



## Performing Arts: Music at The Hinckley School

<p><u>Curriculum Vision</u> In order to develop the P.A curriculum and establish a clear '7 Year Journey', we collaborated and established the essential skills, concepts and knowledge we believed students should know in order to really understand our subjects to a high level. In order to do this, we worked backwards from crucial understanding in KS5 all the way down to Year 7. At KS3 we have a shared vision and approach where we see Dance, Drama and Music under the umbrella of P.A and this is a springboard for the separate disciplines of Music, Dance and Drama in KS4 and 5. We see our curriculum as accumulative; collecting key words and GEMS, building on these key skills right up to A-Level. The curriculum is based around our Know, How, Show learning slides which encompass 3 key areas of approach, generic across the disciplines: Creating, Performing and Evaluating. We understand our wider role in the context of the school's vision by offering a rich and diverse experience both in the classroom and in enrichment opportunities that build on learners own cultural capital and encourages young people to gain in confidence, self-expression and empowerment as a global citizen.</p>	<p><u>Subject Intent</u> Aspire to be a dynamic learning community; one which nurtures, empowers and inspires every individual to be the best global citizen they can be and a master of their own journey, in an ever-changing world.</p>
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### Key Stage 3

Term	Year 7 (rotation)	Year 8 (rotation)	Term	Year 9
Rotations	<b>Oliver Sings</b>  <b>Samba's Calling</b>	<b>Pachelbel's Remix</b>  <b>Feelin' Blue</b>	Autumn 1	<b>Lights, Camera, Action!</b>
			Autumn 2	
			Spring 1	<b>Reggae Rhythms</b>
			Spring 2	
			Summer 1	<b>Song-writing Star</b>
			Summer 2	
Endpoints	<p><b>Create</b></p> <ul style="list-style-type: none"> <li>To improvise creative rhythms in the context of samba and African drumming.</li> <li>To compose a unique verse in a song using appropriate rhymes and syllables.</li> <li>To create an expressive performance when singing as an ensemble.</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>To sing and play percussion instruments in-time as an ensemble.</li> <li>To perform with confidence and accuracy when in ensemble and solo contexts.</li> <li>Showcasing performative ensemble skills, such as non-</li> </ul>	<p><b>Create</b></p> <ul style="list-style-type: none"> <li>Understanding basics of sequencing, recording and editing, using Logic Pro.</li> <li>Effectively create a remix of a famous piece replicating a genre or mood by varying the musical elements.</li> <li>Create stylistic improvisation in a blues style using the notes in a blues scale.</li> </ul> <p><b>Perform</b></p>	Endpoints	<p><b>Create</b></p> <ul style="list-style-type: none"> <li>Use more advanced skills on Logic Pro, such as sound effects, automation, and video to create, edit, and orchestrate original film music.</li> <li>Create a stylistically accurate rendition of a reggae song including a composed bassline.</li> <li>Compose and record an original song using stylistic features appropriate to the chosen genre.</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>Perform and record original themes and musical content in-keeping with the film's video.</li> </ul>



	<p>verbal communication and eye-contact.</p> <p><b>Appreciate</b></p> <ul style="list-style-type: none"> <li>Identify, analyse, and explain basic musical elements: tempo, dynamics, instrumentation, pitch, structure, rhythm and texture</li> <li>Discuss musical features and cultural contexts of music from Brazil and West Africa.</li> <li>Identify and understand different types of rhythm used in music notation: crotchet, quavers and, semiquavers.</li> </ul>	<ul style="list-style-type: none"> <li>Perform to the class on the piano with good timing and accuracy.</li> <li>Perform and record a range of musical parts on the piano whilst keeping in-time to a metronome and other instruments.</li> <li>Perform more complex rhythms such as swing and syncopation.</li> </ul> <p><b>Appreciate</b></p> <ul style="list-style-type: none"> <li>Identify, analyse and explain basic musical elements, now incorporating melody.</li> <li>Discuss musical features and cultural contexts of music from different genres – particularly blues.</li> <li>Read and understand more advanced musical notation: the treble clef, accidentals, and more complex rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Performing more complex music, including off-beat rhythms and grace notes, accurate to the style of reggae.</li> <li>To workout, practice and play some music by ear.</li> </ul> <p><b>Appreciate</b></p> <ul style="list-style-type: none"> <li>Identify and explain all the musical elements within a piece of music after learning the final element: articulation.</li> <li>Being able to construct any major chord when given the root.</li> <li>Identifying and understanding the use of all the parts of a standard drum kit and typical song structure.</li> </ul>
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Key Stage 4: GCSE Music OCR

Term	Year 10	Year 11
Autumn 1	<b>Theory and Harmony</b>	<b>Solo Performance/ Sequencing</b>
Autumn 2	<b>Theory and Harmony</b>	<b>Brief Composition</b>
Spring 1	<b>Rhythms of the World</b>	<b>Ensemble Performance/ Sequencing</b>
Spring 2	<b>Concerto Through Time</b>	
Summer 1	<b>Conventions of Pop</b>	<b>Submission of Coursework</b>
Summer 2	<b>Free Composition</b>	<b>Listening and Appraising Exam</b>
Assessment Objectives & Learning Aims	<ul style="list-style-type: none"> <li>How to read and perform music notation with fluency and accuracy</li> <li>Understanding and evaluation of music using key musical expressions, features and terminology</li> <li>Understanding and identifying key features from a broad range of different world music</li> <li>Understanding and identifying key features of pop music from 1950s-present</li> <li>Understanding and identifying key features of classical music from 1600-1900</li> <li>Application of appropriate musical features and compositional techniques</li> <li>Performing accurately and expressively on an instrument/voice</li> </ul>	



Key Stage 5: Pearson BTEC Level 3 Extended Certificate in Music Performance

Term	Year 12	Year 13
Autumn 1	<b>Unit 6: Solo Performance</b>	<b>Unit 1: Practical Music Theory and Harmony</b>
Autumn 2	<b>Unit 6: Solo Performance</b>	<b>Unit 2: Professional Practice in the Music Industry</b>
Spring 1	<b>Unit 3: Ensemble Music Performance</b>	<b>Unit 2: Professional Practice in the Music Industry</b>
Spring 2	<b>Unit 3: Ensemble Music Performance</b>	<b>Unit 1: Practical Music Theory and Harmony</b>
Summer 1	<b>Unit 1: Practical Music Theory and Harmony</b>	
Summer 2		
Assessment Objectives & Learning Aims	<ul style="list-style-type: none"> <li>• Research, develop and show the skills required for a solo musician in a solo performance</li> <li>• Understand and apply skills needed for planning, rehearsing and performing in a music ensemble</li> <li>• Examine and analyse different musical notation</li> <li>• Application and development of harmony and melody in compositional contexts</li> <li>• Understand operational requirements, necessary skills and finances relevant to different music industry organisations and professions</li> </ul>	