

ROUTE 1 – Music and Performing Arts

Year 7 & Year 8

Skills and Knowledge Progression

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

	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 Copy simple rhythms</i>	Glockenspiels <i>Beater hold Simple rhythms</i>	Singing <i>(Preparing for a performance- Sutton Stage Stars)</i>	Keyboards <i>C D notes Simple rhythms</i>	Drums <i>(Africa) Hand position Simple rhythms</i>	Composition/ Singing <i>Experimenting with objects to create sound Preparing for a performance- Awards Evening</i>

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

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

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

	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 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-</i> <i>Sutton Stage</i> <i>Stars</i>	Encountering experiences: being part of things <i>Preparing for a performance-</i> <i>Sutton Stage</i> <i>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-</i> <i>Awards Evening</i>

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.

Cross-Curricular Links

- Route 1 Music, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading.
- Route 1 Music, Maths opportunities to address; Number-Place Value. Number-Addition Subtraction. Number-
- Route 1 Music, Science opportunities to address; Experimental Skills and Investigations. Analysis and Evaluation.
- Route 1 Music, E-safety opportunities to address; Well-being and Lifestyle.

Destinations

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

ROUTE 2 – Music and Performing Arts

Year 7 & Year 8

Skills and Knowledge Progression

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

	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 Singing Listening Performing	Sing Singing Listening Performing	Drama Introducing the Art of Expression Movement	Drama Introducing the Art of Expression Voice	Drama Introducing the Art of Expression Character	Drama Preparing for a Performance
Year 8 (Music)	Glockenspiels Beater hold Simple rhythms Play simple tunes Composition	Keyboards Hand position C D E F G notes Simple rhythms Play simple tunes Composition Ostinato	Recorders Playing position B A G notes Standard notation Simple rhythm (standard) Play simple tunes Composition	Percussion/ Compositions Recognise instruments/ sounds Simple rhythms Match sounds, dynamics and tempo for effects	Drums (India) Hand position Simple rhythms Group performance Composition Match sounds, dynamics and tempo for effect	Ukulele Playing position/hold String names Play basic string tunes Strumming pattern Chords C F G
Year 8 (Performing Arts)	Sing Singing Listening Performing	Sing Singing Listening Performing Composing	Drama Introduction to Performing Arts (performing and non- performing roles)	Drama Using a stimulus for a Performance	Drama The Art of Acting	Drama Preparing for a Performance

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

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

	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 9-11 WJEC Entry 2/3 Creative Media and Performing Arts	Contributing to the development of a group drama Presentation <i>Christmas Production</i>	Contributing to the Creation of a group drama Presentation <i>Christmas Production</i>	Film Genres and Features <i>Music genres</i>	Storylines and Plots <i>Mood and atmosphere</i>	Film Production <i>Soundtrack composition</i>	End of Term Project

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

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.

Cross-Curricular Links

- Route 2 Music, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension.
- Route 2 Music, Maths opportunities to address; Number-Place Value. Number-Addition Subtraction. Number-Multiplication and Division. Number-Fractions. Measurement. Geometry-Shape.
- Route 2 Music, Science opportunities to address; Experimental Skills and Investigations.
- Route 2 Music, E-safety opportunities to address; Well-being and Lifestyle.

Destinations

- 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

Year 7 & Year 8

Skills and Knowledge Progression

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

	AUTUMN HALF TERM 1	AUTUMN HALF TERM 2	SPRING HALF TERM 1	SPRING HALF TERM 2	SUMMER HALF TERM 1	SUMMER HALF TERM 2
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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>

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

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

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

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.

Cross-Curricular Links

- Route 3 Music, English opportunities to address; Spoken English. Spoken Language. Reading-Word Reading. Reading-Comprehension.
- Route 3 Music, Maths opportunities to address; Number-Place Value. Number-Addition Subtraction. Number-Multiplication and Division. Number-Fractions. Measurement. Geometry-Shape. Geometry-Position Direction. Statistics. Ratio. Algebra. Probability.
- Route 3 Music, Science opportunities to address; Experimental Skills and Investigations. Analysis and Evaluation. Measurement.
- Route 3 Music, E-safety opportunities to address; Health, Well-being and Lifestyle.

Destinations

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