

ROUTE 1 – Music and Performing Arts

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
Year 7 (Music)	Percussion <i>Explore instruments and sounds</i> <i>Copy simple rhythms</i>	Glockenspiels <i>Beater hold</i> <i>Simple rhythms</i>	Singing <i>(Preparing for a performance- Sutton Stage Stars)</i>	Keyboards <i>C D notes</i> <i>Simple rhythms</i>	Drums <i>(Africa)</i> <i>Hand position</i> <i>Simple rhythms</i>	Composition/Singing <i>Experimenting with objects to create sound</i> <i>Preparing for a performance- Awards Evening</i>
Year 7 (Performing Arts)	Sing <i>Singing</i> <i>Listening</i>	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Drama <i>Preparing for a Performance</i> <i>(Singing, Makaton and Movement)</i>	Drama <i>Preparing for a Performance</i> <i>(Creating Props and Scenery to enhance a Performance)</i>	Dance/Drama <i>Introducing the Art of Expression</i> <i>Mime and Character</i>	Dance/Drama <i>Introducing the Art of Expression</i> <i>Mime and Character</i>
Year 8 (Music)	Percussion <i>Explore instruments and sounds</i> <i>Copy simple rhythms</i> <i>Begin to match sounds for effects</i>	Glockenspiels <i>Beater hold</i> <i>Simple rhythms</i> <i>Play simple tunes/accompaniment</i>	Singing <i>Preparing for a performance- Sutton Stage Stars</i>	Keyboards <i>C D notes</i> <i>Simple rhythms</i> <i>Play simple tunes</i>	Drums (India) <i>Hand position</i> <i>Simple rhythms</i> <i>Group performance</i>	Composition/Singing <i>Experimenting with objects to create sound</i> <i>Preparing for a performance- Awards Evening</i>
Year 8 (Performing Arts)	Sing <i>Singing</i> <i>Listening</i>	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Drama <i>Preparing for a Performance</i> <i>(Singing, Makaton and Movement)</i>	Drama <i>Preparing for a Performance</i> <i>(Creating Props and Scenery to enhance a Performance)</i>	Dance/Drama <i>Introducing the Art of Expression</i> <i>Mime, Character and Voice</i>	Dance/Drama <i>Introducing the Art of Expression</i> <i>Mime, Character and Voice</i>

Year 9-11 ASDAN Entry Level 1 (Personal Progress)	Encounter creative activities <i>Puppets</i> <i>Dance</i>	Encounter creative activities <i>Makaton</i> <i>Singing</i>	Responding to creative events <i>Preparing for a performance-Sutton Stage Stars</i>	Encountering experiences: being part of things <i>Preparing for a performance-Sutton Stage Stars</i>	Encountering experiences: being part of things <i>Respond to an external stimulus</i>	Encountering experiences: being part of things <i>Preparing for a performance-Awards Evening</i>
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Curriculum Overview

- Route 1 Pupils undertake tasks to DISCOVER, EXPLORE and EXPERIENCE knowledge and understanding through themes and opportunities within the context of the topics.
- Curriculum guided by National Curriculum content.
- In Year 7 and 8 the curriculum is guided by Dudley Performing Arts, based on National Curriculum guidance
- Pupils in year 9, year 10 and year 11 have the opportunity to select Performing Arts as part of their PATHWAY SPECIALIST curriculum. This is completed in 1 year only. (ASDAN Entry Level 1- Personal Progress)
- Pupils are able to build up credits during Pathway Specialist subjects to gain a ASDAN Entry 1 Diploma.
- All pupils have the opportunity to take part in extracurricular activities to support their passion for music. This includes afterschool clubs and school productions
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.
- Topic has links to art, design and technology, music and RE and citizenship
- Use a range of instruments to support interest and outcomes.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Know how to sing in unison with others a variety of songs.
- Know music can make us feel different ways and think about different things
- Know how to make a range of instruments make a sound.
- Know that symbols can represent sounds.
- Know that music has a beat
- Know that sounds can match a topic

SKILLS

- Be able to sing simple song individual Instruments - Grades- 1 and above s in unison with a group and follow the pitch
- Listen to a range of music and identify moods, feelings and thoughts.
- Be able to play a range of tuned and non-tuned instruments.
- Play instruments with increasing control
- Follow symbols for notes and rhythms
- Join in with and maintain a steady beat
- Make sounds that reflect a topic
- Compose patterns
- Create symbols to represent sounds

