

Performing Arts

A Bit About Us

Provision within the Arts at IVC is nationally renowned. Our performances - staged both on site and further afield - have frequently been described as 'professional standard' by theatre industry personnel as well as practitioners within education.

The ethos of the Faculty is inspired by E.M Forster's succinct phrase 'only connect'; our belief about the arts is based around making meaningful relationships and creative fusions, and it is one surely reflected in the cutting-edge forms and genres of new work on the professional stage. Essentially, every single person connected with the Arts at Impington has one thing in common: we all care deeply about what we do, and the place we have chosen to do it. We love it. It's a calling. We feel compelled to be here, where anything is possible; where art is alive, rich, bold, and above all, valued by those around us for the central part it plays in a young person's school life. Which is why we find it hard to understand...why would you want to be anywhere else?

Where We Teach

Each of three departments in Dance, Drama and Music has its own specialist provision and resources, including a superbly equipped theatre space (the Gropius Hall), a drama studio and two dance studios with sprung floors, two purpose-built music rooms, the Brackenbury Recital Room (with grand piano) and a music recording suite. However, the three small teams do work together collaboratively both in these spaces and through the subject areas themselves, constantly lending one another recording equipment, instruments, costumes, set pieces and cameras. The role of the permanent Performing Arts and Music Technician, Noel Hobden, is vital in the smooth running of both curriculum-based and extra-curricular learning experiences; we work with him to ensure the functioning and order of the lighting, sound, projection and filming facilities in which we have invested over the years – the Faculty is known to be particularly ambitious and creative in its demands!

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The team works closely with a range of artists-in-residence, who tend to develop long term associations with the arts at Impington, and are always keen to come back to us and enrich students' learning further through commissions and workshops linked to curriculum study. In recent years, Wayne McGregor's Random Dance Company as well as the London Mozart Players have performed with students of the College after working with them over week-long residencies.

We are always keen to seek opportunities to enhance our provisions, and invariably reports of the superlative standards our students bring to community projects. The extensive number of very talented TAs and Cover Supervisors at IVC can also often volunteer passion and skill in Performance, and support extra-curricular learning in the arts. Trainee teachers have also benefitted from sharing and observing practice, and brought added dimensions to the Music department in the past two years. There is an extremely strong collaborative work ethic among the team, which regularly leads to outstanding examples of team-teaching and multi-disciplinary creativity and direction.

Achievement

Our results - both historically and currently - reflect the outstanding reputation we have established within the wider community; last year 100% of students taking Performance subjects at KS5 obtained A*-C grades at A Level or the equivalent levels 7 - 4 at IB. Similarly, our GCSE results were among the best in the College, with 100% of students in Drama and Music, and all but one student in Expressive Arts obtaining A* - C grades (the average GCSE result being an 'A' grade across the Faculty). What tends to be really startling about the results the Faculty has come to expect, is the positive difference between students' prior attainment (as signified by Alis data at Sixth Form and FFT forecast grades at GCSE) and the actual grades they achieve, which can often be one-three grades higher than predicted for them at the start of their courses.

Curriculum

Every student has equality of access to the Performing Arts curriculum at KS3. Students study all three art forms across five periods within the two-week timetable, with two of these lessons focussed on Music, two on Drama and one on Dance. The Performing Arts umbrella, however, allows freedom for cross-curricular projects, and for each tutor group's individual talents to flourish.

Those that wish to opt for the arts at KS4 can do so by choosing between GCSE Drama, Dance and Music (or indeed taking all three subjects). The examination board we use for these in all three subjects is OCR, largely because of the emphasis it places on practical assessment, which dominates over written work/theory. Currently group sizes are very healthy (an average of 45 per subject per year group), with students starting their GCSEs in Year 9. Information regarding the course structures can be obtained on separate documents.

In Year 7 Dance, Drama and Music, homework tasks are not usually set. We encourage all students to participate in our extensive range of extra-curricular clubs, so that they may develop performance skills beyond the lesson time. It is not until GCSE, however, that compulsory home learning is prescribed in this area of the curriculum. Most of all, we want students to enjoy and engage wholeheartedly in the four hours of performing arts which they are timetabled per fortnight, where their learning will be primarily practical and active. Occasionally we will encourage students to spend a lunch or break time practising for a group assessed performance at the end of a unit, or they will be asked to complete a short evaluation of a unit at home.

Every term in KS3, 4 and 5 students take part in at least one formal assessment. These are mostly performances devised in groups, based on a particular performance genre/style/skill whilst exploring a social or cultural theme/context. The assessment at KS3 provides each individual with a national curriculum level from which they can compare their end of Year 8 target. At GCSE, grades A* - G are



applied and at KS5, A* - E or Levels 7 - 1, whether assessments are mock practices or actual modular internal examinations, in which work is undertaken in controlled conditions and externally moderated.

It is often the case that the arts student's pathway is not a linear one; grades will depend upon strengths in specific art forms and styles. For example, one student might be a 6c in physical theatre, but a 5b in script work or musical composition. It is rare to find an artist who excels in every area, or indeed one who does not possess a particularly finely tuned gift within the disciplines of singing, playing, acting, dancing, designing, devising/writing creative pieces or using media technologies to make art. It is also the case that national curriculum levels and GCSE targets may differ quite significantly from students' parallel attainment in more academic subjects. In all our assessments, the emphasis is on the practical, whilst simultaneously arming students with the technical terminology and analytical confidence that will ensure their success in gaining qualifications. Most importantly, the emotional and physiological changes of young people inevitably influence their ability to express themselves through the arts, so it is right not to expect continually higher levels in a year of assessments; at KS3, a student's progress in developing skills and knowledge might be judged much more through evaluative statements and self-reflective discussions in class. Moreover, the faculty focuses on a range of AfL activities and peer and self assessment are widely used, feeding into the very nature of rehearsal and performance.

Homework is set regularly at KS4 and 5 to consolidate learning. At all levels the opportunity to develop extensive creative tasks is always there, sometimes compulsory and at other times as optional extension tasks. A homework might be to learn more performance-based vocabulary; it might be to attend a specific extra-curricular class; it might even be to 'people-watch'! Regular practice of warm-ups, memorisation and performance is vital for any aspiring musician, dramatist or dance artist. Fitness is also linked.

At KS4 and KS5 assessment follows the pattern set by the demands of the specifications of OCR, IB and Edexcel (the 'A' Level syllabuses); examination performances and recitals are invariably held out of hours so that parents and friends can form a large and supportive audience for assessed students, and turn the experience into something special and celebratory.

Music

The Music department at IVC runs a busy and varied extra-curricular timetable. These clubs cater for most students' tastes and standards ranging from choirs, Folk Group, Jazz Orchestra, Orchestra and BandWidth, an exclusively year 7 & 8 group for all instrumentalists. Most of the clubs are open to all students, however for Jazz Orchestra and Orchestra students will need to be fairly accomplished on their instrument(s).

IVC regularly hosts the Impington Music Society in the Brackenbury Room and once per term, the low-key but high standard, IV See, IV Hear.

Y7 Strand 1 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 Pupils will learn about the purpose of Dance and the five basic body actions



Lesson 2 Pupils will create a dance sequence using the five basic body actions

Lesson 3 Pupils will understand and have practical experience of the fundamental rules of dance performance such as body tension, control, placement and posture.

Lesson 4 Pupils will be able to create a sequence using chance methods of choreography and explore the choreographic style of Merce Cunningham.

Assessed Tasks:

What work will be marked this term?

Performance of action sequence (lesson 3)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Social - Students to work cooperatively in small groups

Moral - Understanding of the consequences of actions

Spiritual – use of imagination and creativity in learning

Cultural – showing respect for cultural influences (I Ching) and way of life

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit to theatre to watch live dance

Visit to cinema to watch live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:

What skills are students developing this term?

Body actions, transitions

Choreography skills using 5 main body actions

Fundamental 'rules of performance'

Chance Choreography, exploring the style of Merce Cunningham for choreography

Literacy/Numeracy:



Links to literacy/numeracy- e.g. key words

Body action – jump, turn, stillness, gesture, travel

Space

Dynamics

Relationships

Posture

Transitions

Performance

Choreography

Chance Choreography

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 2 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 5 Pupils learn a set phrase that is based on the street dance style. Pupils to watch understand and put into practice the key elements of street dance.

Lesson 6 Pupils to develop their sequence using group formations

Lesson 7 Pupils to create an arm sequence in a line formation

Assessed Tasks:

What work will be marked this term?

Performance of Street Dance sequence (lesson 5)



SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Social - Students to work cooperatively in small groups

Social - Students to contribute to whole class and small group discussion

Spiritual – sense of enjoyment and fascination of learning about themselves and others around them and their abilities

Moral – understanding of the consequences of their actions on others

Cultural – understanding of the wide range of cultural influences that have shaped their own heritage and those of others

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit to theatre to watch live dance

Visit to cinema to watch live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:

What skills are students developing this term?

Street dance style – key elements of action and dynamics

Use of space – directions, formation,

Choreography of sequences of gestures, performance skills

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Transitions

Performance

Choreography

Accuracy

Strength



Power

Energy

Attitude

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 3 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 Pupils to learn a tutting sequence

Lesson 2 Pupils will create their own tutting sequence and link it seamlessly to the taught sequence

Lesson 3 Students will learn about Malala Yousafzai and learn a set sequence based on pedestrian.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Moral - Understanding the cause Malala Yousafzai was/is campaigning for. Watch Malala speak to the United Nations. Discuss the Nobel Peace Prize.

Cultural - Education for all.

Spiritual – ability to be reflective in their own beliefs, that inform their perspective on life and respect for different people’s feelings and values

Social – acceptance and engagement with the fundamental values of British values of democracy and individual liberty

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums



Visit the theatre to watch dance

Visit the cinema to watch live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:

What skills are students developing this term?

Tutting

Choreography, transitions

Pedestrian movement, using a book as a prop, copying movement for performance

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Tutting

Precision

Malala Yousafzai

Nobel Peace Prize

Pedestrian movement

Prop

Use of text

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 4 IVC Dance Curriculum Overview



Key Content/Topics:

What are students learning this term?

Lesson 4 Students will create their own sequence using a planner and using pedestrian movement from lessons

Lesson 5 Students to IMP their creative work after performance and discussion last lesson

Lesson 6 Students to add text into sequence

Lesson 7 Students to rehearse for formal assessment

Assessed Tasks:

What work will be marked this term?

Lesson 7 - performance to the rest of the class.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Understanding the cause Malala Yousafzai was/is campaigning for. Watch Malala speak to the United Nations.

Discuss the Nobel Peace Prize. Education for all.

Cultural - Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.

Cultural - Further tolerance and harmony between different cultural traditions.

Social - Encourage respect for other people and democracy.

Moral – recognise the different between right and wrong

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre to watch dance

Visit the cinema to watch live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:



What skills are students developing this term?

Choreography

Performance to an audience

Incorporating drama/text into dance

Formal performance to an audience

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Pedestrian movement

Prop

Use of text

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 1 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Pupils will learn about the purpose of drama on the curriculum and will undertake introduction activities to break boundaries.

Lesson 2 – Pupils will learn the term freeze frame/Still image and develop their use of body language and facial expression in the role of actor/director.

Lesson 3 – Pupils will learn the meaning of narration and will create a performance based on skills learned in previous lessons.

Lesson 4 – Pupils will learn to perform in a disciplined and focused way using the drama techniques Freeze frame and narration.



Assessed Tasks:

What work will be marked this term?

Performance of family phot album (lesson 4)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups

Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others

Students will explore family's and the dynamics of family relationships

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Body language

Facial expression

Characterisation

Creating drama

Still image/Freeze Frame

Narration

Use of space – Blocking a performance

Co Operation (working as an ensemble)

Fundamental 'rules of performance'

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words



Key Words –

Body language

Facial expression

Still image/Freeze Frame

Narration

Blocking

Audience

Space

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 2 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Pupils will learn how to devise the opening of a play with the necessary explosion, pace and timing.

Lesson 2 – Pupils will write a poetic chant to link their scenes and create physical actions using knowledge gained in previous lessons.

Lesson 3 – Pupils will devise the final scene of their performance and will use dramatic convention of still image to mark the key moment. They will learn the terms climax and resolution and will include this in their piece.

Lesson 4 – Students will perform under disciplined conditions and will learn to give and receive constructive feedback.

Assessed Tasks:



What work will be marked this term?

Performance of devised role play – Secrets in the Attic (lesson 4)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups

Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others

Students will explore 'stereotypical' children in the Secrets in the Attic drama eg. The bossy sister, the nerd.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Body language

Facial expression

Characterisation

Creating drama

Still image/Freeze Frame

Narration

Use of space – Blocking a performance

Co Operation (working as an ensemble)

Fundamental 'rules of performance'

Literacy/Numeracy:

Links to literacy/numeracy- e.g.

Students will write a poetic chant

Key Words –

Body language

Facial expression

Still image/Freeze Frame

Narration

Blocking

Audience

Space

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director

Playright

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 3 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Students will learn about the circus and will be introduced to the concept of Theatre in the Round.

Lesson 2 – Students will learn how to use their physicality and facial expression to suit the heightened performance style of a clown.

Lesson 3 – Students will further their knowledge of the clown character by extending their physical skills.

Assessed Tasks:

What work will be marked this term?



No formal assessment as lessons are explorative

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups

Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Body language

Mime

Heightened Facial expression

Characterisation (clown)

Creating drama

Use of space – Blocking a performance

Co Operation (working as an ensemble)

Fundamental ‘rules of performance’

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Key Words –

Body language

Facial expression

Mime



Exaggeration

Theatre in the Round

Blocking

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 4 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Students will learn and explore a typical clown routine.

Lesson 2 – Students will plan and devise a clown routine based on the skills learned in the unit.

Lesson 3 – Students will perform their devised routine under disciplined conditions

Assessed Tasks:

What work will be marked this term?

Performance of clown routine (lesson 3)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups

Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others

Enrichment Ideas:



Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Body language

Mime

Heightened Facial expression

Characterisation (clown)

Creating drama

Use of space – Blocking a performance

Co Operation (working as an ensemble)

Fundamental ‘rules of performance’

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Key Words –

Body language

Facial expression

Mime

Exaggeration

Theatre in the Round

Blocking

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director



Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y7 Strand 1 IVC Music Curriculum Overview**Key Content/Topics:**

Lesson 1: Introduction to Singing.

- *Students will learn why it is important to safely warm up their voices.*
- *Students will learn how to appropriately warm up their voices through breathing and vocal exercises.*
- *Students will learn how to sing scales and short melodies.*

Lesson 2: Introduction to Song.

- *Students will recap how to warm up their voices.*
- *Students will learn how to sing two songs simultaneously, Swing Low Sweet Chariot and Oh! When the Saints.*
- *Students will learn how to sing, with good technique, Elvis Presley's Jailhouse Rock.*

Lesson 3: Introduction to Makaton.

- *Students will learn how to sing Bruno Mars' Count on Me.*
- *Students will learn how to sign this song in Makaton.*

Assessed Tasks:

Whole class performances of warm-ups and songs will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: Respond and reflect on different ways to create music.

M: Understanding and respecting barriers to life that others face.

S: Participation in whole class/team work.

C: Communication (singing and signing Makaton).

Enrichment Ideas:

- Watch a local choir concert (e.g. Sing Choirs).
- Attend a British Sign Language Course.

Assessment Criteria:

- Understanding of keywords and particular musical elements (melody).
- Being able to understand why it is important to warm up their voices correctly and how the vocal chords work.
- How to sing as part of an ensemble, with two groups singing two different melodies.
- How to sing a variety of songs.
- How to use basic Makaton to sign a song.

Literacy/Numeracy:

Keywords:

Melody / Harmony / Dynamics / Sign Language / Breath Control / Warm-Up / Ensemble / Solo / Scales.

Numeracy:

- Counting
- Co-ordination and timing (singing and signing).

