

Performing Arts KS3 Curriculum Intent, Implementation and Impact Overview

Year:7 Subject: <u>Performing Arts</u> IMPLEMENTATION							
National Curriculum Coverage, key concepts and skills ('Big Ideas')	Half Term 1	Half Term 2	Half Term 3	Half Term 5	Half Term 5	Half Term 6	
	Context: How to make music. Key Vocabulary: Timbre, tempo, dynamics, rhythm, beat Prior Learning / LTM: Understanding how to apply musical terminology and perform Cultural Capital: singing, listening, creating and performing music	Context: How to make music. Key Vocabulary: Chord, composition, major, minor, tone, semi-tone, scales, octaves, flat, sharp, stave Prior Learning / LTM: Understanding how to apply musical terminology and perform Cultural Capital: singing, listening Creating and performing music	Context: Lion King Experience - interdisciplinary skills of music and drama Key Vocabulary: ensemble, body language, facial expression, sound scape, rhythm Prior Learning / LTM: Play & perform in solo and ensemble contexts Cultural Capital: Opportunity to experience the world of musical theatre and learn about one of the longest-running shows.	Context: Introduction to Shakespeare Key Vocabulary: playwright, context analysis, script Prior Learning / LTM: Appreciate our rich & varied literary heritage Cultural Capital: Reading & interpreting literary classics	Context: Things with Strings Key Vocabulary: compose, melody, harmony, strings, legato, staccato, pluck, strum, pick, chords, scales Prior Learning / LTM: Composing using instruments Understand a range of music from traditions & genres Cultural Capital: singing, listening Creating and performing music	Context: Things with Strings Key Vocabulary: chord progressions, strum pattern, rhythm, chords, root, third, fifth, harmony, rhythm, texture Prior Learning / LTM: Composing using instruments Cultural Capital: singing, listening Creating and performing music	
	Devise, play & perform confidently for an audience in a range of solo & ensemble contexts using voice, movement & instruments.	X	X	X	X	X	X
	Improvise, devise and compose by drawing on a range of structures, styles, genres and traditions.	X	X	X	X	X	X
	Use staff & other notations appropriately & accurately in a range of styles, genres & traditions.	X	X	X			X
	Identify and use dimensions of music expressively including use of tonalities, different types of scales and other musical devices; analyze own & work of others	X	X	X			X
	IMPACT	Assessment: Terminology knowledge - theory test Progression to KS4: Understanding & applying musical terminology; working as an ensemble; understanding different notations.	Assessment: Keyboard Performance, Progression to KS4: Understanding & applying musical terminology; working as an ensemble; understanding different notations.	Assessment: Small group scripted performance Progression to KS4: Performance from a text	Assessment: The Tempest scene performance Progression to KS4: Learning lines from a text	Assessment: Ukulele performance Progression to KS4: Composition of cover versions	Assessment: Stringed instrument performance Progression to KS4: composition of cover version

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Cultural Capital is the body of knowledge a student needs so that they can flourish in the future and not be left behind. LTM = Long Term Memory.