation.</li> <li><b>Knowledge</b> of the finger system for piano and how to apply it to performance</li> </ul>	<b><u>Bass clef and riffs – 10 weeks</u></b> <b>Developing knowledge of riffs and structure through popular music.</b> <ul style="list-style-type: none"> <li><b>Knowledge</b> of bass clef notation.</li> <li><b>Knowledge</b> of the texture of popular music and role of differing layers in a piece of music – with focus on bass riffs.</li> <li><b>Knowledge</b> of the typical structure a piece of popular music.</li> <li><b>Knowledge</b> of iconic songs with riffs.</li> <li><b>Knowledge</b> of how to follow bass clef notation to play iconic riffs with accuracy and quality.</li> </ul> <b>Acquiring digital sequencing skills.</b> <ul style="list-style-type: none"> <li><b>Knowledge</b> of how to use ICT to record and edit music to create a <b>high-quality</b> outcome.</li> </ul> <b>Developing listening skills.</b>	<b><u>Theme &amp; Variations – 12 weeks</u></b> <b>Refining composition through manipulation of elements and compositional techniques.</b> <ul style="list-style-type: none"> <li><b>Knowledge</b> of the key elements which can be modified to create variations</li> <li><b>Knowledge</b> of how to modify a theme to make a set of variations</li> <li><b>Knowledge</b> of compositional techniques used to develop and refine compositional ideas.</li> <li><b>Knowledge</b> of how to apply those compositional techniques</li> <li><b>Knowledge</b> of how to present or perform composition work clearly and accurately.</li> </ul> <b>Developing digital sequencing skills.</b>

<ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to perform a selection of increasingly <b>ambitious</b> keyboard pieces and perform them with quality.</li> <li>• <b>Knowledge</b> of how to rehearse successfully</li> </ul> <p>Acquiring listening skills.</p> <ul style="list-style-type: none"> <li>• <b>Identification</b> of different musical instruments.</li> <li>• <b>Knowledge</b> of musical elements and associated musical vocabulary.</li> <li>• <b>Identification</b> of key features of a piece of music.</li> </ul> <p>Composing Listening Theory Performing Instrumental skills History Rehearsal</p>	<ul style="list-style-type: none"> <li>• Knowledge of how to write about and describe key features of popular music using music vocabulary.</li> </ul> <p>Instrumental skills Performing Listening Music Technology Theory</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to use ICT (Sibelius) to input, record and edit to create a <b>high-quality</b> outcome.</li> </ul> <p>Refining listening skills.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to listen to, and write about, popular music with increasing discrimination.</li> </ul> <p>Instrumental skills Rehearsal Composing / creating Listening Music technology</p>
<p><u>Scale and melody writing – 6-7 weeks</u></p> <p>Acquiring composition skills.</p> <ul style="list-style-type: none"> <li>• Knowledge of major and minor scale.</li> <li>• Knowledge of how to navigate Sibelius software and input notes.</li> <li>• <b>Knowledge</b> of how to compose at least 2 contrasting melodies.</li> </ul> <p>Acquiring listening skills.</p> <ul style="list-style-type: none"> <li>• <b>Identification</b> of major and minor tonality of a piece of music.</li> <li>• <b>Knowledge</b> of how tonality is used to convey emotion in a piece of music.</li> </ul> <p>Composing Listening Theory Music technology</p>	<p><u>STOMP! Body beats – 8 weeks</u></p> <p>Developing ensemble performance through body percussion and rhythmic performance art.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to create unique and experimental timbres without the use of musical instruments.</li> <li>• <b>Knowledge</b> of how rhythmic devices can be used to develop and create interest in a rhythmic performance.</li> <li>• <b>Knowledge</b> of how to compose and perform a <b>high-quality</b> piece of music as part of an ensemble.</li> <li>• <b>Knowledge</b> of how to apply expressive features to a performance – including dynamic and tempo changes.</li> </ul> <p>Developing listening skills.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to discuss and explain musical elements, performance skills and devices used within a piece of rhythmic performance art using <b>ambitious</b> vocabulary.</li> </ul> <p>Rehearsal Performing Composing Listening Theory</p>	<p><u>Ukulele Skills 3 – 8-10 weeks</u></p> <p>Refining instrumental skills through ukulele.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of strumming patterns.</li> <li>• <b>Knowledge</b> of how to notate rhythmic patterns that are clear, neat, accurate, with performance directions such as tempo, dynamics and articulation.</li> <li>• <b>Knowledge</b> of how to perform and construct a sequence of basic and complex chords, that sounds effective and pleasing.</li> <li>• <b>Knowledge</b> of how to play with a high degree of intonation, fluency and accuracy.</li> </ul> <p>Rehearsal Instrumental skills Performing Theory Composing / creating</p>
<p><u>Djembe Drumming – 6-7 weeks</u></p> <p>Acquiring performance skills through djembe drumming.</p>	<p><u>The Blues – 8 weeks</u></p> <p>Developing instrumental skills through keyboard.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of the history and culture of Blues Music including the slave trade</li> </ul>	<p><u>Reggae – 8 weeks</u></p> <p>Refining sequencing skills through Reggae DAW project work.</p>