Careers Links(CAEIG):

- Any job that involves public speaking (diction and phrasing).
- Education (including primary teaching).

Intervention Tasks:

- Practicing singing at home or by joining the school choir (ShowSingers).
- Using YouTube videos to learn more about and to practice Makaton.

Y7 Strand 2 IVC Music Curriculum Overview

Key Content/Topics:

Lesson 1: Introduction to Small Group Singing and Composing Rounds.

- *Students will learn how to work in groups and sing music that promotes good technique.*
- *Students will learn how to write a short round for voice and will practice singing it.*

Lesson 2: Exploring Texture.

- *Students will learn about different textures in music and how to identify them.*
- *Students will continue practicing their vocal rounds and incorporate these different textures (unison, solo, polyphonic, monophonic).*

Lesson 3: Learning to Sing a Christmas Song.



- *Students will learn how to sing Last Christmas as a class and use their new knowledge of texture to create their own performances.*

Assessed Tasks:

Small group work performances will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: Creatively sing songs by composing own lyrics and melodies.

M: Listen to others ideas in group work and be respectful of different opinions.

S: To work as part of a small group and avoid conflict.

C: Singing British rounds and Christmas songs, reflecting on music in Britain.

Enrichment Ideas:

- Watch a local choir concert (e.g. Sing Choirs or a Carol Concert).

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Being able to understand what texture is and identify different textures in a performance.
- Learn how to sing as part of a small group that is student led.
- Learning how to compose short rounds that can be sung unaccompanied.

Literacy/Numeracy:

Keywords:

Melody / Texture / Round / Unison / Monophonic / Polyphonic / Ensemble / Solo / Composition / Acapella.

Numeracy:

- Counting and timing.
- Problem Solving.

Careers Links(CAEIG):

- Any job that involves public speaking (diction and phrasing) and working as a .
- Education (including primary teaching).

Intervention Tasks:

- Practicing singing at home or by joining the school choir (ShowSingers).
- Watch YouTube videos for inspiration to help compose lyrics for the rounds.



Y7 Strand 3 IVC Music Curriculum Overview

Key Content/Topics:

Lesson 1: Introduction to the Keyboard.

- *Students will learn how to identify where middle C is on a keyboard.*
- *Students will learn how to use their fingers on their right hand correctly (1, 2, 3, 4, 5).*
- *Students will practice playing finger warm ups, using correct technique, on the keyboards.*

Lesson 2: Performing a melody on the keyboard.

- *Students will learn how to play Oh! When the Saints on the keyboard in their pairs.*
- *Students will work on using the correct fingers to play the song.*

Lesson 3: Performing chords on the keyboard.

- *Students will learn how to play chords to accompany the melody of the song, in pairs.*

Assessed Tasks:

Performances and Recordings of Oh! When the Saints will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To learn a new skill that is exciting and fascinating for the learner.

M: Understanding when to play/not play the keyboard and resist temptation.

S: Working in mixed ability pairs and become tolerant of others.

C: Learning how to play a spiritual, negro song and understanding why it is so well known around the world.

Enrichment Ideas:

- Piano lessons (paid or via YouTube lessons).
- Go to a piano concert at Saffron Hall or the Music Department at the University of Cambridge.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Being able to use the correct hands and fingers on the keyboard and practice good technique.
- Learn how to play Oh! When the Saints in pairs.
- Learning how to accompany melody lines with chords.



Literacy/Numeracy:

Keywords:

Melody / Accompaniment / Chords / Piano / Middle C / Timing.

Numeracy:

- Counting
- Co-ordination and timing (playing in time with your partner).

Careers Links(CAEIG):

- Education (including primary teaching).
- Any job that involves a good sense of coordination and determination to succeed.

Intervention Tasks:

- Practicing playing the piano at home (if access to a keyboard or a keyboard app) or by using the practice rooms in the .
- Taking up piano lessons, either at school or privately.

Y7 Strand 4 IVC Music Curriculum Overview**Key Content/Topics:**

Lesson 1: Introduction to Programme Music Composition.

- *Students will learn what programme music is and will listen to Saint-Saëns The Carnival of the Animals. Students will identify how an animal is represented through the musical elements.*
- *Students will choose an animal and will create a picture of their animal.*

Lesson 2: Composing music to represent an animal.

- *Students will be given guidelines on how to compose*
- *Students will work in pairs to compose music that represents their animal.*

Lesson 3: Composition performance.

- *Students will finalise the composition for their animal and then perform their work.*

Assessed Tasks:

Paired compositions will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: Using imagination to compose music that reflects different animals.

M: To be respectful of other's ideas and not ridicule peers.

S: Appreciate diverse viewpoints of how an animal may sound to different students.

C: To celebrate different animals from around the world and learn where they originate from.

Enrichment Ideas:

- Listen to the entire *The Carnival of the Animals* by Saint-Saëns.
- Watch a silent movie.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- To learn how the basic guidelines on how to compose music.
- To learn about a different style of music, programme music.
- To learn how to create music that reflects a particular animal.

Literacy/Numeracy:

Keywords:

Melody / Harmony / Dynamics / Texture / Composition / Programme Music / Tempo / Tonality / Chords.

Numeracy:

- Counting
- Co-ordination and timing (composing music that fits within a time signature).

Careers Links(CAEIG):

- Education (including primary).
- Music producer or composer.
- Any job that involves creative thinking and writing.

Intervention Tasks:

- Practicing playing the piano at home (if access to a keyboard or a keyboard app) or by using the practice rooms in the .
- Taking up piano lessons, either at school or privately.
- Using music tech. software on smart phones to compose music.

Y7 Strand 5 IVC Music Curriculum Overview



Key Content/Topics:

Lesson 1: Introduction to GarageBand and Composing Techniques.

- *Students will learn about the micky-mousing composition technique and how to use this in their compositions.*
- *Students will learn the basics of how to use GarageBand.*

Lesson 2: Students will create music using GarageBand.

- *Students will work in pairs or threes recreate the footsteps in the video using music.*

Lesson 3: Students will create music using GarageBand.

- *Students will work in pairs to finish any micky-mousing of movement in the video and then create some accompanying music.*

Assessed Tasks:

Paired compositions will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To increase awe and wonder in music by using technology to compose.

M: To behave in lessons and respect expensive equipment and technology.

S: To be cooperative with peers and technology, especially when things go wrong.

C: Appreciate different and more contemporary styles of music.

Enrichment Ideas:

- Use YouTube to learn how to use music tech. software and try to create your own music.
- Visit a recording studio, e.g. Abbey Road in London.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Students will learn how to use music tech. software on Mac Computers.
- Students will learn how to compose and edit music using computer sounds.
- Students will learn how to reflect the action that is happening on screen with music that they have created.

Literacy/Numeracy:

Keywords:

Melody / Micky-Mousing / Dynamics / Texture / Composition / Mixing / Samples / Loops.



Numeracy:

- Counting and Timing.
- Editing samples and files to fit with a particular time or metre.
- Quantize

Careers Links(CAEIG):

- Computer Science.
- Producing (e.g. records).
- Filmography
- Sound Engineer.

Intervention Tasks:

- Download free music tech. software onto smart phones (e.g. GarageBand for Apple products) and practice using the software to create music.

Y7 Strand 6 IVC Music Curriculum Overview

Key Content/Topics:

Lesson 1: Introduction to the Ukulele

- *Students will learn how to identify the four different strings on a ukulele and how to tune them.*
- *Students will learn how to play the chords C and Am.*

Lesson 2: Performing the Ukulele and using your voice.

- *Students will recap how to play C and Am.*
- *Students will learn how to play the chord F.*
- *Students will learn how to sing and play Bruno Mars – Just the Way You Are.*

Lesson 3: Performing songs using the ukulele and voice.

- *Students will learn how to play Bruno Mars – Just the Way You Are in groups and perform.*

Assessed Tasks:

Group performances will be recorded and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To become inspired by the learning of a new instrument.

M: Respecting the classroom rules used throughout Ukulele lessons.



S: Participation in whole class/team work.

C: To learn about where the ukulele originates from and where you may traditionally hear it being performed.

Enrichment Ideas:

- Learn how to play a song on the ukulele and sing as a family.
- Attend a ukulele workshop as part of City Roots (Folk Music Festival in Cambridge).

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Students will learn the basics of how a ukulele works, how to hold a ukulele and how to tune a ukulele.
- Students will learn how to play 3 chords on the ukulele and strum.
- Students will learn how to sing and play a song using the ukulele to accompany themselves.

Literacy/Numeracy:

Keywords:

Tuning / Strings / Chords / Plucking / Strumming / Melody / Accompaniment.

Numeracy:

- Counting and Timing.
- Coordination (playing the ukulele and singing at the same time).

Careers Links(CAEIG):

- Education (including primary and nursery).
- Working with children in hospitals or social work.
- Performer

Intervention Tasks:

- To purchase a ukulele (less than £20 on Amazon) and to practice playing the chords.
- To use the school practice rooms at either break or lunchtime to practice.
- Use YouTube videos or ukulele apps to learn how to play different chords.

Y8 Strand 1 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning this term?



Lesson 1 Students will learn and be able to replicate a set phrase, using movement taken from the GCSE set phrases

Lesson 2 Students use motif and development skills to change the learnt sequence

Lesson 3 Students will be able to develop the motif with confidence

Assessed Tasks:

What work will be marked this term?

Ongoing assessment during the term by teacher, checking understanding of learnt phrase and the motif and development

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Social - Working together

Social - being able to take feedback and use it to improve performance and accuracy of movement

Spiritual – sense of enjoyment and fascination in learning about them and others and the world around them

Cultural – willingness to explore other/alternative points of view

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit to local theatre to watch dance live

Visit local cinema for live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:

What skills are students developing this term?

Key features within the phrase

rehearse in groups

Recap the set phrase and key features

motif – a sequence of movements that can be repeated throughout a dance



What is development – the way the motif is changed each time it is repeated – eg tempo, levels, direction, pathways, unison and canon

Dynamics, moments of stillness, formation, manipulation of number

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Set phrase

Transitions

Contemporary technique

Performance

Rehearsal

Refine

Tempo

Manipulation of number

Structure (binary, rondo)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y8 Strand 2 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 4 To develop the motif in more sophisticated ways

Lesson 5 To understand and demonstrate practically how to structure a dance AB/ABA



Lesson 6 students to perform their dance to an audience for formal teacher assessment

Assessed Tasks:

What work will be marked this term?

Ongoing assessment during the term by teacher, checking understanding of learnt phrase and the motif and development

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Social - Working together

Moral - being able to take feedback and use it to improve performance and accuracy of movement

Social – willingness to participate in a variety of communities and social settings within the class groupings, including cooperating with others and resolving conflicts effectively

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit to local theatre to watch dance live

Visit local cinema for live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:

What skills are students developing this term?

Structure AB,ABA, transitions

Rehearsal, refine and performance skills

Performance to an audience

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Rehearsal

Refine

Tempo



Manipulation of number

Structure (binary, rondo)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y8 Strand 3 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 To understand the history of dance since 1960 with iconic dance sequences in films, to learn a sequence based on dance in the 1970's (Saturday Night Fever)

Lesson 2 To understand the importance of Michael Jackson's Thriller video from the 1980's. Students to learn a section of 'Thriller'

Lesson 3 To reinforce the style of Thriller by adding appropriate movement in the style onto the sequence

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Social - Learning and refining movement as a whole class.

Moral - Receiving feedback and being able to use it to improve.

Moral – the ability to understand and appreciate the viewpoints of others

Cultural - The occult, zombies, the undead linking to Michael Jackson's Thriller music video

Spiritual – the ability to reflect on their own beliefs that inform their perspective on life and their feelings and their interest in and respect for different people's faiths, feelings and values

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums



Visit to local theatre to watch dance live

Visit local cinema for live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:

What skills are students developing this term?

Disco dance, dance through the ages since 1900's, performance

Music dance videos, commercial jazz, performance

Moonwalk, lean, kick and spin, choreography

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Disco dance

Saturday night fever

Fun

Line dancing

Quick dynamics

Sharp movements

Thriller

Michael Jackson style of movement

Self-taught

Music video, the Occult

Careers Links(CAIEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:



Home Learning tasks set for students who are underachieving

Y8 Strand 4 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 4 To further develop the style by learning 'Low' from 2008

Lesson 5 To choreograph the next verse of 'Low'

Lesson 6 To create a medley of dances using learnt sequences and own ideas

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Social - Learning and refining movement as a whole class.

Moral - Receiving feedback and being able to use it to improve.

Moral – the ability to understand and appreciate the viewpoints of others

Cultural - The occult, zombies, the undead linking to Michael Jackson's Thriller music video

Spiritual – the ability to reflect on their own beliefs that inform their perspective on life and their feelings and their interest in and respect for different people's faiths, feelings and values

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit to local theatre to watch dance live

Visit local cinema for live streaming of dance

Participate in extra-curricular clubs

Take dance lessons outside of school in different styles

Assessment Criteria:

What skills are students developing this term?

Diversity, accuracy of movement, performance

Choreography using lyrics



Choreographing in an appropriate style, transitions, use of music

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Disco dance

Saturday night fever

Fun

Line dancing

Quick dynamics

Sharp movements

Thriller

Michael Jackson style of movement

Self-taught

Music video, the Occult

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Dancer

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y8 Strand 1 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Students will develop performance skills by learning how to use the body to create objects and the voice to create sounds.

Lesson 2 – Students will learn how to produce a sound scape as an ensemble. They will analyse the dramatic impact of this and its purpose in theatre.



Lesson 3 – Students will devise a version of Little Red Riding Hood and perform using physical theatre and sound scape.

Assessed Tasks:

What work will be marked this term?

No formal assessment this term as work is explorative

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups

Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others

Students will explore a typical British fairytale

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Use of physicality

Imagination and creativity

Facial expression

Use of space – Blocking

Cooperation and collaborative skills

Physical Discipline

Literacy/Numeracy:

Links to literacy/numeracy-

Key Words

Blocking



Physical Theatre

Facial expression

Body language

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y8 Strand 2 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Students will be introduced to the genre of pantomime and will learn about the typical conventions of this genre.

Lesson 2 – Students will learn about the term ‘Fourth Wall’ and explore the skills of Direct Address through improvisation.

Lesson 3 – Students will learn about pantomime song and will write their own comedic lyrics to fit to a well-known song.

Lesson 4 - Students will devise a short pantomime in groups using the conventions previously explored.

Assessed Tasks:

What work will be marked this term?

The devised pantomimes (lesson 4)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups



Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others

Students will explore the well-known British Theatre tradition of Pantomime

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Use of physicality

Imagination and creativity

Facial expression

Use of space – Blocking

Cooperation and collaborative skills

Physical Discipline

Direct Address

Improvisation

Literacy/Numeracy:

Links to literacy/numeracy-

Key Words -

Blocking

Facial expression

Body language

Heightened Acting

Direct Address

Improvisation

Fourth Wall

Dame

Principal Boy

Chorus

Stage right

Stage left

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y8 Strand 3 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Pupils will use poetry as a stimulus and learn to use the conventions of still image and thought tracking to mark key moments.

Lesson 2 – Students will work on a choreographed routine which will become part of a whole class performance

Lesson 3 – Pupils will use the form of spontaneous improvisation to explore how gangs interact and to develop character. This will then be polished to performance standard.

Assessed Tasks:

What work will be marked this term?

No formal assessments this term as students build a whole class production.

SMSC & British Values:



Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups

Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others

Students will discuss and physically explore gang culture within our society

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Watch West Side story

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Imagination and creativity

Facial expression

Use of space – Blocking

Cooperation and collaborative skills

Physical Discipline

Improvisation – Spontaneous and polished

Thought Tracking – Vocal expression

Literacy/Numeracy:

Links to literacy/numeracy-

Key Words -

Blocking

Facial expression

Body language

Improvisation



Thought Track

Still image

Whole class production

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y8 Strand 4 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Lesson 1 – Students will be introduced to basic stage fighting and will choreograph a short routine which will be incorporated into a whole class performance.

