

**Subject – Music**

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 7</b>	Elements of Music <ul style="list-style-type: none"> <li>- Tempo</li> <li>- Timbre</li> <li>- Structure</li> <li>- Pitch</li> <li>- Duration</li> <li>- Dynamics</li> <li>- Silence</li> </ul>	Rhythm and Notation <ul style="list-style-type: none"> <li>- Basic rhythms</li> <li>- Basic notation</li> <li>- Time signatures</li> </ul> <b>Appraising assessment</b>	Form and Structure <ul style="list-style-type: none"> <li>- Binary</li> <li>- Ternary</li> <li>- Rondo</li> </ul>	Form and Structure <ul style="list-style-type: none"> <li>- Composition skills</li> <li>- Key changes</li> <li>- Chords</li> <li>- Creating a melody</li> </ul> <b>Composition assessment</b>	Ensemble Skills <ul style="list-style-type: none"> <li>- Playing in an ensemble</li> <li>- Different instrument techniques</li> <li>- Notation</li> <li>- Accidentals</li> <li>- Ensemble skills</li> </ul> <b>Performance assessment</b>	
<b>Year 8</b>	Blues and Jazz <ul style="list-style-type: none"> <li>- Background to blues music</li> <li>- Jazz Music Characteristics</li> <li>- 12 bar blues</li> <li>- Blues scale</li> </ul>	Reggae <ul style="list-style-type: none"> <li>- Reggae characteristics</li> <li>- Chords</li> <li>- Syncopation/off beat</li> </ul> <b>Composition assessment</b>	Identity/Influences <ul style="list-style-type: none"> <li>- Composition skills</li> <li>- Creating a more complicated melody</li> <li>- Working with chords</li> <li>- Adding in the elements</li> </ul>	Ensemble Skills <ul style="list-style-type: none"> <li>- Playing in an ensemble</li> <li>- Different instrument techniques</li> <li>- Ukulele chords</li> </ul> <b>Performance assessment</b>	Welsh Music <ul style="list-style-type: none"> <li>- Roald Dahl</li> <li>- Matilda the musical</li> <li>- Instruments of Wales</li> </ul>	Minimalism <ul style="list-style-type: none"> <li>- Background of minimalism</li> <li>- Characteristics of minimalistic music</li> </ul> <b>Appraising assessment</b>
<b>Year 9</b>	Film Music <ul style="list-style-type: none"> <li>- Musical devices</li> <li>- Moods and how they are achieved</li> <li>- Instruments</li> <li>- Characterisation</li> <li>- Rhythm</li> <li>- Time signatures</li> <li>- Dynamics</li> </ul> <b>Appraising assessment</b>		African Drumming <ul style="list-style-type: none"> <li>- Drumming techniques</li> <li>- Polyrhythms</li> <li>- Syncopation</li> <li>- Background of tribal music</li> </ul>	Pop Music <ul style="list-style-type: none"> <li>- Composition Skills</li> <li>- Creating a more complicated melody</li> <li>- Working with chords</li> <li>- Adding in the elements</li> </ul> <b>Composition assessment</b>	Pop Music <ul style="list-style-type: none"> <li>- Playing in an ensemble</li> <li>- Different instrument techniques</li> <li>- Notation</li> <li>- Accidentals</li> <li>- Ensemble Skills</li> </ul> <b>Performing assessment</b>	
<b>Year 10</b>	Basic Theory Skills <ul style="list-style-type: none"> <li>- Time signatures</li> <li>- Notation</li> <li>- Key signatures</li> <li>- Rhythm</li> <li>- Types of ensemble</li> <li>- Form and structure</li> <li>- Textures</li> <li>- Chords</li> <li>- Harmony</li> <li>- Pitch and rhythm</li> <li>- Recognising devices</li> <li>- Recognising instrumentation</li> </ul> Composition Coursework Performance Practice			Pop Music <ul style="list-style-type: none"> <li>- Study of set piece 'Handbags and Gladrags – Stereophonics</li> <li>- General background details of the composition</li> <li>- General understanding of the composer's style/era</li> <li>- Understanding of the instrumentation used</li> <li>- Analytical study of the musical content which focuses on use of all musical elements'</li> </ul>	Musical forms and devices <ul style="list-style-type: none"> <li>- Study of set piece 'Rondeau – Purcell'</li> <li>- General background details of the composition</li> <li>- General understanding of the composer's style/era</li> <li>- Understanding of the instrumentation used</li> <li>- Analytical study of the musical content which focuses on use of all musical elements</li> </ul>	Music for ensemble <ul style="list-style-type: none"> <li>- Musicals</li> <li>- Chamber music</li> <li>- Jazz music</li> <li>- Blues music</li> <li>- Welsh folk music</li> <li>- Fusion</li> </ul>
<b>Year 11</b>	Film Music <ul style="list-style-type: none"> <li>- Musical devices</li> <li>- Moods and how they are achieved</li> <li>- Instruments</li> <li>- Characterisation</li> <li>- Rhythm</li> <li>- Time signatures</li> <li>- Dynamics</li> </ul>	Pop – Revision Revision of set piece 'Handbags and Gladrags – Stereophonics'	Composition Focus on Composition Coursework ready for deadline	Performance Performance Practice ready for exam – 2 <sup>nd</sup> April.	Revision and Exam Techniques	

**Subject - Drama**

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Year 8</b>	Basic Drama Skills <ul style="list-style-type: none"> <li>- Keywords</li> <li>- Freeze frames</li> <li>- Characterisation</li> <li>- Facial expressions</li> </ul> Rhythm and Notation <ul style="list-style-type: none"> <li>- Basic rhythms</li> <li>- Basic notation</li> <li>- Time signatures</li> </ul>		Identity/Influences <ul style="list-style-type: none"> <li>- Devising skills</li> <li>- Writing a script</li> <li>- Creating characters</li> </ul>		Scripted Performance <ul style="list-style-type: none"> <li>- Characterisation</li> <li>- Creating back stories</li> <li>- Stage directions</li> <li>- Set design</li> </ul>	
<b>Year 9</b>	Basic Drama Skills <ul style="list-style-type: none"> <li>- Keywords</li> <li>- Freeze frames</li> <li>- Characterisation</li> <li>- Facial expressions</li> </ul> Rhythm and Notation <ul style="list-style-type: none"> <li>- Basic rhythms</li> <li>- Basic notation</li> <li>- Time signatures</li> </ul>		Devising a play based on a stimulus <ul style="list-style-type: none"> <li>- Devising Skills</li> <li>- Writing a script</li> <li>- Creating characters</li> <li>- Using props as a stimulus</li> </ul>		Two Faces <ul style="list-style-type: none"> <li>- Set text study of two faces</li> </ul>	
<b>Year 10</b>	Blood Brothers <ul style="list-style-type: none"> <li>- Group scripted performance</li> <li>- Live theatre review</li> </ul>		Devised Play <ul style="list-style-type: none"> <li>- Performance</li> <li>- Log book</li> <li>- Evaluation</li> <li>-</li> </ul>			Two Faces <ul style="list-style-type: none"> <li>- Set text study of two faces</li> </ul>
<b>Year 11</b>	Devised Play <ul style="list-style-type: none"> <li>- Performance</li> <li>- Log book</li> <li>- Evaluation</li> </ul>		Scripted Performance <ul style="list-style-type: none"> <li>- Preparation for Unit two exam (9<sup>th</sup> April)</li> </ul>		Revision <ul style="list-style-type: none"> <li>- Set text</li> <li>- Live theatre review</li> </ul>	