

# NLT LEARNING JOURNEY – Music & Performing Arts



<b>Music</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b>	<p><b>What is Music?</b> Students will learn to appreciate music through listening and exploring a broad range of genres identifying dynamic, tempo and instrumentation along with developing keyboard skills. Students will explore singing popular folk and pop songs as part of an ensemble.</p>	<p><b>African Rhythms</b> Students will explore instrumentation of west African music as well as rhythmic devices used in drumming performance such as call &amp; response. Students will learn the rhythmic values notes and rests and compose effectively using them both individually and as part of an ensemble.</p>	<p><b>Performance &amp; Ensemble Skills</b> Students will develop their instrument by performing the chords &amp; melodies to a range of well-known songs across multiple genres. Students will develop performance skills on both keyboard and guitar whilst developing their ability to perform as an ensemble and in time with each other. Over time students will specialise in singing, guitar, keyboard, ukulele or drums and work within small ensembles in order to rehearse and perform full songs.</p>		<p><b>Music for Adverts</b> Students will explore how music is used in television and radio adverts to support a product. Students will learn about music timbre and how timbres can be used to enhance specific moods. Students will compose their own music for adverts by creating melody and chords using diatonic and chromatic skills as well as major and minor chords.</p>	
<b>Year 8</b>	<p><b>Latin Music</b> Students explore the origins and features of traditional Latin Music and how it has shaped areas of contemporary music in the charts. Students will perform on a variety of musical instruments, performing both traditional and contemporary Latin music.</p>	<p><b>4-chord song writing</b> Students will study various chord sequences which make up modern contemporary music. They will create chord sequences and compose hooks, riffs and melodies working towards performing their song as an ensemble.</p>	<p><b>BBC 10 Pieces</b> Students study renowned classical composers developing their listening and appraising skills. Students will read and perform notated music before creating arrangements featuring melodic devices used by composers, such as ostinatos and sequences.</p>	<p><b>The Blues</b> Students explore this history and origins of Blues Music and how this has shaped modern blues, pop, rock 'n' roll and R'n'B. Students will explore lyric writing and improvisation developing ensemble skills on keyboard, guitar and bass.</p>	<p><b>Composing for film &amp; gaming</b> Students will learn to perform a number of themes from famous video games and films, analysing the features and stylistic qualities. Students will then apply their knowledge of effective video game and film scores to compose music for short game sequences and extended film scenes. Students will perform and compose using a variety of soundscapes and instruments as well as music technology such as iPads.</p>	

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<p><b>Year 9</b></p>	<p align="center"><b>Music Project</b></p> <p>Students will develop skills on a chosen instrument, which is usually keyboard, guitar, vocals, bass or ukulele. They will refine their technical and performance abilities as an individual before working as part of an ensemble on an agreed performance piece. Students will improve their teamwork, focus and confidence throughout, supporting and challenging their peers in a ‘battle of the bands’!</p>		
<p><b>Year 10</b></p>	<p align="center"><b>Unit 3: Live Sound</b></p> <p>Students will explore how a live performance is organised and hosted. Students will learn about specific roles and responsibilities, health &amp; safety at live music events and about live sound equipment such as microphone types, monitors and the mixing desk. Students will learn how to use this equipment and will learn how to sound check effectively and safely for a live sound performance.</p>	<p align="center"><b>Unit 1: The Music Industry</b></p> <p>Students learn the key roles and responsibilities of those working within the music industry. Student will gain an understanding of how a wide range of organisations and companies work together to get music to the consumer. Students will learn how musicians can be supported by record labels, unions, license companies and publish houses can support working musicians throughout their careers.</p>	<p align="center"><b>Unit 5: Music Performance</b></p> <p>Students will begin to learn and develop performance skills in order to develop their overall performance ability.</p>
<p><b>Year 11</b></p>	<p align="center"><b>Unit 5: Music Performance</b></p> <p>Students will learn and develop advanced performance related skills in order develop their overall performance ability. Students will learn how to plan effective rehearsal time, review their own performances and develop effect methods of improvement. Students plan and prepare both individual and ensemble performances.</p>	<p align="center"><b>Unit 2: Music Product</b></p> <p>Students will plan and deliver a music concert as a class. Students will explore promotional strategies and what makes a successful music product prior to planning their own concert. Students will plan and deliver their own concert based on research into target audience, type of venue, artistic intention, purpose and repertoire. Students will assume roles in the planning and delivery of the concert including stage management, hosting, auditioning acts, stage planning and promoting the performance.</p>	
<p><b>Year 12</b></p>	<p align="center"><b>Unit 6: Solo Music Performance</b></p> <p>Students develop an advanced understanding of solo music performances. Students will develop effective practice routines to develop a wide range of performance related skills. Students will learn a wide range of audience engagement skills.</p>	<p align="center"><b>Unit 2: Professional Practice in the Music Industry</b></p> <p>Students gain an understanding of what is meant by the term ‘professional practice’ in music. Students will learn how to manage the financial side of working within the music industry and will submit a professionally planned</p>	