Lesson 2 – Students will learn how to choreograph, retain and create an effective stage fight for the stage.

Lesson 3 – Students will perform as a whole class (cast) in a disciplined environment.

Assessed Tasks:

What work will be marked this term?

Students will be assessed on their performance skills within the whole class production (lesson 3)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students to work cooperatively in small groups

Students to contribute to whole class and small group discussion

Students to be sensitive to the ideas of others



Students will discuss and physically explore gang culture within our society

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the theatre

Watch West Side story

Take part in weekend or evening drama classes (such as Stage Coach)

Assessment Criteria:

What skills are students developing this term?

Imagination and creativity

Facial expression

Use of space – Blocking

Cooperation and collaborative skills

Physical Discipline

Stage fighting

Choreography

Literacy/Numeracy:

Links to literacy/numeracy-

Key Words -

Blocking

Facial expression

Body language

Whole class production

Stage combat

Choreography

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons



Actor

Director

Choreographer

Stage combat instructor

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Y8 Strand 1 IVC Music Curriculum Overview

Key Content/Topics:

Lesson 1: Introduction to Logic Pro X.

- *Students will learn how to use Logic X.*
- *Students will learn how to input a basic drum track.*

Lesson 2: Composing Chords and Basslines.

- *Students will learn how to play and record in a chord sequence using the MIDI keyboards.*
- *Students will learn how to construct a bassline using particular notes in the chord.*

Lesson 3: Composing a Riff.

- *Students will compose a short, one bar riff.*
- *Students will then practicing moving the parts around and layering their music in order to change the texture.*

Assessed Tasks:

Compositions will be uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To become inspired to create music using technology software.

M: Understanding how to use and respect expensive equipment.

S: To become tolerant of technology and partner's views on the music.

C: To explore contemporary ways of creating music, techniques used in the current music industry.

Enrichment Ideas:



- Use YouTube to learn how to use music tech. software and try to create your own music.
- Visit a recording studio, e.g. Abbey Road in London.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Being able to use Logic Pro X to create and produce music.
- To learn how to input a basic drum track.
- To learn how to record in a chord sequence and a bassline.
- To compose a short riff.
- To consider the texture of their piece of music by moving the different layers around.

Literacy/Numeracy:

Keywords:

Rhythm / Melody / Monophonic / Homophonic / Polyphonic / Metre / Composition / Chords / Bassline / Riff / Quantize.

Numeracy:

- Counting (recording in chords and bassline).
- Quantizing music to fit within a metre.

Careers Links(CAEIG):

- Computer Science.
- Producer (e.g. records).
- Education (including primary).
- Sound Engineer.
- Filmographer

Intervention Tasks:

- To download free music software (e.g. Garageband for Apple products) so that students can practice using technology to create music.
- To listen to a wide variety of electronic music and consider the different layers and textures.

Y8 Strand 2 IVC Music Curriculum Overview

Key Content/Topics:

Lesson 1: Recap of Logic Pro X skills.

- *Students recap and finalise their drum tracks, bassline, chords and riffs.*
- *Students will start thinking about how to incorporate different layers into their compositions.*



Lesson 2: Composing Melodies.

- *Students will learn how to compose a melody using the MIDI keyboards.*
- *Students continue to work on the layers and the structure of their composition.*

Lesson 3: Finalising composition.

- *Students will finish working on their structure and start to finalise their composition, making sure that they have a clear beginning and end.*
- *Students will also be shown how to use the automation function in order to change dynamics.*

Assessed Tasks:

Compositions will be uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To work freely and independently on the final composing tasks.

M: To learn how to politely disagree with someone's view in paired work.

S: To participate to the best of their ability in the final aspects of the task.

C: To use technology to aid composing and breadth of instruments used.

Enrichment Ideas:

- Use YouTube to learn how to use music tech. software and try to create your own music.
- Visit a recording studio, e.g. Abbey Road in London.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Being able to use Logic Pro X to create and produce music.
- To learn how to compose a short melody that can throughout a piece of music.
- To consider the texture of their piece of music by moving the different layers around.
- To consider how to start and end a piece of music appropriately.
- To finalise compositions by using automation and quantising.

Literacy/Numeracy:

Keywords:

Rhythm / Melody / Monophonic / Homophonic / Polyphonic / Metre / Composition / Chords / Bassline / Riff / Quantize/ Structure.

Numeracy:

- Counting (recording in chords and bassline).
- Quantizing music to fit within a metre.



Careers Links (CAEIG):

- Computer Science.
- Producer (e.g. records).
- Education (including primary).
- Sound Engineer.
- Filmographer

Intervention Tasks:

- To download free music software (e.g. Garageband for Apple products) so that students can practice using technology to create music.
- To listen to a wide variety of electronic music and consider the different layers and textures.

Y8 Strand 3 IVC Music Curriculum Overview**Key Content/Topics:**

Lesson 1: Introduction to Rhythm and Pulse.

- *Students will learn and understand how to identify a polyrhythm.*
- *Through clapping and performing different rhythms, students will gain a basic understanding of pulse.*
- *Analysis of Steve Reich – Clapping Music.*

Lesson 2: Composing polyrhythms using body percussion.

- *Students will learn how to compose their own rhythms using body percussion.*
- *Students will work in groups to create their own rhythms and will combine them to create polyrhythmic pieces.*

Lesson 3: Performing polyrhythms.

- *Students will complete and practice their compositions and then perform them to each other.*

Assessed Tasks:

- Group performances of polyrhythm compositions – students will submit their graphic scores. Performances will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To enjoy learning about rhythm and metre in it's most basic form.

M: To understand right from wrong by following the teacher's instructions.

S: To cooperate with other students in group tasks.



C: To learn some musical terminology associated with Western Classical and 20th Century music.

Enrichment Ideas:

- Watch a concert (percussion based).
- Listen to music by Steve Reich and Evelyn Glennie.
- London Drum Show – two day event in November 2018.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Being able to clap in time and with a pulse.
- Composing music in a 4/4 time signature (metre) and being able to count in this time signature.
- Understanding and knowing the difference between music being on or off the beat (syncopation).
- Using body percussion and clapping to create music.
- Understanding of different musical textures and keywords associated with this.
- Being able to notate their rhythms using a graphic score.

Literacy/Numeracy:

Keywords:

Rhythm / Pulse / Polyrhythm / Texture / Polyphonic / Metre / Composition / Off-beat Rhythms / Syncopation

Numeracy:

- Counting: 4/4 time signature and subdividing beats e.g. 1+2+3+4+.

Careers Links(CAEIG):

- Management (working in groups).
- Music Therapist (understanding musical elements).
- Marketing (creating a product and performing it).
- Education (including primary education).

Intervention Tasks:

- Practicing their individual rhythms at home or in a practice room (break and lunchtime).
- Practicing their compositions with their group at home or in a practice room (break and lunchtime).
- Learning to play an instrument of their choice and joining a College music club.

Y8 Strand 4 IVC Music Curriculum Overview

Key Content/Topics:

Lesson 1: Introduction to Samba.



- *Students will learn about the oral tradition of Brazilian music genre and its instruments.*
- *Students will learn how to play Samba rhythms, breaks and calls.*

Lesson 2: Introduction to African Drumming.

- *Students will learn about the oral tradition of Brazilian music genre and its instruments.*
- *Students will learn how to play African drumming rhythms, breaks and calls.*

Lesson 3: Group Rhythm Composition.

- *Students will work in groups to compose a very short piece of either Samba or African Music and perform.*

Assessed Tasks:

Performances will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: Awe and wonder felt through immersive and practical world drumming tasks.

M: To follow classroom rules to ensure that equipment is looked after and respected.

S: To understand the cultures and traditions of other members of our community.

C: To explore drumming from around the world – Brazil and Samba.

Enrichment Ideas:

- To attend a Samba Workshop in Cambridge.
- To watch African Drumming or Brazilian Carnival videos in order to enjoy and appreciate the music.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- To learn about the different cultures associated with Brazilian Samba and African Drumming.
- To learn how to play rhythms and calls that are true to the different cultures and styles.
- To perform and compose within a structure that is common to that style of music.
- To learn how to compose percussion music that is reflective of a particular culture.

Literacy/Numeracy:

Keywords:

Rhythm / Pulse / Texture / Polyphonic / Metre / Composition / Off-beat Rhythms / Syncopation / Call / Groove / Response / Break / Samba / African Drumming.

Numeracy:

- Counting, communication and coordination.



Careers Links(CAEIG):

- Music Therapy.
- Education (including primary).
- Any job that involves co-ordination or team work.

Intervention Tasks:

- To practice drumming the new rhythms, this can be as easy as clapping or tapping a pencil against something.
- To have drumming lessons, either in school or privately.

Y8 Strand 5 IVC Music Curriculum Overview

Key Content/Topics:

Lesson 1: To learn about the Reggae Music Genre.

- *Students will listen to Bob Marley's Three Little Birds and Magic's Rude and discuss the key features of reggae music.*
- *Students will learn how to sing Three Little Birds by Bob Marley.*

Lesson 2: Learning Three Little Birds on the Ukulele.

- *Students will learn how to play the chords for Three Little Birds on the Ukulele and the traditional off-beat rhythm (skank).*
- *Students will learn how to sing whilst accompanying themselves.*

Lesson 3: Group performances of Three Little Birds.

- *Students will in groups finalise the learning of the chords and will also sing Three Little Birds.*
- *Students will perform their songs.*

Assessed Tasks:

Performances will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To explore the beliefs and issues that Bob Marley suffered.

M: To be respectful of the accent and language used by Bob Marley.

S: To participate and immerse one's self into the Reggae style of music.

C: To explore Rastafarianism and the Reggae music tradition.



Enrichment Ideas:

- Attend a reggae concert, e.g. Toots & the Maytals.
- Watch YouTube clips of performances and interviews with Bob Marley.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Learning about the culture behind reggae music and the political movement associated with this style of music.
- To learn how to play the chords for Three Little Birds and be able to play them in a traditional reggae style.
- To learn how to sing Three Little Birds.

Literacy/Numeracy:

Keywords:

Rhythm / Melody / Reggae / Chords / Skank / Rastafarian / Syncopation / Off-Beat.

Numeracy:

- Counting (off-beat chords).
- Coordination (playing and singing).

Careers Links(CAEIG):

- Producer (e.g. records).
- Education (including primary).
- Performer
- Any job that involves looking at different cultures or working as part of a team.

Intervention Tasks:

- To listen to a variety of music by Bob Marley, Toots & the Maytals etc.
- To practice playing the ukulele either at home or in the practice rooms at school.

Y8 Strand 6 IVC Music Curriculum Overview**Key Content/Topics:**

Lesson 1: Writing Protest Songs.

- *Students will discuss issues that they want to 'protest' about and will look at examples of reggae protest songs.*
- *Students will learn the basics how to compose song lyrics, in groups, about their chosen topic.*



Lesson 2: Composing Protest Songs.

- *Students will be given a chord sequence to play on the ukuleles and students will learn how to sing their lyrics and accompany themselves.*

Lesson 3: Writing Riffs for Protest Songs.

- *Students will learn what a riff is and will compose a riff to add to their songs.*
- *Students will finalise and perform their protest songs.*

Assessed Tasks:

Performances will be filmed and uploaded to either Google Classroom or OneNote.

SMSC & British Values:

S: To become inspired by music that has a sense of meaning and protest.

M: To understand what is appropriate or not during protest song lyric writing.

S: To learn about different issues in the U.K., for example, politics, environment etc.

C: To explore issues in British culture and form opinions on them.

Enrichment Ideas:

- Attend a reggae concert, e.g. Toots & the Maytals.
- Watch YouTube clips of performances and interviews with Bob Marley.
- Watch the news and develop an understanding of global issues.

Assessment Criteria:

- Understanding of keywords and some musical elements.
- Learning about the culture behind reggae music and the political movement associated with this style of music.
- To learn about topic issues and how to write lyrics about something meaningful.
- To learn how to compose a song using lyrics, chords and a riff.

Literacy/Numeracy:

Keywords:

Rhythm / Melody / Reggae / Chords / Skank / Rastafarian / Syncopation / Off-Beat / Protest Songs / Riff.

Numeracy:

- Counting (off-beat chords).
- Coordination (playing and singing).



Careers Links(CAIEG):

- Producer (e.g. records).
- Education (including primary).
- Performer
- Any job that involves looking at different cultures or working as part of a team.
- Humanitarian work.

Intervention Tasks:

- To listen to a variety of music by Bob Marley, Toots & the Maytals etc.
- To practice playing the ukulele either at home or in the practice rooms at school.

Y9 Strand 1 IVC Dance Curriculum Overview**Key Content/Topics:**

What are students learning?

The students will be developing their core dance skills (Physical, mental, expressive and technical) They will also focus on the key elements of dance- Action, Space, Dynamics and Relationships and develop key dance components such as structure and motif and development. They will also develop their use of the language of dance through learning key Vocabulary.

Assessed Tasks:

What work will be marked this term?

Choreography Task (Half Term)- Students will be set a group choreography task based on a set stimulus (A Recipe) Their task will be to develop a 2 minute piece of choreography focusing on action, space, dynamics and relationships.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Collaborative working

Peer assessment

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular clubs



Assessment Criteria:

What skills are students developing this term?

- Knowledge of Action, Space, Dynamics and Relationships.
- Developing the structure within a choreography piece.
- Developing key physical skills including – stamina, strength, flexibility, posture, alignment.
- Developing their understanding of Motif and Development

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Dance Vocabulary and key terminology based on action, space, dynamics and relationships, manipulation of a number

Key Terms- Lead and follow, counterpoint, question and answer, contact work, choreographic devices, unison, canon, contrast

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra vocabulary tests

Extra-curricular clubs

Year 9 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every other week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes

How will Home Learning/ intervention tasks be used if a student is underachieving?	
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Y9 Strand 2 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

The students will continue to developing their core dance skills (Physical, mental, expressive and technical) This strand will focus on key Expressive and Mental skills- Projection, accuracy, focus, commitment, confidence, movement memory. The strand will focus around creating and performing a piece of choreography for the dance showcase in February where the students will perform to a small audience in preparation for their final performance exam.

Assessed Tasks:

What work will be marked this term?

Vocabulary Test (December)

Practical Performance (December)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Collaborative working

Peer assessment

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular clubs

Assessment Criteria:

What skills are students developing this term?



- Knowledge and execution of Expressive and Mental Skills-Projection, accuracy, focus, commitment, confidence, movement memory
- Dance Terminology
- Self-assessment
- Working in groups
- Choreography skills(Action, space, dynamics, relationships, devices and structures)

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Vocabulary test based on – key dance terms (Structure, devices, action, space, dynamics, relationships)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra vocabulary tests

Extra-curricular clubs

Year 9 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every other week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	

Y9 Strand 3 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Understanding of the set works in preparation for the written exam, focusing on 'Emancipation of Expressionism' by Boy Blue. The students will explore the work both practically and theoretically. They will watch and analyse the key features of the piece, including Lighting, Aural setting, costume, set, choreographic intention, stimulus, Number of dancers. They will also explore the piece practically though learning set motifs from the piece and developing a piece of dance in the same style (Hip Hop and contemporary).

Assessed Tasks:

What work will be marked this term?

Practical Performance and Choreography Task based on Emancipation of Expressionism (Half Term)

Vocabulary Test (February)

Exam style questions on Emancipation of Expressionism (Half Term)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Encourage respect for other people

Enable students to develop their self, knowledge, self-esteem and confidence.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular clubs

Assessment Criteria:

What skills are students developing this term?

- How to analyse dance choreography
- The important features of dance choreography
- Movement Memory through learning key phrases from the set work
- Choreography Skills (Action, Space, Dynamics and Relationships)



Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Vocabulary test based on – key dance terms (Structure, devices, action, space, dynamics, relationships)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra-curricular clubs

Extension tasks based on Emancipation of Expressionism

Year 9 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every other week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	

Y9 Strand 4 IVC Dance Curriculum Overview

Key Content/Topics:



What are students learning?