SPIRAL

- Awareness of others whilst making music
- Start and stop signal
- Music can create different feelings/moods
- Instruments can play specific pitched notes
- Music has a beat
- Symbols represent sounds and rhythms

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Sing in unison with others a variety of songs.
- Identify how music can make us feel
- Know how to make a range of instruments make a sound.
- Know that symbols can represent sounds.
- Know that music has a beat
- Develop compositions using dynamics

SKILLS

- Be able to sing song individual
- Listen to a range of music and identify moods, feelings and thoughts.
- Be able to play a range of tuned and non-tuned instruments.
- Play instruments with increasing control
- Follow symbols for notes and rhythms
- Join in with and maintain a steady beat
- Use dynamics

SPIRAL

- Music can create different feelings/moods
- Instruments can play specific pitched notes
- Music has a beat
- Symbols represent sounds and rhythms

DESTINATION

- ASDAN Entry Level Personal Progress Certificate/Extended Certificate/Diploma
- Duke of Edinburgh Skill Section

ROUTE 2 – Music and Performing Arts

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
Year 7 (Music)	Percussion <i>Begin to recognise instruments/sounds</i> <i>Simple rhythms</i> <i>Begin to match sounds and dynamics for effects</i>	Glockenspiels <i>Beater hold</i> <i>Simple rhythms</i> <i>Play simple tunes/accompaniment</i> <i>Ostinato</i>	Recorders <i>Playing position</i> <i>B A notes</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i>	Keyboards <i>Hand position</i> <i>C D E notes</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i>	Drums (Africa) <i>Hand position</i> <i>Simple rhythms</i> <i>Group performance</i> <i>Composition</i>	Composition <i>Experimenting with objects to create sound and develop rhythms</i>
Year 7 (Performing Arts)	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Drama <i>Introducing the Art of Expression</i> <i>Movement</i>	Drama <i>Introducing the Art of Expression</i> <i>Voice</i>	Drama <i>Introducing the Art of Expression</i> <i>Character</i>	Drama <i>Preparing for a Performance</i>
Year 8 (Music)	Glockenspiels <i>Beater hold</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i>	Keyboards <i>Hand position</i> <i>C D E F G notes</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i> <i>Ostinato</i>	Recorders <i>Playing position</i> <i>B A G notes</i> <i>Standard notation</i> <i>Simple rhythm (standard)</i> <i>Play simple tunes</i> <i>Composition</i>	Percussion/Compositions <i>Recognise instruments/sounds</i> <i>Simple rhythms</i> <i>Match sounds, dynamics and tempo for effects</i>	Drums (India) <i>Hand position</i> <i>Simple rhythms</i> <i>Group performance</i> <i>Composition</i> <i>Match sounds, dynamics and tempo for effect</i>	Ukulele <i>Playing position/hold</i> <i>String names</i> <i>Play basic string tunes</i> <i>Strumming pattern</i> <i>Chords C F G</i>
Year 8 (Performing Arts)	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i> <i>Composing</i>	Drama <i>Introduction to Performing Arts (performing and non-performing roles)</i>	Drama <i>Using a stimulus for a Performance</i>	Drama <i>The Art of Acting</i>	Drama <i>Preparing for a Performance</i>

<p>Year 9-11 WJEC Entry 2/3 Creative Media and Performing Arts</p>	<p>Contributing to the development of a group drama Presentation</p> <p><i>Christmas Production</i></p>	<p>Contributing to the Creation of a group drama Presentation</p> <p><i>Christmas Production</i></p>	<p>Film Genres and Features</p> <p><i>Music genres</i></p>	<p>Storylines and Plots</p> <p><i>Mood and atmosphere</i></p>	<p>Film Production</p> <p><i>Soundtrack composition</i></p>	<p>End of Term Project</p>
<p>Year 9-11 BTEC Level 1 Introductory to Performing Arts</p>	<p>Preparing for a performance -Christmas Production</p> <p><i>Characterisation and Storylines/lyrics</i></p>	<p>Prepare and participate in a live performance-Christmas Production</p> <p><i>Set Design and Performance Skills</i></p>	<p>Prepare and plan for a performance-Sutton Stage Stars</p> <p><i>Physical Theatre and vocals</i></p>	<p>Promote and participate in a live performance-Sutton Stage Stars</p> <p><i>Performance Skills</i></p>	<p>Prepare and plan for an event-Awards Evening</p> <p><i>Planning a music presentation</i></p>	<p>Promote and organise for an event-Awards Evening</p> <p><i>Refining and editing a music video presentation</i></p>

