

# Ted Wragg Trust Curriculum Map: Performing Arts- Music

We aim to create the very best musicians who passionate, forward thinking and creative. We challenge students to think, act and speak like professionals working in the industry. We achieve this through quality teaching which challenges our students to not only understand different styles of music but requires them to explore, discuss and demonstrate this understanding in creative ways. Students are challenged in lessons to be able to lead, compose, perform and collaborate with their peers whilst gaining analytical and evaluative skills.

## Subject sentence – What do we do?

Performing Arts is more than just an opportunity to learn performance skills but quite often can be an avenue through which students realise how their unique individualities are to be celebrated and valued. Built on a culture which fosters a love of learning alongside working hard and being kind, music is relentlessly positive and ensures students are supported and challenged in all aspects of their learning. Industry specific skills are learnt as well as personal skills which work on the student's character and who they want to be within society.

## How does Performing Arts equip students with powerful knowledge?

Group work forms a large part of the tasks students are exposed which develops an understanding of, and ability to participate in, relentlessly positive collaboration. Pupils are taught and expected to engage in analysing, critiquing, questioning and challenging different bodies of work from that of peers and themselves to local and well known specialists.

## What skills and cultural capital do students gain in Performing Arts?

We build the cultural capital of our students by teaching themes in context- exposing them to influences and traditions from many different cultural and historical contexts. We believe that is essential to their understanding that they question the 'why' as well as the 'how'

## How is the Performing Arts curriculum designed?

Music at St James focuses on performance, composition and appraisal. Each topic of work will look at the skills needed for these 3 aspects of the subject. Students will build upon prior knowledge and use what they have learnt to develop their own skills and help to develop one another.

The music curriculum requires students to collaborate whilst being mindful of opinions and abilities of others. Developing our student's confidence is another vital part of the curriculum and students are frequently challenged to perform their ideas to each other whilst being encouraged to evaluate the success of these performances. As a knowledge engaged curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by having a carefully planned progression through our curriculum which not only builds on prior knowledge but regularly enables students to develop key skills in all topic areas. We expect and encourage students to use key musical terminology within their work both at KS3 and KS4.

## How do you use retrieval practice?

At the start of every lesson students complete a do now task which is simple retrieval, this knowledge is then built upon throughout the lesson. Using a spiral curriculum ensures that skills are developed throughout their time at St James. Students will complete a consolidation task every lesson which is a mix between performance and theoretical work.

## What content do you not cover (that others might) and why?

## What opportunities exist for students to develop wider understanding of performance or engage as members of the audience?

Through St James Electives Programmes, students are given the opportunity to rehearse and perform mimicking a professional company. St James collaborates with the Devon Music Hub and ensures students learn instruments that they might not have had the chance before. Some previous sessions have been Pbones and ukulele. Students have the enriching opportunity to take part in the annual show as well as 3 cabaret style showcases.

**CYCLE 2**  
**Component 3**  
**Exam**

Genre, target audience, aims, stimulus, brief, composing, performing, creativity, originality, performance, auditing, analysing, evaluation, reflecting, rhythm, tonality, timbre, dynamics, pitch, fluency, accuracy,

**CYCLE 3**

**Completion**  
**of**  
**Component 3**

**CYCLE 1**  
**Comp 3 skills**

Genre, target audience, aims, stimulus, brief, composing, performing, creativity, originality, performance, auditing, analysing, evaluation, reflecting, rhythm, tonality, timbre, dynamics, pitch, fluency, accuracy,

Year  
**11**

**CYCLE 3**  
**Comp 3 prep**

Audit, dynamics, tonality, pitch, tempo, rhythm, structure, fluency, accuracy, timing, time management, discipline, collaboration, ensemble skills, auditing,

**CYCLE 2**  
**Component 2**

Audit, dynamics, tonality, pitch, tempo, rhythm, structure, fluency, accuracy, timing, time management, discipline, collaboration, ensemble skills, auditing,

**CYCLE 2**  
**Musical Styles**

Genres, timbre, texture, dynamics, context, structure, music industry, music technology, appraising, tonality, instrumentation

**CYCLE 3**  
**Musical performance**

Year  
**10**

**CYCLE 1 Component 1**  
Melody, harmony, tonality, rhythm, structure, instrumentation, texture, timbre, production, DAW, Genre, mood, atmosphere

**CYCLE 1: Composing**

Motif, root, disjunct, conjunct, dissonant, consonant, melody, harmony, rhythm, manipulation, pitch, time signature

Year  
**9**

**CYCLE 3**  
**World Music**

Pentatonic scale, Djembe, Chinese culture, Indian culture, Rhythms, Samba, Improvisation

**CYCLE 2 4 Chord trick**

Melody, Harmony, root, ensemble, fluency, accuracy, broken chord, major scale, chord progressions, projection, tempo,

**CYCLE 2: Band project**  
**Keyboard, bass, vocals, drums.**

Collaboration, timing, rhythm, musicality, expression, projection, accuracy, fluency, ensemble, dynamics

**CYCLE 3: Soundtrack Technical project.** Underscoring, dissonance, consonance, leitmotifs, mickey mousing, mood and atmosphere, mixing, dynamics

Year  
**8**

**CYCLE 1**  
**Blues & Rap music**  
**Making a stand**  
12 bar blues, chords, notes, minor, major, genre. Mood, bass, structure

**CYCLE 1** Using our voice & keyboard skills

Vocal technique, singing, harmony, dynamics, texture, pitch, notes, chords, consonant, dissonant,

Year  
**7**

**Key**  
**Concepts**

**Composition**



**Rehearsal**



**Performance**



**Analysis, Interpretation**



**& Evaluation**