Understanding of the set works in preparation for the written exam, focusing on 'Shadows' by Christopher Bruce. The students will explore the work both practically and theoretically. They will watch and analyse the key features of the piece, including Lighting, Aural setting, costume, set, choreographic intention, stimulus, Number of dancers. They will also explore the piece practically through learning set motifs from the piece and developing a piece of dance in the same style (contemporary).

Assessed Tasks:

What work will be marked this term?

Practical Performance and Choreography Task based on Shadows (Easter)

Vocabulary Test (Easter)

Exam style questions on Shadows (Easter)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Encourage respect for other people

Enable students to develop their self, knowledge, self-esteem and confidence.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular clubs

Assessment Criteria:

What skills are students developing this term?

- Knowledge and Understanding of 'Shadows'
- How to analyse dance choreography
- The important features of dance choreography
- Movement Memory through learning key phrases from the set work
- Choreography Skills (Action, Space, Dynamics and Relationships)

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Vocabulary test based on – key dance terms (Stimulus, intention, aural setting, dance environments)



Careers Links(CAIEG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra-curricular clubs

Extension tasks based on Shadows

Year 9 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every other week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	

Y9 Strand 1 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

An Introduction to drama.

Students will learn about the skills that drama gives you and why we teach it in school.



Students will learn about the theatrical style of naturalism. They will explore practically the art of being realistic on stage and will touch upon some of the methods of well-known practitioner Constantin Stanislavski.

Students will contrast this by learning about the style of non-naturalism. They will practically explore playing a stereotype and the different skills used to convey each style on stage.

Students will begin to learn how to evaluate the work of others looking at deeper meaning and audience impact.

Assessed Tasks:

What work will be marked this term?

There will be continuous verbal feedback given from both the teacher and the students when showing practical work.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students will learn to evaluate one another's practical work sensitively and tactfully.

Students will work in groups and learn to co-operate and communicate.

Students will explore British Stereotypes

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Evaluation skills

Acting skills

Knowledge on influential practitioners

Literacy/Numeracy:

Links to literacy/numeracy- e.g. **Key words**



Naturalistic

Stereotype

Heightened acting

Blocking

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor Under study's

Director Workshop leader

Set designer Practitioner

Costume designer

Lighting and sound designers

Stage managers

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

None. Focus is given to increasing the confidence of under achieving students in class time. This can be done by placing them in mixed ability groups and using a high achieving student to model good practice. Also by giving them a specific role during practical exploration eg. Directing a specific scene.

Year 9 Home Learning Expectations: Drama

When/how will homework be set?	Once a week students will be given three or four key words to learn
How long should each task take?	15 minutes
Will this work be marked by a teacher?	Not every week but at the end of the term they will take a test and this will be marked
How will Home Learning/ intervention tasks be used	N/A

if a student is underachieving?	
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Y9 Strand 2 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Issue Drama.

Students will explore the issue of homelessness through drama. Throughout this exploration all acting skills will be developed as well as a focus on contemporary staging such as in the round, traverse, thrust, promenade and site specific.

Live Theatre

Students will watch a piece of live theatre and beginning to understand how to evaluate the work of others with a focus on deeper meaning and audience impact.

Assessed Tasks:

What work will be marked this term?

There will be continuous verbal feedback given from both the teacher and the students when showing practical work.

One terminology test will be marked in assessment books towards the end of the term.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students will explore the issue of homelessness in our society.

Students will learn to evaluate one another's practical work sensitively and tactfully.

Students will work in groups and learn to co-operate and communicate

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour



Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Evaluation skills

Acting skills

Knowledge on influential practitioners

Knowledge on staging styles

An understanding of Issue Drama.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. **Key words** – Issue drama, truth, traverse, in the round, thrust, promenade, site specific.

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor Practitioner

Director Workshop leader

Set designer Choreographer

Costume designer

Lighting and sound designers

Stage managers

Under study's

Intervention Tasks:

Home Learning tasks set for students who are underachieving

None. Focus is given to increasing the confidence of under achieving students in class time. This can be done by placing them in mixed ability groups and using a high achieving student to model good practice. Also by giving them a specific role during practical exploration eg. Directing a specific scene.

Year 9 Home Learning Expectations: Drama



When/how will homework be set?	Once a week
How long should each task take?	15 minutes
Will this work be marked by a teacher?	Not every week but at the end of the term they will take a test and this will be marked
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A

Y9 Strand 3 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Physical Theatre

Students will practically explore this style of theatre looking closely at the work of Steven Berkoff, Complicite and Jacques le Coq.

The skills learnt during this topic can be utilised when devising exam work in Year 10.

Students will understand the role of the deviser and begin to think outside the box when creating meaningful theatre.

Assessed Tasks:

What work will be marked this term?

There will be continuous verbal feedback given from both the teacher and the students when showing practical work.

Students will perform one formal piece of physical theatre (eg Metamorphosis by Steven Berkoff) and this will be marked against the GCSE Devising Drama criteria.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term



Students will explore the role of each family member in Steven Berkoff's play Metamorphosis.

Students will learn to evaluate one another's practical work sensitively and tactfully.

Students will work in groups and learn to co-operate and communicate

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Devising skills

Acting skills

Knowledge on influential practitioners

Knowledge on staging styles

An understanding of Physical Theatre

Literacy/Numeracy:

Links to literacy/numeracy- e.g. Key words – Repetition, aesthetic, stylised, abstract, ensemble, expression

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor Practitioner

Director Workshop leader

Set designer Teacher

Costume designer

Lighting and sound designers

Stage managers



Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

None. Focus is given to increasing the confidence of under achieving students in class time. This can be done by placing them in mixed ability groups and using a high achieving student to model good practice. Also by giving them a specific role during practical exploration eg. Directing a specific scene.

Year 9 Home Learning Expectations: Drama

When/how will homework be set?	Once
How long should each task take?	30 minutes
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A

Y9 Strand 4 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Epic Theatre

Students will study the work and theories of practitioner Bertolt Brecht and will hone devising skills that can be utilised in Unit 1.

The skills learnt during this topic can be utilised when devising exam work in Year 10.

Students will understand the role of the deviser and begin to think outside the box when creating meaningful theatre.

Assessed Tasks:



What work will be marked this term?

There will be continuous verbal feedback given from both the teacher and the students when showing practical work.

Students will perform one formal piece of Epic Theatre and this will be marked against the GCSE Devising Drama criteria.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students will explore political viewpoint of Marxism and Brecht opinions about society

Students will learn to evaluate one another's practical work sensitively and tactfully.

Students will work in groups and learn to co-operate and communicate

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Devising skills

Acting skills

Knowledge on influential practitioners

Knowledge on staging styles

An understanding of Epic Theatre

Literacy/Numeracy:

Links to literacy/numeracy- e.g. Key words – Gestus, Direct Address, slap and tickle, verfremdungseffekt, Epic theatre, In the round.

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons



Actor Practitioner
 Director Workshop leader
 Set designer Teacher
 Costume designer
 Lighting and sound designers
 Stage managers
 Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

None. Focus is given to increasing the confidence of under achieving students in class time. This can be done by placing them in mixed ability groups and using a high achieving student to model good practice. Also by giving them a specific role during practical exploration eg. Directing a specific scene.

Year 9 Home Learning Expectations: Drama

When/how will homework be set?	Once
How long should each task take?	30 minutes
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A

Y9 Strand 1 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.



Introduction to GCSE music.

- *Students will learn about the elements of music and general music technology. They learn keywords and be able to use them in listening questions (AOS 2-5).*

Ensemble and Solo Performance

- *Students will work in groups to learn pop songs. Building their confidence and working on their performance skills (AOS 1).*
- *Students will also be working on and will perform a solo performance.*

Assessed Tasks:

Ensemble performances will be filmed and uploaded to either Google Classroom or OneDrive.

Musical terminology will be assessed through a keyword test and general listening.

SMSC & British Values:

S: To enjoy learning new vocabulary and ways of listening to music.

M: To develop teamwork skills by working in small groups on new projects.

S: To appreciate different styles of music – western classical, film, world music etc.

C: To understand different performance styles and what traditions they are associated with.

Enrichment Ideas:

- Listen to as much music as possible and describe what you can hear.
- Go and watch a concert of any genre!
- Take part in extra-curricular music activities at school.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn music terminology, mainly on the elements of music and be able to recall this information.
- To build relationships within the class so that students can successfully work together and improve their ensemble skills.
- To become a more confident performer.

Literacy/Numeracy:

Keywords:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation / Rhythm / Technology / Tempo / Ensemble / Chords / Riff / Metre.

Numeracy:



- Counting note durations and metre.

Careers Links(CAEIG):

- Music Teacher/Primary School Teacher.
- Musician/Performer.
- Producer.
- Sound Engineer.

Intervention Tasks:

- To work through the 1-3 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To practice ensemble performances in the practice rooms at school (break or lunchtime) or at home.
- To undertake private music lessons – this will help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.

Year 9 Home Learning Expectations: Music

When/how will homework be set?	Once – to revise the musical elements for a test.
How long should each task take?	Approximately 60 minutes of revision.
Will this work be marked by a teacher?	Yes – in the form of a test.
How will Home Learning/ intervention tasks be used if a student is underachieving?	If students do not achieve a mark that corresponds to their flight path then they will be given the opportunity to retake the test.

Y9 Strand 2 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Introduction to GCSE music.



- *Students will continue to learn keywords in music and be able to use them to describe music.*
- *Students will learn general theory, including notation, note durations and time signatures (AOS 2-5).*

Ensemble Performance

- *Students will work in groups to perform pop songs. Building their confidence and working on their performance skills (AOS 1).*

Assessed Tasks:

Ensemble and solo performances will be filmed and uploaded to either Google Classroom or OneDrive.

Musical terminology will be assessed through a small general listening test.

SMSC & British Values:

S: To experience different ways of notating music.

M: To be respectful during the learning of traditional ways of notating music.

S: To participate in school music clubs.

C: To understand other's views and opinions of different styles of music

Enrichment Ideas:

- Listen to as much music as possible and describe what you can hear.
- Go and watch a concert of any genre!
- Take part in extra-curricular music activities at school.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn music terminology, mainly focussed on the elements of music and be able to recall this information.
- To build relationships within the class so that students can successfully work together and improve their ensemble skills.
- To become a more confident performer in both solo and ensemble performances.

Literacy/Numeracy:

Keywords:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation / Rhythm / Technology / Tempo / Ensemble / Chords / Riff / Metre.

Numeracy:



- Counting note durations and metre (time signatures).

Careers Links(CAEIG):

- Music Teacher/Primary School Teacher.
- Musician/Performer.
- Producer.
- Sound Engineer.

Intervention Tasks:

- To work through Grade 1-3 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To practice ensemble performances in the practice rooms at school (break or lunchtime) or at home.
- To practice solo performances at home or in school.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.

Year 9 Home Learning Expectations: Music

When/how will homework be set?	Once – to revise the musical elements for a test.
How long should each task take?	Approximately 60 minutes of revision.
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A – Students will green pen the improvements to their work.

Y9 Strand 3 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Compositional Devices



- *Students will continue to learn keywords in music, in compositional devices and be able to identify them in music.*
- *Students will continue to learn general theory, including notation, note durations and time signatures (AOS 2-5).*

Ensemble Singing Performance and Samba.

- *Students will work on singing as a group, this will include acapella singing and mashups (AOS 1).*
- *Students will learn some basic Samba rhythms and calls and be able to perform and compose as a class (AOS 3).*

Assessed Tasks:

Singing ensemble performances and whole class/group Samba performances will be filmed and uploaded to either Google Classroom or OneDrive.

Compositional devices will be assessed through a keyword test.

SMSC & British Values:

S: To become fascinated by a different tradition of music.

M: To understand how to behave and be respectful around different instruments.

S: To learn about how Samba music is a form of communication and community.

C: To explore Brazilian Samba music.

Enrichment Ideas:

- Go to a Samba workshop.
- Take part in extra-curricular music activities at school.
- Go to a Samba workshop.
- Take part in extra-curricular music activities at school.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn music terminology, mainly focussed on compositional devices and be able to recall this information.
- To work on the class and small group singing, allowing some students to stretch themselves and move away from their comfort zones.
- To learn a new genre of music (Brazilian Samba) and be able to play rhythms on traditional samba instruments,

Literacy/Numeracy:

Keywords:



When/how will homework be set?	Once – to revise the compositional devices for a test.
How long should each task take?	Approximately 60 minutes of revision.
Will this work be marked by a teacher?	Yes – in the form of a test.
How will Home Learning/ intervention tasks be used if a student is underachieving?	If students do not achieve a mark that corresponds to their flight path then they will be given the opportunity to retake the test.

Imitation / Repetition / Sequence / Ostinato / Motif / Call and Response / Improvised / Arpeggios / Ornaments / Acapella / Mashup / Samba / Groove / Break / Syncopation.

Numeracy:

- Counting note durations and metre (time signatures).
- Rhythm – counting off-beats.

Careers Links(CAEIG):

- Music Teacher/Primary School Teacher.
- Musician/Performer.
- Producer.
- Sound Engineer.

Intervention Tasks:

- To work through the 1-3 theory of Music (ABRSM Exam Board).
- To keep revising the elements of music and compositional devices
- To practice ensemble performances in the practice rooms at school (break or lunchtime) or at home.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.

Year 9 Home Learning Expectations: Music

Y9 Strand 4 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Introduction to AOS 4: Film Music.

- *Students will learn about one of the areas of the GCSE exam. They will learn how to describe music related to a film, using prior knowledge and new terminology.*

Practical/Tech. Composition.

- *Students will be given guidelines on composing music and in small groups will compose music to accompany a scene from Harry Potter.*



Assessed Tasks:

Compositions will be filmed and uploaded to either Google Classroom or OneDrive.

Exam style listening questions on film music will be assessed.

SMSC & British Values:

S: To explore music and be amazed by the impact it has on films..

M: To learn how to use and store music tech. equipment safely

S: To explore different viewpoints about how different emotions can be conveyed through music.

C: To explore music from a wide variety of film genres and cultures.

Enrichment Ideas:

- Watch a performance of a famous film, e.g. Harry Potter at a concert venue where the orchestra is playing the music live (often showing at The Royal Albert Hall).
- Watch lots of films and start to appreciate the importance of music to support action on screen.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about film music and to describe the different emotions associated with film music, using musical terminology.
- To learn how to compose music that reflects what is happening on screen. This is an opportunity for students to become creative and independent learners.

Literacy/Numeracy:

Keywords:

Synthesiser / Leitmotif / Reverb / Underscoring / Composer / Hit Point / Micky-Mousing.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Music Teacher/Primary School Teacher.
- Musician/Performer.
- Producer.
- Sound Engineer.
- Filmography.
- Media.



Intervention Tasks:

- To work through Grade 1-3 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.

Year 9 Home Learning Expectations: Music

When/how will homework be set?	Twice: To revise for a short general listening exam. To complete a listening homework sheet on film music.
How long should each task take?	Approximately 60 minutes of revision. About 20-30 minutes.
Will this work be marked by a teacher?	Yes – both the test and the homework.
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A – Students will green pen the improvements to their work.

Y9 Strand 5 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

AOS 4: Film Music.

- *Students will learn about one of the areas of the GCSE exam. They will learn how to describe music related to a film, using prior knowledge and new terminology.*

Dance Music Composition.

- *Students will be given guidelines on how to compose dance music on Logic Pro X (Mac software).*



Assessed Tasks:

Composition submission point 1 will be uploaded to either Google Classroom or OneDrive.

Exam style listening questions on film music will be assessed.

SMSC & British Values:

S: To become fascinated and excited by learning how to compose dance music.

M: To understand the consequences of not submitting work on time.

S: To participate in compositions to the best of one's ability.

C: To appreciate contemporary styles of music and their influences.