<ul style="list-style-type: none"> <li>• <b>Knowledge</b> of the bass, tone and slap techniques and how to apply it to performance.</li> <li>• <b>Knowledge</b> of how to follow graphic notation/rhythm grids.</li> <li>• <b>Knowledge</b> of how to layer different parts together to create an interesting performance.</li> </ul> <p>Demonstrating ensemble skills.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to layer different parts together to create an interesting performance.</li> <li>• <b>Knowledge</b> of how to communicate, listen and contribute in an ensemble.</li> <li>• <b>Knowledge</b> of how to play in time.</li> <li>• <b>Knowledge</b> of effective rehearsal as an ensemble.</li> <li>• <b>Knowledge</b> of how to effectively plan next steps in rehearsal.</li> </ul> <p>Performing Composing Instrumental skills World Culture History Rehearsal</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge</b> the conventions of Blues music including the 12-bar blues, rhythm &amp; blues bass line, blues scale and improvisation.</li> <li>• <b>Knowledge</b> of how to play two-handed on the keyboard – combining two layers.</li> </ul> <p>Rehearsal Instrumental skills Performing Composing Listening World Culture History Theory</p>	<ul style="list-style-type: none"> <li>• <b>Knowledge</b> of the historic, political and social context of Reggae.</li> <li>• <b>Knowledge</b> of the key stylistics features of Reggae.</li> <li>• <b>Knowledge</b> of how to construct and input various musical parts using different tools and input techniques on Cubase.</li> <li>• <b>Knowledge</b> of how to manipulate samples and parts on Cubase.</li> </ul> <p>World Culture History Instrumental skills Listening Music Technology Creating</p>
<p><b><u>Ukulele Skills 1 – 6-7 weeks</u></b></p> <p>Acquiring instrumental skills through ukulele.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how the ukulele works and the role of the different parts of the instrument.</li> <li>• <b>Knowledge</b> of playing techniques – with a focus on the picking technique on the ukulele.</li> <li>• <b>Knowledge</b> of how to follow ukulele tab notation.</li> <li>• <b>Knowledge</b> of how to perform a <b>breadth</b> of increasingly <b>ambitious</b> ukulele pieces and perform them with <b>quality and good intonation</b>.</li> </ul> <p>Instrumental skills Performing Listening Theory Rehearsal</p>	<p><b><u>Film Music – 8 weeks</u></b></p> <p>Refining knowledge of performance through film music</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how composers use the elements of music to shape feelings</li> <li>• <b>Knowledge</b> of how to create <b>high-quality</b> perform pieces of film music by great composers</li> <li>• <b>Knowledge</b> of how to compare film music from a range of genres.</li> </ul> <p>Developing listening skills</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to write critically about pieces of film music by great composers using <b>ambitious</b> vocabulary.</li> </ul> <p>Developing digital sequencing skills.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to use ICT to sequence media samples, record and edit music layers to create a <b>high-quality</b> music to fit a short film clip.</li> </ul>	<p><b><u>Popular classics – sequencing an EDM remix – 10 weeks</u></b></p> <p>Refining composition and digital performance techniques through remixing.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of the development of creativity and the history of remixing – looking at iconic producers and pieces.</li> <li>• <b>Knowledge</b> of how to play iconic classical pieces by well-known classical composer using the keyboard.</li> <li>• <b>Knowledge</b> of how to use ICT to create a <b>high-quality</b> remix of an existing piece of music.</li> <li>• <b>Knowledge</b> of how to add own <b>ambitious</b> original content to the remix.</li> <li>• <b>Knowledge</b> of how to use advanced ICT music skills such as effects and automation to refine the remix.</li> <li>• <b>Knowledge</b> of how to write critically about musical remixes using <b>ambitious</b> vocabulary.</li> </ul>

