EOY Assessment YEAR 9 **CURRICULUM MAP:** Point MUSIC/DRAMA HT1 - HT6 KSU HT3/6: DRAMA: Battle Cries: Skills/Techniques Overarching unit intent HT2/5: DRAMA: Live (KSU): Theatre - Digital Theatre + Students to have Using physical and nonmet all strands of Overarching unit intent HT1/4: DRAMA: Assessment Point: verbal skills to create an (KSU): the national Blood Brothers - Practical Summative or AFL effective performance **Exploration** curriculum in Introduction to a play; Creating a performance Overarching unit intent music and to have HT3/6: MUSIC: Pop HT3 & HT4 (with practically exploring the piece based around a (KSU): main characters through Song (Musical Contexts) elements of HT1 & certain genre made good and performance HT2) Using drama techniques sustainable Overarching unit intent HT2/5: MUSIC: Jazz Assessment Point. Applying techniques to effectively to sustain a role **Use of Digital Theatre plus** (KSU): demonstrate marking the progress in Improvisation (Musical Summative or AFL to consolidate learning HT3 - Compose, Contexts & OPUS: Chords moment Using and applying blocking through class discussion listening, Rehearse and perform a rehearse and perform into Jazz) techniques to create a Popular Song as part of and homework Using narration/flashback composing and a Popular Song as part performance Overarching unit intent HT1 & HT2 group with an awareness of HT1/4:MUSIC: effectively in a performing skills. of group with an song structure and textural (KSU): Looking at, exploring, performance Minimalism (OPUS & Showing a range of layers creating own group awareness of song Learn about seventh nalysing and evaluating In drama, students Musical Contexts) different ages by exploring arrangement chords, how they are HT1 - To rehearse elements of live theatre Learning to: apply a range structure, textural isolation of body parts in a will have met all constructed and perform of techniques to different Overarching unit intent and learning how to layers and hooks and perform and performance Compose using hooks and seventh chords in a twelvestimuli, scenarios, strands of NC (KSU): answer exam questions. riffs riffs in the style of a bar blues chord sequence Perform a minimalist piece record a situations, pieces, Exploring a play practically contained within popular song Improvise over a range of Looking at relationships, performances, character as part of a class minimalist by breaking down each blues backings, using the performance. Use HT4 - Complete a themes, context and and roles **English and** scene and analysing the Listen and identify how notes of the blues scale multitracking techniques to composition character motives practical and written objectives and super developed robust Discussing and exploring an

add parts Create a minimalist piece of music using multitracking techniques,

Explore how minimalist

rhythmic motifs to build a

Use graphic and/or staff

notation to show lavers

and repetition of motifs

composers use small

bigger piece

"vamped" in Ragtime Identify features of jazz and and a planned structure. blues music Select and combine a melodic motifs applying specific elements of music (texture, timbre, structure) Evaluate own and other's minimalist compositions

Learn about the history, origins and development of Blues music. Analyse blues lyrics to understand their context and meaning

constructed

Listen and identify how

chords have been used and

Use staff and graphic notation to learn how different chord types are

developing performance techniques HT2 - Perform a famous Ragtime piece – "The Entertainer"

songs can be performed in different styles to create different effects Learn how different types of songs are used in many different cultures, times and places **Evaluate own and others** arrangements of a Popular Song

Use staff and graphic

notation to record chords,

simple riffs and melody of

an arrangement of a pop

HT1 core KSU re-visit Which KSU will be revisited? NC strands of performing, listening and composing playing and performing confidently in solo and

ensemble contexts

objectives of a character.

Using a stimulus to explore

themes in the play

assessment over two

lessons to

demonstrate

response,

development,

performance and

evaluation of a brief

HT2 core KSU revisit

accuracy and expression,

and composition - extend

and develop ideas by

drawing on styles, genres

and traditions

Exploring the play through

the use of script extracts

and improvisation

HT3 core KSU Re-visit NC strands of performance - perform confidently using voice, with fluency,

NC strands of performing, listening and composing listening with discrimination to a wide range of performance, identifying inter-related dimensions of performance

starting point for

performances

historical stimulus as the drama skills in order to prepare them for the Using proxemics and levels theoretical and effectively in performance to demonstrate status performance elements of KS4, including elements of Components 1, 2 and 3 of the written exam.