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	<p>Students will develop a repertoire consisting of a wide range of music genres and contrasting pieces. Students will learn how to do this through structured and effective long term and short-term rehearsing.</p>	<p>application for a music project outlining the finances, resources and rationale.</p> <p>Students will learn what it means to be a freelance musician and what considerations need to be made when starting a freelance career in music.</p>	
<p><b>Year 13</b></p>	<p><b>Unit 3: Ensemble Music Performance</b></p> <p>Students will be developing an understanding of how to rehearse effectively as part of an ensemble, developing personal management skills as well as teamwork and collaboration skills.</p> <p>Students will develop an understanding of selecting appropriate repertoire, responding to musical developments and an ability to reflect on rehearsals and performances.</p>	<p><b>Unit 1: Music Theory and Harmony in Practice</b></p> <p>Students will learn how to apply a wide range of music theory elements within practical based tasks. Students will learn how to compose melody &amp; chords, transpose music and write music for a specific ensemble of musicians in a wide range of notation formats.</p>	

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Performing Arts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b> <b>(Musical Theatre inclusion)</b>	<b>Introduction to Drama</b> Students will be introduced to the fundamental elements of Drama including stage directions, staging and will explore a range of performance skills through activities and workshops. <i>(Midsummer Night's Dream)</i> <b>Perform, stage, script</b>	<b>Introduction to Pantomime</b> Linking the performance material to the school pantomime students will explore and experiment with key features of pantomime including stock characters, audience participation and exaggerated performances. <i>(Oliver Twist)</i> <b>Pantomime, Exaggeration' Slapstick,</b>	<b>Identity – Devising</b> Students will explore methods of devising scripts, characters and performance styles. They will devise around a theme of identity as they share stories with their audience. <b>Stimulus, Context, Verbatim</b>	<b>Theatre in Education</b> Students will analyse the need and stylistic qualities of TIE. They will devise a piece of TIE which models elements of British Values and has a strong moral message. <i>(Non-Fiction: People and the environment)</i>	<b>Performance Project</b> This will develop the skills that students have explored throughout the year and will link with the whole school production. Opportunities to direct and devise scenes will be threaded throughout to ensure students can show they understand the genre and stylistic qualities. <i>(Hunger Games)</i>	
<b>Year 8</b>	<b>Introduction to Drama</b> Students will be introduced to the fundamental elements of Drama including stage directions, staging and will explore a range of performance skills through activities and workshops. <i>(Othello)</i>	<b>Introduction to Pantomime</b> Linking the performance material to the school pantomime students will explore and experiment with key features of pantomime including stock characters, audience	<b>Identity – Devising</b> Students will explore methods of devising scripts, characters and performance styles, developing depth and dramatic genres around their plot. They will devise around a theme of identity as they share	<b>Theatre in Education</b> Students will analyse the need and stylistic qualities of TIE. They will devise a piece of TIE which models elements of British Values and has a strong moral message. <i>(Non-fiction: Inspirational Voices)</i>	<b>Performance Project</b> This will develop the skills that students have explored throughout the year and will link with the whole school production. Opportunities to direct and devise scenes will be threaded throughout to ensure students can show they understand the genre and stylistic qualities. <i>(Noughts &amp; Crosses)</i>	

