

<b>Subject</b>	Music and Performing Arts
<b>Head of Department</b>	Mrs. Ramage
<b>Teaching staff</b>	Miss Lancashire  <u>Peripatetic Teachers</u> Vocal teacher     TBC Keyboard/piano   Miss Lancashire Guitar                Mr Marsden
<b>Vocational department vision</b>	Vocational – At OMA we believe education is for everyone, that all students irrespective of their backgrounds, will be exceptional learners, so they are equipped with the necessary knowledge, skills, qualifications, and mindset to contribute positively to society. Everything we do in the vocational faculty is aimed at providing an ambitious and challenging curriculum which inspires, motivates, and exploits the limitless potential of all our students. This will be achieved by us ‘being inspired by the past - creating excellence in the present- by embracing the future’ Our long-term aim is to produce thinking, adaptable adults capable of taking his / her place in a changing technological society. We strive to create distinctive and dynamic partnerships between students and the world or work, forging active relationship with industry-based external training providers and employers. The vocational curriculum seeks to promote an educational culture which is scientific, technological, creative, and entrepreneurial within the framework of the school and national curriculum. In addition, our faculty aims to provide the excellent practical technological, scientific, and holistic communication skills needed by our manufacturing and service industries within the UK and global markets. Thus, ensuring that our students will be well-educated and skilled, ready, and able to progress into employment, further training, or higher education according to their individual aptitudes and ambitions. The Faculty will be truly cross-curricular and will use aspects of many subjects to aid the students when developing innovative ideas and solving problems individually or as a team. The only boundary to making an impact in the future is our ‘imagination’ and our ability to ‘engineer’ the solutions that could affect peoples’ lives. Students arrive and leave our faculty with a sense of wonder in learning.... that they will carry with them for a lifetime.
<b>Department Vision</b>	Both performing arts and music provide essential life skills such as confidence, working effectively, forward thinking and organisation. Students partaking in music will learn the basics to music and further apply their musical knowledge into composing and performing. Students partaking in the subject of performing arts will increase literacy skills through engaging in scripts and script writing. During KS3, students will learn the theory to performing arts alongside practical activities. The knowledge developed in KS3 will then be applied to rehearsals, performances and controlled assessments.

<p><b>How students can 'ASPIRE to excellence' in this field</b></p>	<p>Students may progress onto:</p> <ul style="list-style-type: none"> <li>• BTEC Level 3 Performing Arts (Single or Double) at Franklin college or other applicable colleges.</li> <li>• A Level Drama and Theatre Studies at Franklin college or other applicable colleges.</li> <li>• BTEC Music Level 3 at Franklin college or other applicable colleges.</li> <li>• A Level Music at Franklin college or other applicable colleges.</li> <li>• Performing Arts or Music courses at university.</li> <li>• Students may choose to create their own band or make their own music once leaving school.</li> </ul>
<p><b>Rationale behind the curriculum chosen</b></p>	<p>Performing Arts are highly valued in Ormiston Maritime Academy. Statistics for the 2016/17 academic year highlighted that 41.8% of performing arts graduates were in full time employment six months after graduating and 14.4% went on to further study, 27% of those going onto further study did a postgraduate teaching qualification. Performing Arts skills positively impact the learning of students. Performing from a script improves literacy and oral speaking skills, performing from memory develops memory retrieval skills, impacting across the whole curriculum. Performing Arts also develops life skills such as creativity, teamwork, confidence, evaluation and reflection.</p> <p>The UK music industry continues to grow with the industry being worth £4.5 billion in 2017 and £19.1 billion in 2018, a growth of almost 10%<sup>1</sup>. This growth boosts the economy exponentially. To be able to participate in ensemble activities students are developing team building skills, inner self-confidence and a feeling of “wellbeing”. To be able to play an instrument or sing develops fine motor skills, self- discipline, memory retrieval skills, and the ability to work independently and perform music from different cultures. The mastery of an instrument can provide great escapism in a world where social media can dominate young peoples’ lives.</p> <p>Overall, participation in drama/musical productions can impact positively, encouraging long lasting friendships and social interactions.</p>
<p><b>Possible Careers</b></p>	<p><b>Performing Arts:</b> Actor, dancer, education, musical theatre performer, therapist, theatre director, screenwriter, arts administrator, broadcasting presenter, stage manager.</p> <p><b>Music:</b> performers (of all genres) composers (of many genres) recording engineers, music journalism, music education and therapy, instrumental maker, radio and TV presenters, music industry merchandising.</p>

