



Harrow Way
Community School
Learning for life, success for all



Curriculum Overview

**PERFORMING ARTS
(MUSIC)**

Performing Arts (Music)

KS3	Autumn Term		Spring Term		Summer Term	
Year 7	<u>Find Your Voice/Keyboard Skills</u> - Vocal Skills - Keyboard Skills - Performance Skills - Evaluation Skills - Group Work - Rehearsal Skills - Listening Skills	<u>Folk Music</u> - Contextual Knowledge - Keyboard Skills - Vocal Skills - Guitar Skills - Rehearsal Skills - Listening Skills - Band Work	<u>Descriptive Music</u> - Listening Skills - Contextual Knowledge - Performance Skills - Rehearsal Skills - Compositional Skills - Music Theory - Evaluation Skills	<u>TV Theme Tunes / Adverts</u> - Listening Skills - Compositional Skills - Meeting a Brief - Music Theory - Performance Skills - Rehearsal Skills - Evaluation Skills	<u>Rap Music</u> - Vocal Skills - Compositional Skills - Song Writing - Contextual Knowledge - Performance Skills - Group Work - Rehearsal Skills - Evaluation Skills	<u>Samba/Stomp</u> - Compositional Skills - Contextual knowledge - Group Work - Performance Skills - Listening Skills - Rehearsal Skills
Year 8	<u>Blues</u> - Contextual Knowledge - Keyboard Skills - Vocal Skills - Song Writing - Rehearsal Skills - Listening Skills - Band Work - Theory	<u>Rock 'n' Roll</u> - Contextual Knowledge - Keyboard Skills - Vocal Skills - Guitar Skills - Rehearsal Skills - Performance Skills - Band Work - Theory	<u>Reggae</u> - Contextual Knowledge - Keyboard Skills - Vocal Skills - Guitar Skills - Rehearsal Skills - Performance Skills - Band Work - Theory	<u>Popular Music 1</u> - Contextual Knowledge - Keyboard Skills - Vocal Skills - Guitar Skills - Rehearsal Skills - Performance Skills - Band Work	<u>Popular Music 2</u> - Keyboard Skills - Vocal Skills - Guitar Skills - Rehearsal Skills - Performance Skills - Band Work - Song Writing - Evaluation skills	<u>Solo Performance</u> - Listening Skills - Alone Work - Music Theory - Performance Skills - Rehearsal Skills - Target Setting - Evaluation Skills
Year 9	<u>Band Skills /Theory</u> - Instrumental Skills - Song Writing	<u>Cover Songs</u> - Instrumental Skills - Meeting A Brief	<u>Musicals</u> - Instrumental Skills - Compositional Skills	<u>Film/Game Music</u> - Instrumental Skills - Compositional Skills	<u>Songwriting /Performing</u> - Instrumental Skills	<u>Create your own festival / concert</u> - Instrumental Skills

	<ul style="list-style-type: none"> - <i>Performance Skills</i> - <i>Rehearsal Skills</i> - <i>Listening Skills</i> - <i>Band Work</i> - <i>Theory</i> 	<ul style="list-style-type: none"> - Performance Skills - Rehearsal Skills - Listening Skills - Band Work - Live Performance 	<ul style="list-style-type: none"> - <i>Performance Skills</i> - <i>Rehearsal Skills</i> - <i>Listening Skills</i> - <i>Band Work</i> - <i>Solo Work</i> - <i>Theory</i> 	<ul style="list-style-type: none"> - <i>Meeting A Brief</i> - <i>Rehearsal Skills</i> - <i>Listening Skills</i> - <i>Using Music Tech</i> - <i>Theory</i> - <i>Composing a moving image.</i> 	<ul style="list-style-type: none"> - <i>Compositional Skills</i> - <i>Performance Skills</i> - <i>Rehearsal Skills</i> - <i>Listening Skills</i> - <i>Band Work</i> - <i>Solo Work</i> - <i>Theory</i> 	<ul style="list-style-type: none"> - <i>Events Management</i> - <i>Performance Skills</i> - <i>Rehearsal Skills</i> - <i>Band Work</i> - <i>Solo Work</i> - <i>Theory</i> - <i>Set List Composition</i> - <i>Meeting A Brief</i>
How can parents help?	Encourage your child to practice their instrument at home, be it trumpet, guitar or voice. Regular practice is the most effective way to make progress; without it you simply will not improve.					

KS4	Autumn Term	Spring Term	Summer Term
<p>Year 10</p>	<p><u>Unit 201ta - Music Knowledge</u></p> <p><i>Contextual understanding of two contrasting genres of music.</i></p> <p><i>Taking into account the factors that influenced its inception, important artists, important events, fashion and imagery.</i></p>	<p><u>Unit 204ta - Instrumental Study</u></p> <p><i>Understanding the Health and Safety considerations of your instrument and how to maintain your instrument. Creating a practice plan, setting SMART targets in relation to progression in your chosen instrument. Creating a diary of your rehearsal process as a musician and evaluating its effectiveness.</i></p> <p><i>Creating a setlist from the songs they've rehearsed in Unit 204ta and performing them in front of an audience, evaluating the final performance.</i></p>	
<p>Year 11</p>	<p>Preparing for the <u>RSL External Exam</u>.</p> <p>Teaching evaluation skills.</p>	<p><u>External RSL Exam</u></p> <p>(30 hours)</p> <p>Completing all of the required units for the external exam.</p> <p>Completion of any outstanding coursework.</p>	<p>End of course</p>
<p>How can parents help?</p>	<p>Encourage your child to practice their instrument at home, be it trumpet, guitar or voice. Regular practice is the most effective way to make progress; without it you simply will not improve</p>		