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	<b>Perform, stage, script</b>	participation and exaggerated performances. <i>(Gothic Literature)</i> <b>Pantomime, Exaggeration' Slapstick,</b>	stories with their audience. <b>Stimulus, Context, Verbatim</b>		
<b>Year 9</b>	<p><b>Performing Arts Project</b></p> <p>Students will be introduced to the fundamental features of Performing Arts. They will develop performance skills in their voice, facial expressions, characterisation, gesture and movement. Students will analyse features of theatre and acting before applying this to their own performances using well known extracts from pantomimes and theatre. Students will develop confidence in their own performing skills through</p>	<p><b>Melodrama to Pantomime</b></p> <p>Students will explore the historical development that has led to the modern-day pantomime we know and love. They will learn about the historical context and perform parts of the school pantomime script. <i>(The Tempest)</i></p>	<p><b>Social Media – Devising</b></p> <p>Students will explore methods of devising scripts, characters and performance styles, developing depth and dramatic genres around their plot. They will devise around a theme of identity as they share stories with their audience. <i>(A Christmas Carol)</i></p>	<p><b>Theatre in Education</b></p> <p>Students will analyse the need and stylistic qualities of TIE. They will devise a piece of TIE which models elements of British Values and has a strong moral message. <i>(A Christmas Carol)</i></p>	<p><b>Performance Project</b></p> <p>This will develop the skills that students have explored throughout the year and will link with the whole school production. Opportunities to direct and devise scenes will be threaded throughout to ensure students can show they understand the genre and stylistic qualities. <i>(Blood Brothers)</i></p>

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	exploratory games. <i>(The Tempest)</i>				
<b>Year 10</b>	<b>Component 1: Explore the Performing Arts</b> Students will explore different roles and responsibilities in Performing Arts and explore different genres and their stylistic qualities. This work will involve practical exploration work including performance material, as well as research and analysing interviews with professionals who take on many different roles in the industry.		<b>Component 2: Developing Skills and Techniques in the Performing Arts</b> Students will learn and develop advanced performance related skills in order to develop their overall performance ability. Students will learn how to plan effective rehearsal time, review their own performances, development and refine effective methods of improvement.		
<b>Year 11</b>	<b>Component 3: Responding to a Brief</b> Students will learn to create performance work in a manner similar to that in the professional industry, through responding to a brief. This will have certain criteria and requirements to meet, and students must consider the target audience, purpose and genre of the performance material. Over time they will refine this and, working as a small ensemble, perform it.				
<b>Year 12</b>	<b>Unit 2: Developing Performance Skills for Solo Performance</b> Students develop an advanced understanding of individual performances. Students will develop effective practice routines to develop a wide range of performance related skills. Students will learn a wide range of audience engagement skills. Students will develop a repertoire consisting of a wide range of genres and contrasting pieces. Students will learn how to do this through structured and effective long term and short-term rehearsing.		<b>Unit 3: Group Workshop Performance</b> Student will build on the skills they developed in Component 3 in Year 11 and plan a more detailed and thorough workshop performance. This time they will start with an initial stimulus and will conduct their own research, development and refinement of a whole script and performances too. Students will be expected to show how they can effectively plan, work with others and conduct their own research to support their work.		
<b>Year 13</b>	<b>Unit 1: Investigating Practitioners</b> Students will learn about different practitioners and organisations from the Performing Arts industry. This will include practical exploration of their styles as well as building an understanding of their	<b>Unit x: Unit TBC</b> This unit will depend on the cohort and their strengths. In the past this has included creating a Variety Show, Contemporary Dance, Healthy Dancer and Improvisation skills.			

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	lives and decisions and influences. This will lead to completing an exam on the topics.		
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