	Composing Listening Music Technology History	Instrumental skills Composing Listening Music Technology History
<b>Performing Arts Skills 1 – 6-7 weeks</b> Acquiring acting and performance skills through role play – with a focus on characterisation. <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to create different characters using vocal and physical performance – including movement, body language, facial expressions, gesture, proxemics, volume and pitch.</li> <li>• <b>Knowledge</b> of the skills required to stay in character.</li> <li>• <b>Practice</b> of playing different types of characters, in improvised exercises and role play.</li> <li>• <b>Knowledge</b> of how to follow a script, including performance directions, to develop characterisation.</li> </ul>	<b>Ukulele Skills 2 – 5 weeks</b> Developing instrumental skills through ukulele. <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of playing techniques – with a focus on the strumming technique on the ukulele.</li> <li>• <b>Knowledge</b> of how to read chord diagrams.</li> <li>• <b>Knowledge</b> of how to perform a <b>breadth</b> of increasingly <b>ambitious</b> ukulele pieces and perform them with <b>quality and good intonation</b>.</li> </ul>	
Rehearsal Performing Creating	Rehearsal Instrumental skills Performing Listening Theory	

#### Whole-school themes:

Autumn: Safety, Travel, Saving the planet, Aspirations.

Spring: British Values, Empathy, Poverty and the economy, Health.

Summer: Consequence, Togetherness, Human Impact, Power & Conflict.

The Tech Award qualification is designed to help learners:

- Explore what it's like to work in the sector and gain the underpinning knowledge and skills required to work in it.
- Develop key knowledge, skills and behaviours, and learn about essential tools, techniques, and equipment.
- Apply their learning to real-life contexts and vocational scenarios in both learning and assessment.

**Music skills / themes:** Performing, Composing / creating, Listening, Music technology, Instrumental skills, World culture, History, Theory, Personal skills, Industry skills, Literacy – writing/presenting skills, Rehearsal

Year 10	Year 11
<p><b><u>Music genres</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of composers, artists, bands and producers who have influences and impacted musical styles.</li> <li>• <b>Knowledge</b> of the impact of technology on musical styles, production and recording.</li> <li>• <b>Knowledge</b> of how to describe, exemplify, and evaluate musical elements, stylistic features and characteristics of a breadth of different music genres.</li> </ul> <p>Listening Music Technology World Culture History Theory Literacy – writing/presenting skills</p> <p><b><u>Performance skills – Solo and Ensemble</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to develop instrumental skills.</li> <li>• <b>Knowledge</b> of how to select appropriate performance repertoire.</li> <li>• <b>Knowledge</b> of the skills required to rehearse independently and as a group.</li> <li>• <b>Knowledge</b> of techniques used in live performance.</li> </ul> <p>Instrumental skills Rehearsal Performing Theory Personal skills</p> <p><b><u>Production skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of independent set up, navigation and advanced use of a Digital Audio Workstation (DAW).</li> <li>• <b>Knowledge</b> of techniques used in producing music on a Digital Audio Workstation (DAW).</li> </ul> <p>Music Technology Instrumental skills Listening Personal skills</p> <p><b><u>Creation skills</u></b></p>	<p><b><u>COMPONENT 2 – CONTROLLED ASSESSMENT.</u></b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> professional and commercial skills for the music industry</li> <li>• <b>Apply</b> development processes for music skills and techniques.</li> </ul> <p>Rehearsal Instrumental skills Performing Composing Music Technology Personal skills Industry skills Literacy – writing/presenting skills</p>

<ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to experiment with musical elements and stylistic features to create own musical ideas.</li> <li>• <b>Knowledge</b> of developing and extending musical ideas.</li> </ul> <p>Composing Listening Music Technology Theory Personal skills</p>	
<p><b>COMPONENT 1 CONTROLLED ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> an understanding of styles of music</li> <li>• <b>Apply</b> understanding of the use of techniques to create music.</li> </ul> <p>Performing Composing Listening Instrumental skills World Culture History Theory Literacy – writing/presenting skills</p>	
<p><b>Professional and commercial skills for the music industry</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of the expectations and professional skills required to succeed in the music industry.</li> <li>• <b>Knowledge</b> of planning and communicating music skills development.</li> </ul> <p>Personal skills Industry skills Literacy – writing skills</p> <p><b>Development process for music skills and techniques</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to develop technical music skills and techniques.</li> <li>• <b>Knowledge</b> of how to identify and develop performance, creation and production skills and techniques.</li> </ul> <p>Rehearsal Instrumental skills Performing Composing Music Technology Personal skills Industry skills Literacy – writing/presenting skills</p>	<p><b>COMPONENT 3 – CONTROLLED ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Understand how to respond to a music brief</li> <li>• Select and apply musical skills in response to a music brief</li> <li>• Present a final musical product in response to a music brief</li> <li>• Comment on the creative process and outcome in response to a music brief.</li> </ul> <p>Rehearsal Performing Composing Listening Music Technology Instrumental skills World Culture History Theory Literacy – writing skills Personal skills</p>

