



Curriculum Information 2017-18

Speaking	Take part in simple conversations, ask and reply to questions and give my opinions.	Take part in conversations by asking and giving information on different topics. I am starting to improvise and paraphrase. My pronunciation is good and I make few mistakes.	Take the initiative and respond spontaneously and fluently, including unpredictable questions with highly accurate pronunciation and intonation. Present and evaluate different points of view.
Reading	Understand short written texts and pick out the main points.	Read and understand a range of longer texts on unfamiliar topics and I am generally confident at working out the meaning.	Deal with authentic texts in a variety of genres and for different audiences and purposes. Identify the finer details, and explain answers fully in the target language.
Writing	Write short sentences from memory and give my own opinions.	Write at length about real or imaginary events, including things I would like to or could happen. Link paragraphs to structure my ideas.	Use a range of sophisticated language to write for a variety of audiences and purposes. Write discursively, presenting and evaluating different points of view.
Language Learning Skills	Identify simple nouns, pronouns, verbs and adjectives in a target language sentence. Use a bilingual dictionary to find out the gender and plural of nouns. Use start to use articles and possessive adjectives correctly Start to use the 3rd person to talk about other people	Explain how to form the conditional tense and how to use it Confident to use reflexive verbs (French and Spanish) Use the pure future tense	Manipulate language appropriately (indicative/subjunctive , passive/active) Able to use a range of resources to conduct research and make effective notes about the topic Present and explain key grammar to others

MUSIC

1. Key Stage 3

KS3 Music Topics						Staff Contact: Ms Carini
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Music and me Singing and introduction to music. Students learn the basic	Keyboards Students learn the basics of playing the keyboard and begin to learn to read and	Horror Music Students learn how to compose their own pieces of film music (in a horror style)	African Drumming Students learn how to play as part of an African Drumming ensemble as well as learning the basics of reading and	Carnival of animals Students use music ICT software to compose their own music- reflecting an animal. Students learn in	Band Breakout Students learn how to play either the guitar, bass, piano or drum kit and develop their



Curriculum Information 2017-18

	elements of music and sing as part of a whole class.	write musical notation.	using music ICT software.	writing rhythmic notation.	more detail the key elements of music.	rehearsal skills. Students perform as part of a band.
Year 8	<p>Folk Music</p> <p>Students will compose music inspired by Middle Eastern and Eastern European Folk traditions.</p> <p>Students will learn about harmony and tonality and develop their skills at using Music ICT.</p>	<p>The Blues</p> <p>Students will explore the traditions of Blues Music and perform a 12 bar Blues piece as part of a band.</p>	<p>Structure and Composition</p> <p>Students will explore how structure is used in music and will compose their own piece of music using a common musical structure.</p>	<p>Class Playlist</p> <p>Students will explore key musical genres such as Reggae, RnB, Hip-Hop, Pop, Rock and Dance. Students will work in a band to perform a piece from one of these genres.</p>	<p>Classical Music</p> <p>Students will gain an appreciation of Classical Music through performing well-known Classical Pieces.</p> <p>Students will also develop their knowledge of the musical elements.</p>	<p>Salsa</p> <p>Students will explore South American Salsa music and will learn to perform as part of a group.</p>
Year 9	<p>Indian Music</p> <p>Students will explore the conventions of Indian Music and will learn how to compose their own.</p>	<p>In at the deep end</p> <p>Students will work as a group to perform a piece of Popular Music. Students will explore rehearsal techniques and typical band set up.</p>	<p>Song writing</p> <p>Students will learn how to write a typical Pop/Rock song. They will explore how to write a range of musical layers as well as develop their skills at using Music ICT.</p>	<p>Solo Performance</p> <p>Students will develop their skills at performing a solo (as a vocalist, pianist, guitarist or their chosen instrument if they already play one)</p> <p>Pupils will explore techniques for developing their skills and preparing a piece for performance.</p>	<p>Film Music</p> <p>Students will explore techniques and conventions used for composing Music for Film and T.V.</p>	<p>Class Concert</p> <p>Students will select to specialise in either performance or composition and will prepare a piece in their chosen field.</p>



Curriculum Information 2017-18

MUSIC Assessment in Key Stage 3:

In Music, you will receive detailed verbal feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

Term	Year 7	Year 8	Year 9
Autumn	Baseline test- end of Autumn 1	Folk Music assessment- end of Autumn 1	In at the deep end performance assessment-
Spring	African Drumming assessment-end of Spring 1	Class playlist performance assessment- end of Spring 2	Film Music composition assessment- end of Spring 2
Summer	End of Year Exams: 15-29.06.18	End of Year Exams: 15-29.06.18	End of Year Exams: 11-22.06.18