Enrichment Ideas:

- Watch a performance of a famous film, e.g. Harry Potter at a concert venue where the orchestra is playing the music live (often showing at The Royal Albert Hall).
- Download free music tech. apps (e.g. GarageBand) on to phones.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about film music and to describe the different emotions associated with film music, using musical terminology.
- To learn how to compose dance music using MIDI keyboards and music tech software (Logic Pro X).

Literacy/Numeracy:

Keywords:

Synthesiser / Leitmotif / Reverb / Underscoring / Composer / Hit Point / Micky-Mousing / Quantising / Automation.

Numeracy:

- Counting note durations and metre.
- Time Signatures.
- Quantising.

Careers Links(CAEIG):

- Music Teacher/Primary School Teacher.
- Musician/Performer.
- Producer.
- Sound Engineer.
- Filmography.



- Media.
- Computer Science.

Intervention Tasks:

- To work through Grade 1-3 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Year 9 Home Learning Expectations: Music

When/how will homework be set?	Once - To revise for a short general listening exam.
How long should each task take?	Approximately 60 minutes of revision.
Will this work be marked by a teacher?	Yes.
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A – Students will green pen the improvements to their work.

Y9 Strand 6 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

AOS 4: Video Game Music.

- *Students will learn about one of the areas of the GCSE exam. They will learn how to describe music related to a video game, using prior knowledge and new terminology.*

Dance Music Composition.



- *Students will be given guidelines on how to compose dance music on Logic Pro X (Mac software).*

Assessed Tasks:

Composition submission point 2 will be uploaded to either Google Classroom or OneDrive.

End of year listening exam.

SMSC & British Values:

S: To become inspired by different styles of music and to creatively compose.

M: To understand what is appropriate behaviour in composition lessons.

S: To be respectful when peer marking others work.

C: To explore music from the video gaming industry. Particularly British and Japanese.

Enrichment Ideas:

- Watch a performance of a famous film, e.g. Harry Potter at a concert venue where the orchestra is playing the music live (often showing at The Royal Albert Hall).
- Download free music tech. apps (e.g. GarageBand) on to phones.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about film music and to describe the different emotions associated with film music, using musical terminology.
- To learn how to compose dance music using MIDI keyboards and music tech software (Logic Pro X).

Literacy/Numeracy:

Keywords:

Synthesiser / Leitmotif / Reverb / Underscoring // Hit Point / Micky-Mousing / Quantising / Automation / Sequencer.

Numeracy:

- Counting note durations and metre.
- Time Signatures.
- Quantising.

Careers Links(CAEIG):

- Music Teacher/Primary School Teacher.
- Musician/Performer.
- Producer.



- Sound Engineer.
- Filography.
- Media.
- Computer Science.

Intervention Tasks:

- To work through Grade 1-3 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Year 9 Home Learning Expectations: Music

When/how will homework be set?	Once - To revise for the end of year 9 exam.
How long should each task take?	Approximately 120-180 minutes of revision.
Will this work be marked by a teacher?	Yes.
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A – Students will green pen the improvements to their work.

Y10 Strand 1 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Understanding of the set works in preparation for the written exam, focusing on **'Within Her Eyes'** by James Cousins. The students will explore the work both practically and theoretically. They will watch and analyse the key features of the piece, including Lighting, Aural setting, costume, set, choreographic intention, stimulus, Number of dancers. They will also explore the piece practically



though learning set motifs from the piece and developing a piece of dance in the same style (contemporary) and performing in at a site sensitive location.

Assessed Tasks:

What work will be marked this term?

Exam style Questions on 'Within Her Eyes' (October)

Vocabulary test (October)

Practical performance and choreographic task based on 'Within her Eyes' (October)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Self-esteem,, confidence, respect for others through performance and groups tasks..

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

- Knowledge and Understanding of 'Within Her Eyes'
- How to analyse dance choreography
- The important features of dance choreography
- Movement Memory through learning key phrases from the set work
- Choreography Skills (Action, Space, Dynamics and Relationships)
- Understanding of Dance Environments and dance for camera

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Vocabulary test based on – key dance terms (Devices, environments, intention, stimulus)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists



Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Extra-curricular club

Year 10 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every other week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	

Y10 Strand 2 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Understanding of the set works in preparation for the written exam, focusing on 'Infra'. The students will explore the work both practically and theoretically. They will watch and analyse the key features of the piece, including Lighting, Aural setting, costume, set, choreographic intention, stimulus, Number of dancers. They will also explore the piece practically through learning set motifs from the piece and developing a piece of dance in the same style (contemporary).

Assessed Tasks:

What work will be marked this term?

Exam style Questions on 'Infra' (December)

Vocabulary test (December)



Practical performance and choreographic task based on 'Infra' (December)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Self-esteem, confidence, respect for others through performance and groups tasks.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

- Knowledge and Understanding of 'Infra'
- How to analyse dance choreography
- The important features of dance choreography
- Movement Memory through learning key phrases from the set work
- Choreography Skills (Action, Space, Dynamics and Relationships)

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Vocabulary test based on – key dance terms (Safe practice, structural devices, climax)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Watching a professional dance performance

Taking Part in the xmas show

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Extra-curricular clubs

Year 10 Home Learning Expectations: Dance [common for each strand of the year within a subject]



When/how will homework be set?	Every other week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	

Y10 Strand 3 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Understanding of the set works in preparation for the written exam, focusing on '**A Linha Curva**'. The students will explore the work both practically and theoretically. They will watch and analyse the key features of the piece, including Lighting, Aural setting, costume, set, choreographic intention, stimulus, Number of dancers. They will also explore the piece practically though learning set motifs from the piece and developing a piece of dance in the same style (contemporary) and performing in at a site sensitive location.

Assessed Tasks:

What work will be marked this term?

Exam style Questions on 'A Linha Curva' (February)

Vocabulary test (February)

Practical performance and choreographic task based on 'A Linha Curva'(February)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Self-esteem, confidence, respect for others through performance and groups tasks.



Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

- Knowledge and Understanding of 'Infra'
- How to analyse dance choreography
- The important features of dance choreography
- Movement Memory through learning key phrases from the set work
- Choreography Skills (Action, Space, Dynamics and Relationships)
- Understanding of different dance styles.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Vocabulary test based on – key dance terms(Mental and Technical skills, dance styles)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Extra-curricular clubs

Year 10 Home Learning Expectations: Dance [common for each strand of the year within a subject]10

When/how will homework be set?	Every other week
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How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	

Y10 Strand 4 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Understanding of the set works in preparation for the written exam, focusing on **'Artificial Things'**. The students will explore the work both practically and theoretically. They will watch and analyse the key features of the piece, including Lighting, Aural setting, costume, set, choreographic intention, stimulus, Number of dancers. They will also explore the piece practically though learning set motifs from the piece and developing a piece of dance in the same style (contemporary) and performing in at a site sensitive location.

Assessed Tasks:

What work will be marked this term?

Exam style Questions on 'Artificial Things' (March)

Vocabulary test (March)

Practical performance and choreographic task based on 'Artificial Things'(March)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Self-esteem, confidence, respect for others through performance and groups tasks.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums



Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

- Knowledge and Understanding of 'AT'
- How to analyse dance choreography
- The important features of dance choreography
- Movement Memory through learning key phrases from the set work
- Choreography Skills (Action, Space, Dynamics and Relationships)
- Understanding of different dance styles.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Vocabulary test based on – key dance terms(Mental and Technical skills, dance styles)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Extra-curricular clubs

Year 10 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every other week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes



How will Home Learning/ intervention tasks be used if a student is underachieving?	
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Y10 Strand 1 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Students will:

- Develop a range of theatrical skills and apply them in the creation of a performance
- Apply knowledge and understanding of drama when making and performing drama
- Work collaboratively to generate, develop and communicate ideas
- Understand social, cultural and historical context including theatrical conventions'

(OCR GCSE Drama Aims and Learning Outcomes)

The focus of this strand is on naturalism and developing students' awareness of the importance of this as a foundation for all acting. This will involve learning about practitioner Konstantin Stanislavski's 'system'/method of acting and the use of subtext within performance; during the exploratory period students will take part in exercises which develop their ability to act within the genre of naturalism.

Students will be assessed on their ability to create a believable characterisation.

Assessed Tasks:

What work will be marked this term?

Students will perform an original, scripted 'break-up' duologue, written by them, drawing upon the conventions of naturalism. This assessment will be marked out of 20 using the Devising Drama mark scheme and students will write an evaluation of their work shaped around the guidance for Section 3 of the Devising Drama unit.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students work both as a whole class and in smaller groups for the exploration process and then in pairs for the assessment, enabling them to develop both skills in social interaction and teamwork.

Students participate in discussions shaped around narrative and context.



Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Students are encouraged to attend the theatre as often as they can and to watch Year 11/sixth form Performance School work where possible in order to develop performance critique skills and to inspire their own performance work.

Assessment Criteria:

What skills are students developing this term?

As a performer – realistic/naturalistic acting

Within this students will consider:

Vocally:

- tone, pitch, intonation and emphasis
- pace including the use of beats and pauses

Physically:

- use of facial expression and gesture
- movement and within this use of proxemics

As a deviser – students will work within a pair to create an original (scripted) duologue

As a designer – naturalistic conventions

Within this the use of semiotics to define/highlight character, context and setting. This includes:

Visual design – costume, props, set, lighting

Sound design – sound effects and recorded music (both diegetic and non-diegetic)

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Performer: Actor, character, action, intention, objective/super-objective, naturalism, realism, subtext, nuance, proxemics, downstage, upstage, centre stage (and linked staging), script – lines, stage directions

Design: semiotics (and associated terms) diegetic and non-diegetic sound

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons



Although the roles of the actor, deviser, director and designer are discussed explicitly the strand also develops students' communication and other transferrable skills and enables them to become more confident within various forums/spheres.

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Watch a live theatre production on Digital Theatre within the genre of naturalism and write a theatre review using a framework of questions
- Complete a theatre subject vocabulary test
- Guided practical rehearsal led by teacher/specialist subject TA/ more able student

Year 10 Home Learning Expectations: GCSE Drama

When/how will homework be set?	Homework will be set on a regular basis and will often include practical rehearsal leading to an assessment. All homework will be set through EduLink One (with the exception of practical rehearsal). Homework will include research into Stanislavski's Method of Acting.
How long should each task take?	Each task will take approximately an hour but the expectation of time spent will be specified. 'Ongoing' homework will involve line learning.
Will this work be marked by a teacher?	If the work is a written homework task set on EduLink One it will be marked by the teacher. Some tasks may involve developing skills within note taking in non-assessment exercise books or additional reading which will not be marked. Practical rehearsal will not be marked but will be guided where necessary.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Where a student is under-achieving they will be given a differentiated homework with a focus on developing their literacy and ability to analyse and evaluate as well as develop their subject knowledge.

Y10 Strand 2 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Students will:

-Develop a range of theatrical skills and apply them in the creation of a performance



- Apply knowledge and understanding of drama when making and performing drama
- Work collaboratively to generate, develop and communicate ideas
- Understand social, cultural and historical context including theatrical conventions'

(OCR GCSE Drama Aims and Learning Outcomes)

The focus of this strand is on practitioner Bertolt Brecht, the conventions of Epic Theatre and how these conventions are/can be used within Brechtian theatre productions.

During the exploratory period students will take part in exercises which focus on developing their understanding of Brechtian theatre and involve them as an actor, they will also give input as a deviser and designer.

Students will be assessed on their ability to perform as part of an ensemble production.

Assessed Tasks:

What work will be marked this term?

Students will be directed in a whole-class piece based upon an adapted fairy tale. This will be performed in mid-December either in the faculty annual Christmas Show or within lesson to an invited audience. This assessment will be marked out of 20 using the Devising Drama mark scheme and students will write an evaluation of their work shaped around the guidance for Section 3 of the Devising Drama unit.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Brecht's work explores morality and his theatre often included a political 'intent'/message. When learning about Brecht students research and explore his life and participate in discussions shaped the context of his work.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Students are encouraged to attend the theatre as often as they can and to watch Year 11/sixth form Performance School work where possible in order to develop performance critique skills and to inspire their own performance work.

Assessment Criteria:

What skills are students developing this term?

Students will develop skills in non-naturalistic drama (following their focus on naturalism in Strand 1) with a focus on Brecht's storytelling conventions used within Epic Theatre.

This will include:



- The creation of heightened voice and physicality within role
- The use of narration
- The use of multi/dual role
- The use of direct address/ audience participation
- The use of live music/song/sound effects
- Designing/creating/sourcing Brechtian-inspired design elements/properties

Students will draw upon skills developed within the Pantomime scheme of work undertaken in Drama in Year 8.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Actor, narration, convention, device, direct address, audience participation, multirole, dual role, montage, tableau/freeze frame, storytelling, song, spass and gestus, proxemics, downstage, upstage, centre stage (and linked staging) , script – lines, stage directions, semiotics – minimal/'stripped back' set and lighting, symbolic props, placards

Careers Links(CAIEG):

Links to careers/any places this is addressed in lessons

Although the roles of the actor, deviser, director and designer are discussed explicitly the strand also develops students' communication and other transferrable skills and enables them to become more confident within various forums/spheres.

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Watch Splendid Theatre Brechtian production of 'Metamorphosis' on DVD/ through Digital Theatre and write a theatre review using a framework of questions
- Complete a theatre subject vocabulary test
- Guided practical rehearsal led by teacher/specialist subject TA/ more able student - this is particularly pertinent where the assessed performance is being performed within the Christmas Show, students who are under-achieving will be given additional support to develop performance vital skills

Year 10 Home Learning Expectations: GCSE Drama

When/how will homework be set?	Homework will be set on a regular basis and will often include practical rehearsal leading to an assessment/performance. All homework will be set through EduLink One (with the exception of practical rehearsal). Homework will include research into Brecht's life and Epic Theatre.
How long should each ask take?	Each task will take approximately an hour but the expectation of time spent will be specified. 'Ongoing' homework will involve line learning.

<p>Will this work be marked by a teacher?</p>	<p>If the work is a written homework task set on EduLink One it will be marked by the teacher. Some tasks may involve developing skills within note taking in non-assessment exercise books or additional reading which will not be marked. Practical rehearsal will not be marked but will be guided where necessary. Students will write a script for their duologue which will be marked through the performance of this duologue.</p>
<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Where a student is under-achieving they will be given a differentiated homework with a focus on developing their literacy and ability to analyse and evaluate as well as develop their subject knowledge.</p>

Y10 Strand 3 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Students will:

- Develop knowledge and understanding of how drama is developed, performed and responded to
- Develop their ability to effectively analyse and evaluate the work of others through watching a live theatre performance
- Develop their understanding of how genre is used in live performance to communicate meaning to an audience
- Develop their ability to include/integrate theatre terminology within a written response (*OCR GCSE Drama: Unit 3- 'Performance and Response'*)

Assessed Tasks:

What work will be marked this term?

Students will write a response/review of a live theatre production, drawing upon detailed notes and post-performance discussion in class. The response will be marked out of 10 using the OCR GCSE Drama 'Performance and Response' mark scheme. Within the response students will be assessed on:

- The use/ integration of specialist drama and theatre terminology throughout
- An understanding of how meaning is communicated to a live theatre audience
- The ability to write a coherent, relevant and well-structured response

SMSC & British Values:



Links to SMSC and British Values through topics or activities this term work explores morality and his theatre often included a political 'intent'/message. When learning about Brecht students research and explore his life and participate in discussions shaped the context of his work.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Students will attend a live theatre production as a class (either at the theatre or by a visiting company). They are encouraged to attend the theatre as often as they can and to watch Year 11/sixth form Performance School work where possible in order to develop their ability to critique live theatre.

Assessment Criteria:

What skills are students developing this term?