### **KS4 Performing Arts – BTEC Level 1/2 Tech Award in Performing Arts (acting pathway)**

Performing, Creating, Communication, Personal skills, Industry skills, Literacy – writing/presenting skills, Rehearsal, Research/exploration

Year 10	Year 11
<p><b>Professional performance material, influences, creative outcomes and purpose</b></p> <ul style="list-style-type: none"> <li>• <b>Examination</b> of live and/or recorded professional performances in different styles to develop an understanding of professional performing arts work.</li> <li>• <b>Practically explore</b> professional work.</li> </ul>	<p><b>COMPONENT 2 – CONTROLLED ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> rehearsal or production/design processes</li> <li>• <b>Apply</b> skills and techniques in performance or realisation</li> <li>• <b>Review</b> own development and application of performance or design skills.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how professionals may respond to or treat a particular theme or issue.</li> <li>• <b>Knowledge</b> of how professionals communicate ideas to their audience through stylistic qualities.</li> </ul> <p>Research/Exploration Rehearsal Performing</p> <p><b><u>Roles, responsibilities and skills</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of roles, responsibilities and skills used to create work.</li> <li>• <b>Knowledge</b> and understanding of how different roles contribute to performance.</li> </ul> <p>Research/exploration Literacy – writing/presenting skills</p> <p><b><u>Skills, techniques and approaches to create performance/production work</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of how to plan, organise and run rehearsals – including table run throughs, technical rehearsal and dress rehearsal.</li> <li>• <b>Knowledge</b> of how to respond to stimulus to generate ideas for performance.</li> <li>• <b>Knowledge</b> of how to communicate and share creative ideas and intentions with others.</li> <li>• <b>Knowledge</b> of how to develop, refine and adjust material to make improvements.</li> <li>• <b>Knowledge</b> of performance skills.</li> </ul> <p>Rehearsal Performing Creating Communication Personal skills</p>	<p>Personal skills Industry skills Literacy – writing/presenting skills, Rehearsal, Research/exploration Communication Performing</p>
<p><b><u>COMPONENT 1 – CONTROLLED ASSESSMENT</u></b></p> <ul style="list-style-type: none"> <li>• <b>Investigate</b> how professional performance or production work is created</li> <li>• <b>Demonstrate</b> understanding of the skills, techniques and approaches used by professionals to create performance/production work.</li> </ul> <p>Rehearsal Performing Creating Communication Personal skills Research/exploration Literacy – writing/presenting skills</p>	
<p><b><u>Rehearsal /design process</u></b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> of health and safety in Performing Arts.</li> <li>• <b>Knowledge</b> of behaviour and attitudes when working with others – including cooperation, punctuality, commitment, reliability, respect.</li> <li>• <b>Knowledge</b> of how to review and record development of skills.</li> <li>• <b>Knowledge</b> of reproducing existing performance material such as scripts and repertoire.</li> </ul> <p>Personal skills Industry skills Literacy – writing/presenting skills, Rehearsal, Research/exploration</p>	<p><b><u>COMPONENT 3 – CONTROLLED ASSESSMENT</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> how to respond to a brief</li> <li>• <b>Select and develop</b> skills and techniques in response to a brief</li> <li>• <b>Apply</b> skills and techniques in a workshop performance in response to a brief</li> <li>• <b>Evaluate</b> the development process and outcome in response to a brief</li> </ul> <p>Performing Creating Communication Personal skills Industry skills Literacy – writing/presenting skills Rehearsal Research/exploration</p>

**Application for skills and techniques in/for performance**

- **Knowledge** of performance skills needed by performers.
- **Knowledge** of the design skills needed by designers relevant to the discipline.

Rehearsal Personal skills Industry skills Communication Performing

**Review rehearsal processes and performance/outcomes**

- Knowledge of how to track progress, reflect on development of skills and working practice in workshops, rehearsals and performances.

Personal skills Industry skills Literacy – writing/presenting skills