Curriculum Overview

- Route 2 Pupils undertake tasks to ENHANCE, DEVELOP and DEEPEN knowledge and understanding through themes and opportunities within the context of the topics. Curriculum guided by National Curriculum content.
- In Year 7 and 8 the curriculum is guided by Dudley Performing Arts, based on National Curriculum guidance
- Pupils in year 9, year 10 and year 11 have the opportunity to select Performing Arts as part of their PATHWAY SPECIALIST curriculum. This is completed in 1 year only. (Performing Arts at BTEC Level 1 or Creative Media WJEC Entry 2/3)
- All pupils have the opportunity to take part in individual music lessons from Year 8-Year 11
- All pupils have the opportunity to take part in extracurricular activities to support their passion for music. This includes afterschool clubs and school productions
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.
- Topic has links to art, design and technology, music and RE and citizenship
- Use a range of instruments to support interest and outcomes.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Know how to sing in unison with others a variety of songs.
- Know music can make us feel different ways and think about different things
- Know how to make a range of instruments make a sound.
- Know that symbols can represent sounds.
- Know that music has a beat
- Know that sounds can match a topic
- Know how to enhance a performance through characterization

SKILLS

- Be able to sing simple song individual Instruments - Grades- 1 and above s in unison with a group and follow the pitch
- Listen to a range of music and identify moods, feelings and thoughts.
- Be able to play a range of tuned and non-tuned instruments.
- Play instruments with increasing control
- Follow symbols for notes and rhythms
- Join in with and maintain a steady beat
- Make sounds that reflect a topic
- Compose patterns
- Create symbols to represent sounds
- Develop storylines through communication
- Create and develop characters
- Be able to identify the mood and feeling of a setting

SPIRAL

- Awareness of others whilst making music
- Start and stop signal
- Music can create different feelings/moods
- Instruments can play specific pitched notes
- Music has a beat
- Symbols represent sounds and rhythms

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Sing in unison with others a variety of songs.
- Identify how music can make us feel

- Know how to make a range of instruments make a sound.
- Know that symbols can represent sounds.
- Know that music has a beat
- Develop compositions using dynamics

SKILLS

- Be able to sing song individual
- Listen to a range of music and identify moods, feelings and thoughts.
- Be able to play a range of tuned and non-tuned instruments.
- Play instruments with increasing control
- Follow symbols for notes and rhythms
- Join in with and maintain a steady beat
- Use dynamics

SPIRAL

- Music can create different feelings/moods
- Instruments can play specific pitched notes
- Music has a beat
- Symbols represent sounds and rhythms

DESTINATION

- WJEC Awards Entry Level 2/3 – Creative Arts and Performing Arts
- BTEC level 1 Introductory to Performing Arts
- Duke of Edinburgh Skill Section
- Individual Instruments - Grades- 1 and above

ROUTE 3 – Music and Performing Arts

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
Year 7 (Music)	Percussion <i>Begin to recognise instruments/sounds</i> <i>Simple rhythms</i> <i>Begin to match sounds and dynamics for effects</i>	Glockenspiels <i>Beater hold</i> <i>Simple rhythms</i> <i>Play simple tunes/accompaniment</i> <i>Ostinato</i>	Recorders <i>Playing position</i> <i>B A notes</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i>	Keyboards <i>Hand position</i> <i>C D E notes</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i>	Drums (Africa) <i>Hand position</i> <i>Simple rhythms</i> <i>Group performance</i> <i>Composition</i>	Composition <i>Experimenting with objects to create sound and develop rhythms</i>
Year 7 (Performing Arts)	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Drama <i>Introducing the Art of Expression</i> <i>Movement</i>	Drama <i>Introducing the Art of Expression</i> <i>Voice</i>	Drama <i>Introducing the Art of Expression</i> <i>Character</i>	Drama <i>Preparing for a Performance</i>
Year 8 (Music)	Glockenspiels <i>Beater hold</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i>	Keyboards <i>Hand position</i> <i>C D E F G notes</i> <i>Simple rhythms</i> <i>Play simple tunes</i> <i>Composition</i> <i>Ostinato</i>	Recorders <i>Playing position</i> <i>B A G notes</i> <i>Standard notation</i> <i>Simple rhythm (standard)</i> <i>Play simple tunes</i> <i>Composition</i>	Percussion/Compositions <i>Recognise instruments/sounds</i> <i>Simple rhythms</i> <i>Match sounds, dynamics and tempo for effects</i>	Drums (India) <i>Hand position</i> <i>Simple rhythms</i> <i>Group performance</i> <i>Composition</i> <i>Match sounds, dynamics and tempo for effect</i>	Ukulele <i>Playing position/hold</i> <i>String names</i> <i>Play basic string tunes</i> <i>Strumming pattern</i> <i>Chords C F G</i>
Year 8 (Performing Arts)	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i>	Sing <i>Singing</i> <i>Listening</i> <i>Performing</i> <i>Composing</i>	Drama <i>Introduction to Performing Arts (performing and non-performing roles)</i>	Drama <i>Using a stimulus for a Performance</i>	Drama <i>The Art of Acting</i>	Drama <i>Preparing for a Performance</i>