Students will develop skills within analysing and evaluating live theatre. This will include:

- Effective note-taking during a live performance
- Recalling and discussing aspects/'key moments' of a live theatre production and analysing these moments in-depth
- Building upon knowledge/past experience/s as a live theatre spectator within discussion
- Including/drawing upon appropriate theatrical/technical terms when discussing/writing about live theatre
- Drafting a written response/s to a live theatre production, following guidance as well as own detailed notes
- Selecting and adapting/developing a written response following written feedback (via IMP)

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Theatrical/technical vocab will include terms which cover:

- Actor, director, designer
- Semiotics, production elements,
- Convention, device, motif, montage, tableau/freeze-frame,
- Downstage, upstage, centre stage

(See glossary shared with students)

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Although the roles of the actor, director and designer are discussed explicitly the strand also develops students' communication and other transferrable skills and enables them to become more confident within various forums/spheres.

Intervention Tasks:



Home Learning tasks set for students who are underachieving

- Watch Splendid Theatre/Kneehigh Theatre production on DVD/ through Digital Theatre and take (detailed) notes using guidance
- Write a theatre review of the production using framework of questions
- Complete a theatrical/technical terms vocabulary test

Year 10 Home Learning Expectations: GCSE Drama

When/how will homework be set?	Written homework will be set on a regular basis through EduLink One throughout this strand and will include writing up notes on a live theatre production in preparation to writing a live theatre response in class. Homework will also include attending sixth form/Year 11 productions.
How long should each task take?	Each task will take approximately an hour but the expectation of time spent will be specified.
Will this work be marked by a teacher?	If the work is a written homework task set on EduLink One it will be marked by the teacher. Some tasks may involve developing skills within note taking in non-assessment exercise books or additional reading which will not be marked.
How will Home Learning/ intervention tasks be used if a student is underachieving?	Where a student is under-achieving they will be given a differentiated homework task with a focus on developing ability to analyse and evaluate live theatre as well as use/include theatrical/technical terms vocabulary.

Y10 Strand 4 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Devised piece

Students will continue working on and complete a mock of Unit 1: Devising Drama in groups (the examined unit takes place in Strands 5 and 6). This will form one lesson per week. During this students will complete written research, create and perform an original piece of theatre and complete a written evaluation following the performance.



Within this unit, students are developing skills within the creation of theatre (devising) which comprises individually researching a stimulus chosen from a range of offered stimuli (within stimuli from last year's (practical) exam paper:

- Developing a concept within a group
- Writing a script
- Adapting and shaping ideas within a process -rehearsing and polishing the devised piece for performance.

Within this students will work as either devisers (writing and directing) and performers or designers (creating set/costume/prop/sound/lighting design for a group's devised piece).

Unit 3: Performance and Response exam prep - Section A

Alongside this students will begin studying the play '*Blood Brothers*' which forms 50 of the 80 mark written exam in Year 11.

Assessed Tasks:

What work will be marked this term?

Students will write a response/review of a live theatre production, drawing upon detailed notes and post-performance discussion in class. The response will be marked out of 30 using the OCR GCSE Drama 'Performance and Response' mark scheme. Within the response students will be assessed on:

- The use/ integration of specialist drama and theatre terminology throughout
- An understanding of how meaning is communicated to a live theatre audience
- The ability to write a coherent, relevant and well-structured response.

Students will perform (20/50 marks) within a devised piece of 5-15 minutes. They will submit an associated portfolio – a research section (10/50 marks) and evaluation (20/50 marks).

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students are reminded of the importance of theatre in exploring or highlighting issues, exploring themes and raising questions. The 'value' of theatre as a form of culture is also discussed.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Students are encouraged to attend the theatre as regularly as possible and to watch sixth form performance work in order to develop performance critique skills and to inspire their own performance work.



Assessment Criteria:

What skills are students developing this term?

For the Devising Drama mock learners will:

- Understand (and explain) how research has impacted their artistic intentions
- Select ideas to create an engaging drama
- Develop an understanding of how to plan, create and structure a drama
- Analyse and evaluate decisions and choices made during the process of creating drama
- Learn how to edit and adapt the work in progress as a result of new ideas or the development of the drama
- Develop skills within rehearsing and preparing for a performance to an audience
- Evaluate their final piece of devised drama
- Use subject specific terminology within their written work

For the exploration of 'Blood Brothers' learners will:

- Develop their ability to evaluate the roles that theatre makers have on developing and responding to performance text
- Develop an awareness of the advantages and disadvantages of decisions made on directing, designing and acting within a performance
- Apply knowledge and understanding of the development of drama and performance to 'Blood Brothers'
- Demonstrate an understanding of theatrical conventions and discuss how meaning is created through use of performance space, production elements, an actor's vocal and physical interpretation of character and use of performance conventions.

Literacy/Numeracy:

Links to literacy - e.g. key words

Actor, director, designer, playwright, proscenium arch, traverse, in-the-round, thrust, end on, promenade, thrust, site specific, apron, fly-over, fourth wall, montage, tableaux, 'marking the moment', semiotics, proxemics, blocking, convention, device/technique, diegetic/non-diegetic sound, discrepant, improvisation, characterisation, body language, gesture, movement, physicality, eye contact, projection, pitch, tone, timbre, diction, annunciation.

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons



Although the roles of the actor, deviser, director and designer are discussed explicitly the unit also develops students' communication and other transferrable skills and enables them to become more confident within various forums/spheres.

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Devising Drama

Students will have guided support from LBE/the Performance TA (as appropriate) when creating their work. 1:1 support will be offered to PP and EHCP students during writing of the associated written coursework.

Live theatre review

- Re-watch Drama Centre's production of 'The Border' and write a theatre review using a framework of questions
- Complete a theatre subject vocabulary test

Year 10 Home Learning Expectations: GCSE Drama

When/how will homework be set?	Homework will be set on a regular basis and will often include practical rehearsal leading to an assessment/performance. All homework will be set through EduLink (with the exception of practical rehearsal). Homework will include research into the students' selected stimulus and its context.
How long should each task take?	Each task will take approximately an hour but the expectation of time spent will be specified. 'Ongoing' homework will involve the writing and adapting of script/s, practical rehearsal and line learning.
Will this work be marked by a teacher?	If the work is a written homework task set on EduLink it will be marked by the teacher. Some tasks may involve developing skills within note taking in non-assessment exercise books or additional reading which will not be marked. Practical rehearsal will not be marked but will be guided where necessary.
How will Home Learning/intervention tasks be used if a student is underachieving?	Where a student is under-achieving they will be given a differentiated homework with a focus on developing their literacy and ability to analyse and evaluate as well as develop their subject knowledge.

Y10 Strand 1 IVC Music Curriculum Overview



Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Introduction to AOS 2: The Concerto Through Time.

- *Students will learn about one of the areas of the GCSE exam. They will learn how to musically identify the features in different Western Classical genres.*

Composition to a brief.

- *Students will be given guidelines (including theory) on composing music and in will individually compose music to a set brief.*

Assessed Tasks:

Composition submission point 1 (halfway) will be uploaded to either Google Classroom or OneDrive.

Exam style listening questions on the concerto will be assessed and also keywords for the area of study.

SMSC & British Values:

S: To be creative and use imaginations when certain composing rules and guidelines are set.

M: To be respectful of different styles of music, particularly those more traditional.

S: To be fair and respectful to other students when learning about new styles of music.

C: To explore and appreciate the Western Classical tradition.

Enrichment Ideas:

- Listen to lots of classical music and try and identify the musical features.
- Attend a classical music concert (these are often free!)

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about the Western Classical Genre and be able to identify the musical differences between Baroque, Classical and Romantic Music.
- To learn how to compose music to a set brief, in preparation for their Yr. 11 coursework (briefs are set by the exam board when students are in Yr. 11).

Literacy/Numeracy:

Keywords:



Concerto / Tutti / Solo / Cadenza / Virtuosoic / Theme / Concerto Grosso / Movement / Pedal Note / Concertino / Ripieno / Continuo / Dissonance.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-4 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Y10 Strand 2 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Introduction to AOS 2: The Concerto Through Time.

- *Students will learn about one of the areas of the GCSE exam. They will learn how to musically identify the features in different Western Classical genres.*

Composition to a brief.

- *Students will be given guidelines (including theory) on composing music and in will individually compose music to a set brief.*
- *Students will also listen to and mark exemplar compositions in order to understand the mark scheme.*

Assessed Tasks:



Composition submission point 2 (final) will be uploaded to either Google Classroom or OneDrive.

Exam style listening questions on the concerto will be assessed.

SMSC & British Values:

S: To become inspired by music that is seen as more traditional.

M: To learn how to behave in coursework lessons.

S: To be sensitive yet critical when looking at others work.

C: To explore the Western Classical Concerto and its development.

Enrichment Ideas:

- Listen to lots of classical music and try and identify the musical features.
- Attend a classical music concert (these are often free!)

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about the Western Classical Genre and be able to identify the musical differences between Baroque, Classical and Romantic Music.
- To learn how to compose music to a set brief, in preparation for their Yr. 11 coursework (briefs are set by the exam board when students are in Yr. 11).
- Understanding the composition mark scheme provided by the exam board.

Literacy/Numeracy:

Keywords:

Concerto / Tutti / Solo / Cadenza / Virtuosoic / Theme / Concerto Grosso / Movement / Pedal Note / Concertino / Ripieno / Continuo / Dissonance.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).



Intervention Tasks:

- To work through Grade 1-4 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Y10 Strand 3 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Introduction to AOS 3: Rhythms of the World

- *Students will learn about one of the areas of the GCSE exam. They will about the musical features of different genres from around the world, for e.g. Greek folk music.*

Free composition (coursework).

- *Students will be given guidelines (including theory) on composing music and will be working towards a piece for GCSE submission.*

Assessed Tasks:

Composition submission point 1 (halfway) will be uploaded to either Google Classroom or OneDrive.

Exam style listening questions on the different rhythms of the world will be assessed and also keywords for the area of study.

SMSC & British Values:

S: To explore improvisation on a new and foreign instrument.

M: To behave appropriately in performance lessons and understand the consequences of actions.

S: To participate in group and community inspired music making.

C: To explore music from around the world e.g. Greek, Indian, Samba.

Enrichment Ideas:

- Listen to lots of classical music and try and identify the musical features.
- Attend a Samba workshop in Cambridge.



- Watch documentaries and YouTube videos about the different cultures and their music.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about different rhythms of the world and be able to identify the musical differences between Indian Classical, Bhangra, Greek, Israeli, Palestinian, African, Calypso, Samba.
- To learn how to compose music that is free. This composition will be submitted as part of their GCSE portfolio.

Literacy/Numeracy:

Keywords:

Raga / Drone / Tala / Chaal / Time Signatures / Melisma / Modes / Maqsum / Saidi / Polyrhythm / Cross rhythm / Ostinato / Son Clave.

Numeracy:

- Counting, time signatures, coordination.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-4 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Y10 Strand 4 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.



Introduction to AOS 3: Rhythms of the World

- *Students will learn about one of the areas of the GCSE exam. They will about the musical features of different genres from around the world, for e.g. Greek folk music.*

Free composition (coursework).

- *Students will finalise and submit their compositions. Compositions will be peer marked by students and teacher.*

Assessed Tasks:

Composition submission point 2 (final) will be uploaded to either Google Classroom or OneDrive.

Exam style listening questions on the different rhythms of the world will be assessed.

SMSC & British Values:

S: To use imagination and freedom when composing.

M: To be sensitive to issues surrounding different cultures.

S: To learn about different issues of conflict in countries such as the Middle East.

C: To understand diverse cultures and the ways that they pass music down through generations.

Enrichment Ideas:

- Listen to lots of classical music and try and identify the musical features.
- Attend a Samba workshop in Cambridge.
- Watch documentaries and YouTube videos about the different cultures and their music.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about different rhythms of the world and be able to identify the musical differences between Indian Classical, Bhangra, Greek, Israeli, Palestinian, African, Calypso, Samba.
- To learn how to compose music that is free. This composition will be submitted as part of their GCSE portfolio.
- To learn how to critique other students compositions and give good feedback.

Literacy/Numeracy:

Keywords:

Raga / Drone / Tala / Chaal / Time Signatures / Melisma / Modes / Maqsum / Saidi / Polyrhythm / Cross rhythm / Ostinato / Son Clave.

Numeracy:



- Counting, time signatures, coordination.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-4 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Y10 Strand 5 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Introduction to AOS 5: Conventions of Pop.

- *Students will learn about one of the areas of the GCSE exam. They will about the musical features of pop music from the 1950s (rock 'n' roll) to the present day.*

Solo Performance (Coursework).

- *Students will work on their solo performances (in line with the exam criteria) and record and submit their coursework (AOS 1).*

Assessed Tasks:

Solo Performance will be uploaded to either Google Classroom or OneDrive.

Exam style listening questions on the conventions of pop will be assessed and also keywords for the area of study.

SMSC & British Values:



S: To be excited and fascinated when learning about the development of pop.

M: To be respectful of other students when performing.

S: To become a more confident performer, and to perform in front of others.

C: To explore music from the 1950s + from the U.K. and America.

Enrichment Ideas:

- Explore albums from the 1950s-1990s and look at a variety of pop genres.
- Attend a pop concert, music festival etc.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn the conventions of pop music, this will include rock 'n' roll; rock anthems; pop ballads; and solo artists.
- To become a more confident solo performer and submit a solo performance, in line with the exam criteria.

Literacy/Numeracy:

Keywords:

Rhythm and Blues / Sampling / Auto-tune / Multi-tracking / Backbeat / 12-bar blues / Walking Bass Line / Primary/Power Chords / Overdrive / Reverb / Delay / Rubato / Melisma.

Numeracy:

- Counting, time signatures, coordination.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-4 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.



Y10 Strand 6 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

Recap (from Yr. 9) to AOS 4: Film Music

- *Students will learn about one of the areas of the GCSE exam. They will recap the features and terminology associated with film and video game music.*

Ensemble performance (coursework).

- *Students will work on their ensemble performances (in line with the exam criteria) and record and submit their coursework (AOS 1).*

Assessed Tasks:

Ensemble Performance will be uploaded to either Google Classroom or OneDrive.

Mock Exam: will include all areas of study (The Concerto Through Time, Rhythms of the World, Film Music and Conventions of Pop).

SMSC & British Values:

S: To use imagination to understand emotions and stories associated with film music.

M: To understand the consequences of actions, particularly in performance lessons.

S: To volunteer advice to peers when showing/performing their work.

C: To explore music from different film genres and cultures.

Enrichment Ideas:

- Watch a performance of a famous film, e.g. Harry Potter at a concert venue where the orchestra is playing the music live (often showing at The Royal Albert Hall).
- Watch lots of films and listen to the soundtrack.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn the conventions of pop music, this will include rock 'n' roll; rock anthems; pop ballads; and solo artists.
- To become a more confident ensemble performer and submit an ensemble performance, in line with the exam criteria.



Literacy/Numeracy:

Keywords:

Synthesiser / Leitmotif / Reverb / Underscoring / Composer / Hit Point / Micky-Mousing.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Music Teacher/Primary School Teacher.
- Musician/Performer.
- Producer.
- Sound Engineer.
- Filmography.
- Media.

Intervention Tasks:

- To work through Grade 1-4 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.

Y11 Strand IVC Dance Curriculum Overview**Key Content/Topics:**

What are students learning?

Component 2 Choreography Task

Students will be given a task (set by exam board) to choreograph a piece of choreography based on a set stimulus. The piece must be between 2 (solo) and 3 (group) minutes long. They will also need to write a short programme note based on their piece. At the end of the term the piece will be performed and filmed ready to send off in May.

Assessed Tasks:

What work will be marked this term?

