Curriculum Intent, Implementation and Impact

Subject: Music

Year group: Year 11

Periods per fortnight: 5

INTENT:

Our purpose and objective in the Performing Arts Curriculum team is to nurture passionate, imaginative and inquiring students, who see the world from a Performing Arts perspective, enjoying and exploring a wide range of these Arts.

The Performing Arts curriculum prepares students to become independent and creative individuals. A range of topics & themes allow students to develop an understanding and appreciation of the Arts throughout the world in both the present and past.

These themes are explored through a range of different creative styles, practitioners and mediums. The students will experience these through Music, Drama, Dance and Stage Craft (both practical and theoretical)

Furthermore, the Performing Arts curriculum promotes a sense of self-worth, encourages confidence, resilience, empathy and develops relationships.

In Key Stage 3 learners are given the opportunity to secure the foundation of a Performing Arts education and implement skills that are important for life long lessons.

Key Stages 4 aim to allow learners to develop a deeper understanding of the Performing Arts; it's culture, background, genres, styles and influences.

These Key Stages also serve to promote leadership and independence that will support them to further their learning. The curriculum also provides students with knowledge of how the Performing Arts industry operates in today's society.

Additionally, the programme of study throughout the key stages places an emphasis on written expression and literacy. There is an encouragement to create a notebook which will allow students to refer to past work and build upon knowledge – this reflects how professional portfolios are presented. As the students' progress through the key stages they will be supported to write analytically about the Performing Arts, crafting critical responses and accurately employing subject related terminology.

IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	Component 2 – Exploring Music Products and Styles B2 Music realisations Techniques Create a music performance Understand how to use techniques of production in composition	 Students may be required to research a particular topic prior to a lesson Students encouraged to research particular topics in more detail following a lesson 	 Discuss the topics with students Encourage students to carry out wider reading around the topics to further their knowledge
Spring Term	Component 3 – Responding to a Music Brief A) Understand how to respond to a music brief A1 Features of a music brief • Understanding what a music brief is and how to create a pitch	 Students may be required to research a particular topic prior to a lesson Students encouraged to research particular topics in more detail following a lesson 	 Discuss the topics with students Encourage students to carry out wider reading around the topics further their knowledge

A2 Planning to meet the demands of the music brief Learn an understanding of how to mold your brief to a specific audience/group A3 Considering constraints and intentions Learn appropriate techniques and set out intentions before project begins B) Select and apply musical skills in response to a music brief B1 Develop and produce a response to a brief Organize, prepare and consider constraints when starting a project. B2 Refining musical skills for a musical product Apply skills and knowledge to the brief. Be able to perform, compose and produce to fit the brief. **B3** Refining musical material

Be able to understand how to analyze work and create useful structured feedback.

Use goals and timelines to

B4 Personal management

complete work.

Summer	Component 3 – Responding to a Music Brief	 Students may be required to research a particular topic prior to a lesson Students encouraged to research particular topics in more detail following a lesson 	 Discuss the topics with students Encourage students to carry out wider reading around the topics further their knowledge
Term	C) Brasset a final musical maduat		
	C) Present a final musical product in response to a music brief		
	C1 Reviewing work based on client needs		
	 Review if the product is fit for purpose. Does it fit the brief and audiences' needs? 		
	C2 Quality of outcome		
	 Ensuring work is to the highest quality that can be offered. Checking that the suitability of the product is met. 		
	C3 Presenting own work to a client		
	 Pitching work to the client, showing presentation and work created 		
	C4 Relation of final product to the brief		
	 Being able to relate the product to your pitch and analyze the suitability 		
	D) Comment on the creative process and outcome in response to a music brief		
	D1 Commentary on the creative process		
	 Evaluating the creation of the process. Understanding the strengths and weakness that lied within your work 		
	D2 Reflect on the outcome of the musical product		
	 Reflect whether or not the pitch met the outcomes and how it could be improved. 		

IMPACT:

The Performing Arts promote an overall appreciation of the arts both inside and outside of the classroom developing discipline, control and focus allowing them to

grow into well rounded adults. Students are introduced to a range of opportunities to develop their expertise through extra-curricular activities including the school musical, a range of clubs, and (in non Covid times) events within the local community allowing them to develop their professionalism within the Performing Arts sector.