<p>Year 9-11 (BTEC Level 1 Introductory to Performing Arts)</p>	<p>Preparing for a performance -Christmas Production</p> <p><i>Characterisation and Storylines/lyrics</i></p>	<p>Prepare and participate in a live performance-Christmas Production</p> <p><i>Set Design and Performance Skills</i></p>	<p>Prepare and plan for a performance-Sutton Stage Stars</p> <p><i>Physical Theatre and vocals</i></p>	<p>Promote and participate in a live performance-Sutton Stage Stars</p> <p>Performance Skills</p>	<p>Prepare and plan for an event-Awards Evening</p> <p><i>Planning a music presentation</i></p>	<p>Promote and organise for an event-Awards Evening</p> <p><i>Refining and editing a music video presentation</i></p>
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Curriculum Overview

- Route 3 Pupils undertake tasks to EMBED, DEMONSTRATE and APPLY knowledge and understanding through themes and opportunities within the context of the topics. Curriculum guided by National Curriculum content.
- In Year 7 and 8 the curriculum is guided by Dudley Performing Arts, based on National Curriculum guidance
- Pupils in year 9, year 10 and year 11 have the opportunity to select Performing Arts as part of their PATHWAY SPECIALIST curriculum. This is completed in 1 year only. (Performing Arts at BTEC Level 1 or Creative Media WJEC Entry 2/3)
- All pupils have the opportunity to take part in individual music lessons from Year 8-Year 11
- All pupils have the opportunity to take part in extracurricular activities to support their passion for music. This includes afterschool clubs and school productions
- A spiralling curriculum allows for key skills to be revisited, gaps in knowledge to be addressed and learning to be embedded.
- Topic has links to art, design and technology, music and RE and citizenship
- Use a range of instruments to support interest and outcomes.

Skills and Knowledge Progression Year 7 & Year 8

KNOWLEDGE

- Know how to sing in unison with others a variety of songs.
- Know music can make us feel different ways and think about different things
- Know how to make a range of instruments make a sound.
- Know that symbols can represent sounds.
- Know that music has a beat
- Know that sounds can match a topic
- Know how to enhance a performance through the use of voice and movement

SKILLS

- Be able to sing simple songs in unison and parts with a group
- Listen to a range of music and compare thinking about mood, tempo
- Be able to play a range of tuned and non-tuned instruments
- Play instruments with increasing control
- Follow symbols for notes and rhythms
- Join in with and maintain a steady beat
- Make sounds that reflect a topic
- Improvise and compose repeated patterns
- Create symbols to represent sounds
- Reflect and improve own work
- Take part in 2-part performances
- Develop storylines through communication
- Create and develop characters
- Be able to identify the mood and feeling of a setting

SPIRAL

- Awareness of others whilst making music
- Start and stop signal
- Music can create different feelings/moods
- Meaning of tempo and dynamics
- Instruments can play specific pitched notes
- Music has a beat
- Symbols represent sounds and rhythms

Skills, Knowledge Progression and Destinations Year 9, Year 10 and Year 11

KNOWLEDGE

- Sing in unison with others a variety of songs.
- Identify how music can make us feel
- Know how to make a range of instruments make a sound.
- Know that symbols can represent sounds.
- Know that music has a beat
- Develop compositions using dynamics

SKILLS

- Listen to a range of music and identify moods, feelings and thoughts.
- Be able to play a range of tuned and non-tuned instruments.
- Play instruments with increasing control
- Follow symbols for notes and rhythms
- Use dynamics

SPIRAL

- Awareness of others whilst making music
- Start and stop signal
- Music can create different feelings/moods
- Meaning of tempo and dynamics
- Music has a beat
- Symbols represent sounds and rhythms

DESTINATION

- BTEC level 1 Introductory to Performing Arts
- Duke of Edinburgh Skill Section
- Individual Instruments - Grade- 1 and above