Choreography Assessment (working progress) (October)



Programme Notes (First Draft) (October)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Self-esteem, confidence, respect for others through performance and groups tasks.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

- Choreography skills – research, improvisation, refinement, motif and development, structure, climax, relationships
- Criteria- Action, space, dynamics, relationships, aural setting, mental skills)
- Dance analysis- analysing their own ideas and choices

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Literacy through writing the programme note- develops understanding of analytical writing

Key Words

Research, Improvisation, Refinement, Motif and Development, Structure, Climax, Relationships, Action, Space Dynamics, Relationships, Aural setting, Mental skills

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Job links- choreographer, journalism through programme notes

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Past papers

Extra-curricular clubs



Booster sessions

Year 11 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	Lunch time intervention using revision guides/online materials

Y11 Strand 2 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Component 2 Choreography Task

Students will be given a task (set by exam board) to choreograph a piece of choreography based on a set stimulus. The piece must be between 2 (solo) and 3 (group) minutes long. They will also need to write a short programme note based on their piece. At the end of the term the piece will be performed and filmed ready to send off in May.

In addition we will reinforce key areas in preparation for the written exam through starter quizzes and homework.

Assessed Tasks:

What work will be marked this term?

Choreography Assessment (December)



Programme Notes (December)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Self-esteem, confidence, respect for others through performance and groups tasks.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

- Choreography skills – research, improvisation, refinement, motif and development, structure, climax, relationships
- Criteria- Action, space, dynamics, relationships, aural setting, mental skills)
- Dance analysis- analysing their own ideas and choices

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Literacy through writing the programme note- develops understanding of analytical writing

Key Words

Research, Improvisation, Refinement, Motif and Development, Structure, Climax, Relationships, Action, Space Dynamics, Relationships, Aural setting, Mental skills

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Job links- choreographer, journalism through programme notes

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Past papers

Extra-curricular clubs



Booster sessions

Year 11 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every week
How long should each task take?	20-60 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	Lunch time intervention using revision guides/online materials

Y11 Strand 3 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Revision for the written mock and final written exam- Going over the features of the six set works, sections A, B and C, Practice questions, past papers

Final rehearsal, performance and filming of the set dances (Flux and Scoop) and Performance in a Duet or Trio.

The performance task is marked out of 40 marks. Each student must complete both parts of the task:
Solo performance (12 marks)

Duet/trio performance (24 marks)

Assessed Tasks:

What work will be marked this term?

Performance Assessment (Set dances and Performance in a duet/trio) (Feb)

Mock Exam (Feb)



Exam Style Questions (Feb)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Self-esteem, confidence, respect for others through performance and groups tasks.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

Performance skills –Projection, focus, musicality

Mental skills- Commitment, confidences, movement memory

Knowledge of the six set works, analysing choreography and key dance skills.

How to structure 12 mark and 6 mark questions- using convincing analytical, interpretive, and evaluative commentary

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Key Words

Research, Improvisation, Refinement, Motif and Development, Structure, Climax, Relationships, Action, Space Dynamics, Relationships, Aural setting, Mental skills, choreographic intent.

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Audition practice

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Extra-curricular clubs



Booster sessions (period 6 and lunchtimes)

Year 11 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every week
How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	Lunch time intervention using revision guides/online materials

Y11 Strand 4 IVC Dance Curriculum Overview

Key Content/Topics:

What are students learning?

Revision for the written mock and final written exam- Going over the features of the six set works, sections A, B and C, Practice questions.

Final Performance and filming of the set dances (Flux and Scoop) and Performance in a Duet or Trio.

Assessed Tasks:

What work will be marked this term?

Performance Assessment (Set dances and Performance in a duet/trio)

Mock Exam

Exam Style Questions

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term



Self-esteem, confidence, respect for others through performance and groups tasks.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visits to watch live dance performances

Attending extra-curricular

Assessment Criteria:

What skills are students developing this term?

Performance skills –Projection, focus, musicality

Knowledge of the six set works, analysing choreography and key dance skills.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Key Words

Research, Improvisation, Refinement, Motif and Development, Structure, Climax, Relationships, Action, Space Dynamics, Relationships, Aural setting, Mental skills

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Visit to watch a professional dance performance

Workshop with visiting artists

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra Tasks based on set works from revision guide

Extra-curricular clubs

Year 11 Home Learning Expectations: Dance [common for each strand of the year within a subject]

When/how will homework be set?	Every week
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How long should each task take?	20-40 mins
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	Lunch time intervention using revision guides/online materials

Y11 Strand 1 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Performance and Response

Students explore practically a whole performance text, and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. The play they will study is Blood Brothers by Willy Russell. They will take part in a full class read through of the play, with verbal analysis and an exploration of context, themes, characters, relationships and structure. They will practically explore the play from the point of view of an actor, director and designer and they will learn how to answer exam questions based on the realisation of the play on stage.

Assessed Tasks:

What work will be marked this term?

All practice essay questions (found in assessment books)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students about life in Liverpool in the 1960's to 1980's

Students learn about Britain under the rule of Margaret Thatcher

Themes explored: Twins separated at birth, nature vs nurture, superstition

Students learn how to give and receive constructive criticism in a sensitive and tactful way.



Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Sight reading

Text analysis

Literacy

The ability to think as a director

Research skills

Acting skills

An understanding of the roles of theatre makers

An understanding of performance styles

The meaning of drama and terminology used by theatre makers

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Reading the text

Learning lines

Writing

Key Words – Staging, Auditorium, centre stage, downstage, upstage, audience, director, designer, actor, concept, interpretation.

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Lyricist



Director Musical Director

Set designer

Costume designer

Lighting and sound designers

Stage managers

Under study's

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra exam questions given on a bespoke basis

Year 11 Home Learning Expectations: Drama

When/how will homework be set?	Homework will be set every two weeks.
How long should each task take?	Each task will take approximately an hour
Will this work be marked by a teacher?	If it is a written task it will be marked by the teacher. Some tasks may be reading and note taking tasks.
How will Home Learning/ intervention tasks be used if a student is underachieving?	If a student is under achieving. Exam questions will be broken down into smaller and more manageable questions and given to the student on a weekly basis.

Y11 Strand 2 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?



Performance and Response

Students will continue to explore *Blood Brothers* by Willy Russell. The focus this strand will be practising to answer exam questions in a written form. They will also undertake a full mock examination using a specimen paper.

Students will watch one piece of live theatre and will learn to evaluate the work of others with a focus on deeper meaning and audience impact

Assessed Tasks:

What work will be marked this term?

All practice essay questions (found in assessment books)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Students about life in Liverpool in the 1960's to 1980's

Students learn about Britain under the rule of Margaret Thatcher

Themes explored: Twins separated at birth, nature vs nurture, superstition

Students learn how to give and receive constructive criticism in a sensitive and tactful way.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Sight reading

Text analysis

Literacy

The ability to think as a director

Research skills



Acting skills

An understanding of the roles of theatre makers

An understanding of performance styles

The meaning of drama and terminology used by theatre makers

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Reading the text

Learning lines

Writing

Key Words – Staging, Auditorium, centre stage, downstage, upstage, audience, director, designer, actor, concept, interpretation.

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor Lyricist

Director Musical Director

Set designer

Costume designer

Lighting and sound designers

Stage managers

Under study's

Choreographer

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra exam questions given on a bespoke basis

Year 11 Home Learning Expectations: Drama



When/how will homework be set?	Homework will be set every two weeks.
How long should each task take?	Each task will take approximately an hour
Will this work be marked by a teacher?	If it is a written task it will be marked by the teacher. Some tasks may be reading and note taking tasks.
How will Home Learning/ intervention tasks be used if a student is underachieving?	If a student is under achieving. Exam questions will be broken down into smaller and more manageable questions and given to the student on a weekly basis.

Y11 Strand 3 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Presenting and Performing Texts

This unit provides an opportunity for students to be taught theatrical skills and then be assessed on what they have learnt in a practical way. Learners apply their presentation and performance skills through realising two key extracts from one centre chosen text (eg. Monsters by Niklas Radstrom). This will lead to a live realisation in which two extracts will be performed as a showcase to an audience that includes a visiting examiner.

Assessed Tasks:

What work will be marked this term?

There will be consistent and continuous formative feedback given during the rehearsal process of the performed extracts.

The extracts and the concept pro forma will be marked by the external visiting examiner.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Exploration of British justice system



Exploration of a well-known British murder case

In depth discussion about human nature (linked to Jon Venables and Robert Thompson)

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Sight reading

Line learning

Text analysis

Literacy

The ability to think as a director

Research skills

Acting skills

An understanding of the roles of theatre makers

An understanding of performance styles

The meaning of drama and terminology used by theatre makers

How to evaluate the own work with a focus on deeper meaning and audience impact

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Reading the text

Learning lines

Cutting text



Key terminology

Careers Links(CAIEG):

Links to careers/any places this is addressed in lessons

Actor

Director,

Set designer

Costume designer

Lighting and sound designers

Stage managers

Under study's

Choreographer

Lyricist

Musical Director

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra rehearsals with directorial input from TA or teacher

Year 11 Home Learning Expectations: Drama

When/how will homework be set?	Once a week – Learning Lines
How long should each task take?	1 hour
Will this work be marked by a teacher?	No but it will be very evident if homework is not completed.
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A

Y11 Strand 4 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Presenting and Performing Texts

Students will continue to rehearse their extracts which will be performed to a visiting examiner early March.

Students will complete a written document called a concept pro forma which will enable them to justify ideas for their performance concept. This will be marked by the visiting examiner prior to the practical exam.

Assessed Tasks:

What work will be marked this term?

There will be consistent and continuous formative feedback given during the rehearsal process of the performed extracts.

The extracts and the concept pro forma will be marked by the external visiting examiner.

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Exploration of British justice system

Exploration of a well-known British murder case

In depth discussion about human nature (linked to Jon Venables and Robert Thompson)

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Sight reading



Line learning

Text analysis

Literacy

The ability to think as a director

Research skills

Acting skills

An understanding of the roles of theatre makers

An understanding of performance styles

The meaning of drama and terminology used by theatre makers

How to evaluate the own work with a focus on deeper meaning and audience impact

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Reading the text

Learning lines

Cutting text

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor

Director,

Set designer

Costume designer

Lighting and sound designers

Stage managers

Under study's

Choreographer

Lyricist

Musical Director

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra rehearsals with directorial input from TA or teacher

Year 11 Home Learning Expectations: Drama

When/how will homework be set?	Once a week – Learning Lines
How long should each task take?	1 hour
Will this work be marked by a teacher?	No but it will be very evident if homework is not completed.
How will Home Learning/ intervention tasks be used if a student is underachieving?	N/A

Y11 Strand 5 IVC Drama Curriculum Overview

Key Content/Topics:

What are students learning this term?

Performance and Response

Students will revise and build upon all work studied in term 1.

Section A – Blood brothers by Willy Russell

Section B – Live Theatre Response

Assessed Tasks:

What work will be marked this term?

All practice essay questions (found in assessment books)

SMSC & British Values:



Links to SMSC and British Values through topics or activities this term

Students learn about life in Liverpool in the 1960's to 1980's

Students learn about Britain under the rule of Margaret Thatcher

Themes explored: Twins separated at birth, nature vs nurture, superstition

Students learn how to give and receive constructive criticism in a sensitive and tactful way.

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Watching live theatre

Taking a back stage tour

Participating in extracurricular drama (eg the college production)

LAMDA examinations

Assessment Criteria:

What skills are students developing this term?

Sight reading

Text analysis

Literacy

The ability to think as a director

Research skills

Acting skills

An understanding of the roles of theatre makers

An understanding of performance styles

The meaning of drama and terminology used by theatre makers

How to evaluate the work of others with a focus on deeper meaning and audience impact

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Reading the text



Learning lines

Literacy

Writing

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Actor Musical Director

Director,

Set designer

Costume designer

Lighting and sound designers

Stage managers

Under study's

Choreographer

Lyricist

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Extra exam questions given on a bespoke basis

Year 11 Home Learning Expectations: Drama

When/how will homework be set?	Once a week and ongoing revision
How long should each task take?	30 minutes
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	Yes

Y11 Strand 1 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into two different areas.

AOS 2: The Concerto Through Time.

- *Students will learn about/revise one of the areas of the GCSE exam. They will learn how to musically identify the features in different Western Classical genres.*

Composition to a brief (Coursework for submission).

- *Students will be given guidelines (including theory) on composing music and in will individually compose music to a set brief.*

Assessed Tasks:

Composition submission point 1 (halfway) will be submitted to the teacher for feedback and improvements.

Exam style listening questions on the concerto will be assessed and also keywords for the area of study.

SMSC & British Values:

S: To be creative and imaginative to aid composition.

M: To be respectful of other students when performing.

S: To be respectful when peer assessing others work.

C: To explore music from the Western Classical tradition.

Enrichment Ideas:

- Listen to lots of classical music and try and identify the musical features.
- Attend a classical music concert (these are often free!)

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn about the Western Classical Genre and be able to identify the musical differences between Baroque, Classical and Romantic Music.
- To learn how to compose music to a set brief and follow the exam criteria and mark scheme. This piece of coursework will be submitted to the exam board.



Literacy/Numeracy:

Keywords:

Concerto / Tutti / Solo / Cadenza / Virtuoso / Theme / Concerto Grosso / Movement / Pedal Note / Concertino / Ripieno / Continuo / Dissonance.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-5 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Y11 Strand 2 IVC Music Curriculum Overview**Key Content/Topics:**

Students have two lessons a week and they will be split into two different areas.

AOS 5: Conventions of Pop and Mock Exam Preparation.

- *Students will revise one of the areas of the GCSE exam. Students will also revise and work towards their mock exam.*

Composition to a brief (Coursework for submission).

- *Students will be given guidelines (including theory) on composing music and in will individually compose music to a set brief.*



Assessed Tasks:

Composition submission point 2 (final) will be submitted to the teacher for marking, and prepared for exam board moderation.

Mock exam will be marked and returned to students for feedback.

SMSC & British Values:

S: To remain creative, even through the restrictions of a composition brief.

M: To be respectful of other students when performing.

S: To participate in group performance activities.

C: To explore music from the 1950s + from the U.K. and America.

Enrichment Ideas:

- Explore albums from the 1950s-1990s and look at a variety of pop genres.
- Attend a pop concert, music festival etc.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To learn how to revise thoroughly for the music listening paper and act upon feedback given.
- To learn how to compose music to a set brief and follow the exam criteria and mark scheme. This piece of coursework will be submitted to the exam board.

Literacy/Numeracy:

Keywords:

Rhythm and Blues / Sampling / Auto-tune / Multi-tracking / Backbeat / 12-bar blues / Walking Bass Line / Primary/Power Chords / Overdrive / Reverb / Delay / Rubato / Melisma.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).



Intervention Tasks:

- To work through Grade 1-5 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.

Y11 Strand 3 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will be split into three different areas.

Composition (AOS 1).

- *Students will be working on either their free composition or composition to a brief in preparation for submission.*

Performance (AOS 1).

- Students will prepare and record their solo or ensemble pieces of coursework.

Listening (AOS 2-5).

- Students will have listening lessons to prepare for exam.

Assessed Tasks:

Composition 2 submission points 1 and 2 will be marked. The latter will be the mark given to the exam board.

Performances will be submitted and the mark for this will be given to the exam board.

Exam style listening questions on all areas of study.

SMSC & British Values:

S: To immerse one's self in listening work from a variety of styles of music.

M: To be respectful of a variety of views when listening to music.

S: To develop resilience when undertaking examined work.

C: To understand and appreciate the culture associated with a student's portfolio (individual basis).



Enrichment Ideas:

- Listen to lots of music related to the exam and try and identify the musical features.
- Attend a music concert.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To become a more confident solo/ensemble performer.
- To learn how to compose music to a set brief and follow the exam criteria and mark scheme. This piece of coursework will be submitted to the exam board.

Literacy/Numeracy:

Keywords:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation / Rhythm / Tempo / Technology.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-5 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.
- Faculty interventions will be run at lunchtimes.

Y11 Strand 4 IVC Music Curriculum Overview

Key Content/Topics:

Students have two lessons a week and they will all be focussing on the listening exam.

AOS 2-5.

- *Students will recap the different areas of study, revising and completing practice questions and past papers.*

If students have any outstanding coursework (particularly performance) then some time will be given to this. However, the main focus is expected to be on the exam.