Keywords and Subject Specific Vocabulary						Music
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Tone Semitone Intervals Scales Vocal range Voice types Verse Chorus Structure Call and response Dynamics	Treble and bass clef Notes on the stave Sharps, flats and naturals Piano technique Keyboard notes Basic chords Major and minor	Chromaticism Semitones Sharps and flats Drone Atonality/dissonance Cluster chords Ostinato Repetition Timbre Orchestral instruments	Note lengths e.g. semibreve, minim, crotchet, quaver and semiquaver Polyrhythms and cross rhythms Syncopation Rests Pulse and metre Time signature Call and response improvisation	Tempo Dynamics Duration Structure Texture Pitch Timbre-instruments of the orchestra Phrase marks	Performance and rehearsal skills Timbre- band instruments Pop song structure Drum fills Riffs, repetition Pentatonic scale



Curriculum Information 2017-18

Year 8	Major/minor Scales e.g. modal, pentatonic chromatic Pedal/drone Tech key words e.g. looping, midi Homophonic texture treble/bass clefs, stave and score	12 bar Blues structure Walking bass Triads Chords naming I,IV,V Improvisation Scat singing Swung/dotted notes Inversions	Structure Binary Ternary Rondo Theme and variations Strophic Through-composed Quantizing Synthesiser/drum-machine, multitracking Loops	Pop song structure Middle 8, hook Riff Bassline melody Beat counter-melody chords	Expression Dynamics Tempo key words e.g. accelerando Articulation key words e.g. staccato and legato, pizzicato and con arco	Son clave Syncopation Salsa instruments Riff Piano guajeo Verse and tag Improvisation
Year 9	Harmony and tonality Melody, Drone, Raga, Tala, Chaal Pitch bend Sharps and Flats Ornaments e.g. trills and mordents Sitar, Sarangi, Sarod, Tabla, Dhol, Tambura. Improvisation Alap and gat	Performance skills Rehearsal technique Amplification Electronic and pop instruments Lead/backing vocals Solo Pop structure	Musical layers e.g. melody, bassline, harmony (chords) counter-melody and drum beat Structure- Popular song forms Music tech e.g. digital effects Texture- e.g. homophonic, polyphonic, melody and accompaniment	Performance techniques and routine Warms ups Scales Rehearsal techniques Texture e.g. melody and accompaniment and solo Recap of pitch notations	Compositional devices Micky mousing Hit points Leitmotif Ostinato, loop, riff Texture Dynamics	Composition, Melody Harmony, Bassline Counter-melody, Chords Rhythm, Structure Texture, Performance Stage presence, Dynamics, Tone, Range Solo



Curriculum Information 2017-18

How to support your son at home			Music
What sorts of independent work/homework will he get?	How much help should you give him?	What are the top three tips for supporting independent learning?	Useful resources and links
<p>Although homework is not officially set in Music in Years 7, 8 or 9, we encourage students to practice their instrument as often as they can - a minimum of 5 times a week for 20 minutes to expect sustained improvement on your instrument. Students can also book practice time at lunch and after school Mon-Thurs. Students are welcome to sign up for piano, drum, guitar clubs, Vocal Group, Orchestra and beginner violin ensemble.</p>	<p>As much as you possibly can – either through encouragement, praise, advice or any other support</p>	<ol style="list-style-type: none"> 1. Encourage their son to practice and book rehearsal time 2. Expose your son to different styles of Music by playing a range of music from your records, Spotify, the internet or the radio. 3. Ensure your son makes full use of the music department website (see link under resources) 	<p>The music department has their own website which has all the links and resources needed to excel, both in the classroom and from home</p> <p style="text-align: right;">www.Fhsmusic.org.uk</p>

2. Key Stage 4

GCSE Music Topics						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	General/baseline test. Music theory/keyboards Keywords, listening Chords -> composition	Concerto through time First composition First group performance	Film Music Long answer questions Composition	Folk music/rhythms & Mediterranean Group and solo performances	Rhythms from the world Group and solo performances	Performance at concert Revision
Year 11	Melodic dictation Cadences & structure -> composition Pop Music	Pop Music Solo and group performances - EXAM	Concerto – recap Texture & Tonality recap	Film – recap Long answer questions Instrument recognition	Rhythms – recap	Revision - EXAM



Curriculum Information 2017-18

GCSE MUSIC Assessment:

Term	Year 10	Year 11
Autumn	Assessment/homeworks: Music theory homework booklet First solo performance	Quizlet Musical Context worksheets Rhythms of the World end of topic test
Spring	Quizlet Film music worksheets Film music end of topic test	Quizlet Performances – practise Pop music end of topic test Time signatures worksheet
Summer	Concerto end of topic test Pre-public exams: 09-20.07.18	FINAL EXAM DATES- June 18

BTEC Music Topics						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>Performance Composition</i>	<i>Performance Composition</i>	<i>Performance Composition The Music Industry</i>	<i>Performance Composition The Music Industry</i>	<i>Performance Composition The Music Industry</i>	<i>Performance Composition The Music Industry</i>
Year 11	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	<i>The Music Industry Creating a Product</i>	



Curriculum Information 2017-18

BTEC MUSIC Assessment:

Term	Year 10	Year 11
Autumn	First performance – Thursday 19 th October Second Performance (Concert) Tuesday 7 th November	Pre-public exams: 04-15.12.17 First chance at Unit 1 listening exam- January
Spring	Third Performance (Concert) Wednesday 7 th March	First chance at Unit 1 listening exam- January
Summer	Fourth Performance (Concert) Tuesday 19 th June Pre-public exams: 09-20.07.18	Second Chance at Unit 1 Listening exam- June

NCFE Music Tech Topics

NCFE Music Tech Topics						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 10	<i>Intro to a DAW – Digital Audio Workstation</i>	<i>Sequencing – keyboard skills. Using a DAW effectively</i>	<i>Sequencing – using MIDI FX Sequencing using audio FX</i>	<i>Sequencing – using MIDI FX Sequencing using audio FX</i>	<i>MIDI controller theory Audio Formats Audio effects Unit 1 – Setting up and configuring a digital audio workstation</i>	<i>Exam preparation revision Unit 1 – Setting up and configuring a digital audio workstation</i>
Year 11	<i>Unit 3 – Recording Multi Track Audio Exam preparation</i>	<i>Unit 3 – Multi-Track recording practical work Unit 1 – Setting up and configuring a digital audio workstation</i>	<i>Unit 3 – Multi-Track recording practical work Unit 1 – Setting up and configuring a digital audio workstation</i>	<i>Unit 2 External Exam Unit 2 External Written Exam</i>	<i>Unit 4 – Mixing Multi-track audio practical work</i>	<i>Unit 4 – Mixing Multi-track audio practical work</i>



Curriculum Information 2017-18

NCFE MUSIC Assessment:

Term	Year 10	Year 11
Autumn	Assessment of sequencing skills – teacher assessment	Pre-public exams: 04-15.12.17
Spring	Assessment of sequencing work and DAW theory	February 2018 Unit 2 Sequencing Exam and Unit 2 written exam
Summer	Coursework evidence – unit 1, 3 and 4 Pre-public exams: 09-20.07.18	Finishing all unit coursework evidence

3. Assessment Criteria (KS3 and 4)

STEPS to success criteria			Music
Strand	A student on Step 1 can	A student on Step 5 can	A student on Step 9 can
Performance	Perform a simple part with errors on an instrument or using his voice.	Perform a complex part accurately with expressive control, making appropriate use of dynamics and phrasing.	Perform showing an excellent understanding of the musical character of his piece, and can do so displaying commitment, conviction, artistic flair and creativity.
Rehearsal	Take direction from others in rehearsal and begin to participate.	Set up and pack away their own instrument/equipment (tuning, levels etc.) properly and safely without assistance. Remain on-task, with only occasional lapses in focus; Offer their opinion on how to improve his ensemble's performance, including evaluating our balance, tempo/rhythm, structure, dynamics, expression, and phrasing.	Show a sensitive approach to leading the music rehearsal, and ensure all musical opinions are heard, while showing an acute understanding of how to exploit the relevant musical elements, in order to steer the group towards a high standard of performance.
Composition	Improvise simple and short rhythmic patterns.	Develop and extend his musical ideas, including some use of contrasting elements (dynamics, articulation, register, structure, rhythm, harmony, melody, timbre, texture, instrumentation)	Create compositions that are original, coherent, idiomatic, and imaginative. Produce an accurate and complete score.



Curriculum Information 2017-18

Listening, appraising and understanding music	Name basic music terminology. Find notes on the keyboard with assistance.	<p>Identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately.</p> <p>Begin identifying rhythmic notation (crochets, quavers). Understand how to form, identify the notes of and play major and minor chords on an instrument. Can identify notes on the keyboard or another instrument without assistance.</p>	<p>Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses.</p> <p>Accurately notate what he hears (for example can hear a melody and write its rhythm and pitch accurately on a treble or bass clef staff)</p> <p>Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument.</p>
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PHYSICAL EDUCATION

Key Stage 3

Physical Education (PE) Y7-9 Curriculum Map

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 7	Rugby	Table Tennis/HRF	Football	Basketball	Athletics	Cricket / Softball
	Basic skills taught: Tackling, Passing, Ball handling.	Basic skills taught: Forehand drive/push, backhand drive/push, service	Basic Skills taught: Passing, shooting, tackling, dribbling.	Basic Skills taught: Passing, shooting/layups, dribbling.	Basic skills taught: long jump, throws javelin/shot putt, sprint starts, relay change over	Basic skills taught: Throwing, catching, striking, bowling /pitching.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 7: Effects of exercise, role of blood, aerobic and anaerobic respiration, principles of a warm up and cool down.					
Year 8	Rugby	Table Tennis/ HRF	Football	Basketball	Athletics	Cricket / Softball
	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Basic skill refinement. Also addition of service with variations of spin.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles.	Basic skill refinement: Sprint technique. Additional movement to throws to gain momentum.	Refinement of basic skills, introduction of tactical knowledge: Spatial awareness, attacking and defending principles. Shot selection and field placement.
	Theory content to cover a number of analysis opportunities in each unit plus standalone theory content which equates for 40% of students' final grade. Theory content in Year 8:					