Assessed Tasks:

Mock exams will be marked and given back to students to review.

Listening questions completed in class will be marked/peer marked.

SMSC & British Values:

S: To reflect and be critical about different styles and genres of music.

M: To be respectful of other students when completing coursework.

S: To volunteer help and support to other students in order to meet deadlines.

C: To explore music from around the world and through different time periods.

Enrichment Ideas:

- Listen to lots of music related to the exam and try and identify the musical features.
- Attend a music concert.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To revise the different genres of music and be fully aware of the keywords.

Literacy/Numeracy:

Keywords:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation / Rhythm / Tempo / Technology.

Numeracy:

- Counting note durations and metre.
- Time Signatures.



Careers Links(CAIEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-5 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.
- Attend faculty intervention sessions at lunchtime.

Y11 Strand 5 IVC Music Curriculum Overview**Key Content/Topics:**

Students have two lessons a week and they will all be focussing on the listening exam.

AOS 2-5.

- *Students will recap the different areas of study, revising and completing practice questions and past papers.*
- *Students will also work on their exam technique and any concerns they have regarding the listening paper.*

Assessed Tasks:

Listening questions completed in class will be marked/peer marked.

SMSC & British Values:

S: To enjoy the final stages of learning and development in GCSE music.

M: To remain focussed and dedicated towards revision.

S: To become organised and prepared for the summer exams.

C: To understand and know the GCSE marking criteria and how to work towards it.



Enrichment Ideas:

- Listen to lots of music related to the exam and try and identify the musical features.
- Attend a music concert.

Assessment Criteria:

- Listening and appraisal skills that are needed for the GCSE listening exam.
- The ability to critically think about music and use musical terminology to describe what they can hear.
- To revise the different genres of music and be fully aware of the keywords.
- Exam technique and understanding of the mark scheme.

Literacy/Numeracy:

Keywords:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation / Rhythm / Tempo / Technology.

Numeracy:

- Counting note durations and metre.
- Time Signatures.

Careers Links(CAEIG):

- Musician.
- Producer (e.g. records).
- Composer.
- Sound Engineer.
- Music Therapist.
- Teacher (including primary).

Intervention Tasks:

- To work through Grade 1-5 theory of Music (ABRSM Exam Board).
- To revise the elements of music.
- To undertake private music lessons – this will really help improve musicianship and understanding of music.
- Participate in at least one extra-curricular music activity at school.
- Purchase the OCR GCSE Music Revision Guide from Rhinegold Education.
- Attend the GCSE music catch-up/coursework session on Wednesday lunchtime.
- Attend faculty intervention sessions at lunchtime.

Y10 Home Learning Strands 1-6 IVC Dance



Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Students will produce a detailed fact file on each set work (Infra, Shadows, E of E, Within Her Eyes, A Linha Curva) which will contain all relevant information they will need for the exam (lighting, aural setting, costume, motif and analysis, choreographic intention, choreographic approach) and will all link back to the theme and/or choreographic intention

Grades 4-6

Students will produce a fact file on each set work (Infra, Shadows, E of E, Within Her Eyes, A Linha Curva) which will contain most of the relevant information they will need for the exam (lighting, aural setting, costume, motif and analysis, choreographic intention, choreographic approach)

Grades 1-3

Students will produce a fact file on some of the set work (Infra, Shadows, E of E, Within Her Eyes, A Linha Curva) which will contain some of the relevant information they will need for the exam (lighting, aural setting, costume, motif and analysis, choreographic intention, choreographic approach)

When will this be completed?

All strands.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Students will be able to memorise and demonstrate at least 2 motifs from each set work and be able to explain how the motif helps the audience's understanding of the piece

Grades 4-6

Students will be able to memorise and demonstrate a motif from each set work and should be able to explain how the motif helps the audience's understanding of the piece

Grades 1-3

Students will be able to memorise and demonstrate a motif from some of the set works and may be able to explain how the motif helps the audience's understanding of the piece

When will this be completed?

All strands.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grades 7-9

Students will complete a 6 mark and 12 mark Section C exam style question with a focus on different set works each time. The answers should demonstrate a detailed knowledge and understanding of the required production elements and the choreographic intention.

Grades 4-6

Students will complete a 6 mark and 12 mark Section C exam style question with a focus on different set works each time. The answers should demonstrate a good knowledge and understanding of the required production elements and the choreographic intention.

Grades 1-3

Students will complete a 6 mark and 12 mark Section C exam style question with a focus on different set works each time. The answers should demonstrate some knowledge and understanding of the required production elements and the choreographic intention.

When will this be completed?

Strand 4 and 5

Y10 Home Learning Strands 1-6 IVC Drama

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Students should carry out research and produce a mood board on:

The life and work of practitioner Konstantin Stanislavski

The life and work of practitioner Bertolt Brecht and the conventions of Epic Theatre



At this level the mood boards should be presented using a mix of prose, sketches/ diagrams and images, similar to the mixed format available for the Devising Drama portfolio. A bibliography must be used to cite all references.

Grades 4-6

Students should carry out research and produce a mood board on:

The life and work of practitioner Konstantin Stanislavski and his system of acting (1A)

The life and work of practitioner Bertolt Brecht and the conventions of Epic Theatre (1B)

At this level mood boards should be presented using a mix of prose, sketches/diagrams and images, similar to the mixed format available for the Devising Drama portfolio, but may steer more towards the use of sketches and bullet points.

Grades 1-3

Students should carry out guided research and produce a mood board on:

The life and work of practitioner Konstantin Stanislavski and his system of acting

The life and work of practitioner Bertolt Brecht and the conventions of Epic Theatre

At this level the mood board should be presented using bullet pointed information as well as sketches/ diagrams/ images.

When will this be completed?

Strand 1 and 2

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Students should memorise lines for their break-up duologue assessment. These lines will have been scripted in collaboration with their duologue partner.

Students should memorise a bank of subject specific terms/theatre terminology in preparation for in-class tests. Students should be able to recall the definition and context of these terms and be prepared to embed them within their written work, as well as ensuring they spell the terms accurately.

Grades 4-6

Students should memorise lines for their break-up duologue assessment. These lines will have been scripted in collaboration with their duologue partner.



Students should memorise a bank of subject specific terms/theatre terminology in preparation for in-class tests. Students should be able to recall the definition and context of these terms and be prepared to include them regularly within written work.

Grades 1-3

Students should memorise lines for their break-up duologue assessment. These lines will have been scripted in collaboration with their duologue partner, independently and, where relevant, with TA/teacher support.

Students should memorise an adapted bank of subject specific terms/theatre terminology in preparation for in-class tests, with TA support where required.

When will this be completed?

Strand 3

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grades 7-9

Students should write a theatre review on a visiting live theatre production. Within the review, students should reference key moments within the production and their impact on the audience, as well as referring to their personal response to these moments. Students should refer to the use of production elements/semiotics and embed subject vocabulary throughout their response.

Grades 4-6

Students should write a theatre review on a visiting live theatre production. Within the review, students should reference key moments within the production and their impact on the audience, as well as referring to their personal response to these moments. Students should refer to the use of production elements/semiotics and include subject vocabulary throughout their response.

Grades 1-3

Students should write a theatre review on a visiting live theatre production. Within the review, students should reference key moments within the production and the way in which the audience reacted to these moments. Students should refer to the use of production elements/semiotics and include relevant subject vocabulary.

When will this be completed?

Strand 4

Y10 Home Learning Strands 1-6 IVC Music



Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Students will produce a knowledge organiser for AOS 2 (The Concerto Through Time). Students will focus on the keywords in each musical period (Baroque, Classical and Romantic). Students should include a listening example for each period and write their own exam style questions for each music clip. Students should also provide the answers to these questions.

Grades 4-6

Students will produce a knowledge organiser for AOS 2 (The Concerto Through Time). Students should focus on the keywords in each musical period (Baroque, Classical and Romantic). Students should also include a listening example for each period and give detailed reasons as to why it is that period, using musical examples.

Grades 1-3

Students will produce a knowledge organiser for AOS 2 (The Concerto Through Time). Students should focus on the keywords in each musical period (Baroque, Classical and Romantic).

When will this be completed?

Strand 1 and 2

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Students will produce a knowledge organiser for AOS 3 (Rhythms of the World). Students will focus on the keywords in each world genre (Indian Classical, Bhangra, Palestinian, Greek, Israeli, Samba, Calypso, African Drumming). Students should include a listening example for each world genre and write their own exam style questions for each music clip. Students should also provide the answers to these questions.

Grades 4-6

Students will produce a knowledge organiser for AOS 3 (Rhythms of the World). Students should focus on the keywords in each world genre (Indian Classical, Bhangra, Palestinian, Greek, Israeli, Samba, Calypso, African Drumming). Students should also include a listening example for each world genre and give detailed reasons as to why it is that period, using musical examples.



Grades 1-3

Students will produce a knowledge organiser for AOS 3 (Rhythms of the World). Students should focus on the keywords in each world genre (Indian Classical, Bhangra, Palestinian, Greek, Israeli, Samba, Calypso, African Drumming). Students should memorise the MADTSHIRTT acronym for the elements of music. Students should be able to write each of these down and give an example.

When will this be completed?

Strand 3

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grades 7-9

Students will answer at least two past paper questions on two different areas of study. One question must include melodic dictation.

Revision resources will be on Moodle.

Grades 4-6

Students will answer at least two past paper questions on two different areas of study. One question must include score analysis.

Revision resources will be on moodle.

Grades 1-3

Students will answer a past paper question on one of the areas of study.

Revision resources will be on Moodle and students will have access to a revision guide.

When will this be completed?

Strand 4, 5, 6

Y11 Home Learning Strands 1-6 IVC Dance

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.



Grades 7-9

Students will research and produce a highly detailed workbook on their chosen component 1 choreography stimulus. The pack must include research on their chosen stimulus, aural setting suggestions, motifs, motif and development techniques and structure ideas.

Watch and take notes on all of the professional works on the Moodle

Grades 4-6

Students will research and produce a detailed workbook on their chosen component 1 choreography stimulus. The pack must include research on their chosen stimulus, aural setting suggestions, motifs, motif and development techniques and structure ideas.

Watch and take notes on all of the professional works on the Moodle

Grades 1-3

Students will research and produce a workbook on their chosen component 1 choreography stimulus. The pack must include research on their chosen stimulus, aural setting suggestions, motifs, motif and development techniques and structure ideas.

Watch and take notes on all of the professional works on the Moodle

When will this be completed?

Strand 1

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Students will be able to memorise and demonstrate all of the key dance skills from each of the categories (Mental, Expressive, Physical and Technical, Choreographic devices, Structures) and be able to explain how the skills contribute to the effectiveness of the piece.

Students will memorise three motifs from the professional works.

Grades 4-6

Students will be able to memorise and demonstrate at least 3 of the key dance skills from each of the categories (Mental, Expressive, Physical and Technical, Choreographic devices, Structures) and be able to explain how the skills contribute to the effectiveness of the piece.

Students will memorise two motifs from the professional works.

Grades 1-3



Students will be able to memorise and demonstrate at least 2 of the key dance skills from each of the categories (Mental, Expressive, Physical and Technical, Choreographic devices, Structures) and be able to explain how the skills contribute to the effectiveness of the piece.

Students will memorise two motifs from the professional works on the Moodle

When will this be completed?

Strand 2

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grades 7-9

Students will complete questions from Section A, B and C of the written exam. The answers should demonstrate a detailed knowledge and understanding of key dance skills, features of their own choreography and production elements in the professional works.

Students will produce a programme note for their component 1 choreography piece.

Grades 4-6

Students will complete questions from Section A, B and C of the written exam. The answers should demonstrate good knowledge and understanding of key dance skills, features of their own choreography and production elements in the professional works.

Students will produce a programme note for their component 1 choreography piece.

Grades 1-3

Students will complete questions from Section A, B and C of the written exam. The answers should demonstrate some knowledge and understanding of key dance skills, features of their own choreography and production elements in the professional.

Students will produce a programme note for their component 1 choreography piece.

When will this be completed?

Strand 3, 4, 5

Y11 Home Learning Strands 1-6 IVC Drama

Independently:



These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Students should produce a research document about life in Liverpool in the 1960's to 1980's. This should include information about the economy, housing, fashion and education. A second document should detail information about the reign of Margaret Thatcher and the effect of her residency as Prime Minister on the UK.

A bibliography must be used to source all references.

Grades 4-6

Students should produce a research document about life in Liverpool in the 1960's to 1980's. This should include information about the economy, housing, fashion and education.

A bibliography must be used to source all references.

Grades 1-3

Students should produce a research document about fashion in the UK from the 1960's to the 1980's.

A bibliography must be used to source all references.

When will this be completed?

Strand 1

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Students should memorise 3 stage directions for the characters Mickey, Eddie, Mrs Johnstone and Mrs Lyons from the play Blood Brothers. Each stage direction should have a different purpose (eg Tells the actor how to use a prop, tells the actor how to speak dialogue, tells the actor how to use an action and tells the actor how to interact with another actor.)

Students should also design a costume for the four lead characters.

Grades 4-6

Students should memorise 3 stage directions for the characters Mickey, Eddie, Mrs Johnstone and Mrs Lyons from the play Blood Brothers. Each stage direction should have a different purpose (eg Tells the actor how to use a prop, tells the actor how to speak dialogue, tells the actor how to use an action and tells the actor how to interact with another actor.)



Grades 1-3

Students should memorise 2 stage directions for the characters Mickey, Eddie, Mrs Johnstone and Mrs Lyons from the play Blood Brothers.

When will this be completed?

Strand 2

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grades 7-9

Students should answer a 4,6 and 8 mark question with a focus on analysis of audience impact and knowledge of the play.

A bank of questions is available on the Moodle.

Grades 4-6

Students should answer a 4,6, and 8 mark question with a focus on knowledge of the play.

A bank of questions is available on the Moodle.

Grades 1-3

Students should answer a 4 mark question with a focus on making two points and 2 justifications.

A bank of questions is available on the Moodle.

When will this be completed?

Strand 3, 4, 5

Y11 Home Learning Strands 1-6 IVC Music

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9



Students will produce a knowledge organiser for AOS 2 (The Concerto Through Time). Students will focus on the keywords in each musical period (Baroque, Classical and Romantic). Students should include a listening example for each period and write their own example style questions for each music clip. Students should also provide the answers to these questions.

Grades 4-6

Students will produce a knowledge organiser for AOS 2 (The Concerto Through Time). Students should focus on the keywords in each musical period (Baroque, Classical and Romantic). Students should also include a listening example for each period and give detailed reasons as to why it is that period, using musical examples.

Grades 1-3

Students will produce a knowledge organiser for AOS 2 (The Concerto Through Time). Students should focus on the keywords in each musical period (Baroque, Classical and Romantic).

When will this be completed?

Strand 1

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Students should memorise the MADTSHIRTT acronym for the elements of music and the compositional devices. Students should be able to write each of these down and give an example.

Students should memorise the keywords and instrument names for each of the areas of study and know the difference (AOS2-5).

Grades 4-6

Students should memorise the MADTSHIRTT acronym for the elements of music and the compositional devices. Students should be able to write each of these down and give an example.

Students should memorise the keywords for each of the areas of study (AOS2-5).

Grades 1-3

Students should memorise the MADTSHIRTT acronym for the elements of music. Students should be able to write each of these down and give an example.

When will this be completed?

Strand 2



Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grades 7-9

Students will answer at least two past paper questions on two different areas of study. One question must include melodic dictation.

Revision resources will be on Moodle.

Grades 4-6

Students will answer at least two past paper questions on two different areas of study. One question must include score analysis.

Revision resources will be on Moodle.

Grades 1-3

Students will answer a past paper question on one of the areas of study.

Revision resources will be on Moodle and students will have access to a revision guide. is available on the Moodle.

When will this be completed?

Strand 3, 4, 5