### Key stage 3

Year Group	Topics covered	Dates of assessments	Link to Knowledge Organiser
Year 7	<p><b>Drama:</b> Term 1 and 2- To develop a basic understanding to drama. Term 3 and 4- To apply understanding in Shakespeare plays. Term 5 and 6- To develop acting and role-playing skills through stimuli and performances.</p> <p><b>Music;</b> Term 1- To understand and create ostinato and rhythm. Term 2- To understand the elements of music. Term 3- To develop keyboard skills. Term 4- To develop ukulele skills. Term 5- To increase cultural capital through exploring Gamelan. Term 6- To develop and apply singing to performances.</p>	<p>w/c 1<sup>st</sup> February 2021</p> <p>w/c 24<sup>th</sup> May 2021</p>	

<b>Year 8</b>	<p>Term 1- To compose and perform blues music.</p> <p>Term 2- To increase cultural capital and performance skills through learning about African music.</p> <p>Term 3- To develop understanding and performance in Samba music.</p> <p>Term 4- To understand and compose film music.</p> <p>Term 5- To explore modern music through minimalism.</p> <p>Term 6- To apply this knowledge to compose using graphic score notation.</p>	<p>w/c 1<sup>st</sup> February 2021</p> <p>w/c 24<sup>th</sup> May 2021</p>	
<b>Year 9</b>	<p>Term 1- To explore Steel pan music through the tune, Calypso.</p> <p>Term 2- To develop compositional technique through melody writing.</p> <p>Term 3- To develop teamwork and performance skills by forming a band.</p> <p>Term 4- To discuss and understand musical periods.</p> <p>Term 5- To apply knowledge of composition to compose an extended piece.</p> <p>Term 6- To apply knowledge of performance to perform the composed piece in a band.</p>	<p>w/c 30<sup>th</sup> November 2020</p> <p>w/c 19<sup>th</sup> April 2021</p>	

## Key Stage 4

<b>Course Titles (as per specification)</b>	<p>BTEC Level 1/Level 2 Tech Award in The Performing Arts</p> <p>BTEC Level 1/ Level 2 First Award in Music</p>
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Year Group	Topics covered	Dates of assessments	Link to Knowledge Organiser
<b>Year 10</b>	<p>Performing Arts: Component 1- Learning about theatre practitioners, developing research skills and developing understanding of repertoire. Learning aims covered: A- Examine professional practitioners' performance work B- Explore the interrelationships between constituent features of existing performance material Term 6- Final assessment.</p>	<p>w/c 7<sup>th</sup> December 2020 w/c 26<sup>th</sup> April 2021</p>	
<b>Year 11</b>	<p>Component 2- Start preparing performances for assessment, developing performance skills. Learning aims covered: A- Develop skills and techniques for performance B- Apply skills and techniques in rehearsal and performance C- Review own development and contribution to the performance</p> <p>Music: Complete unit 5-performance in December Learning aims covered: A- Develop your music performance skills and review your own practice. B- Use your music performance skills within rehearsal and performance.</p> <p>Complete unit 4-composition in February Learning aims covered: A- Explore creative stimuli to meet a brief.</p>	<p>w/c 19<sup>th</sup> October 2020 w/c 8<sup>th</sup> February 2021</p>	

	<p>B- Develop, extend and shape music for performances. C- Present compositions appropriately.</p> <p>Take music Industry exam January – retake June Learning aims covered: A- Understand different types of organisations that make up the music industry. B- Understand job roles in the music industry.</p> <p>Complete unit 2- a musical product February – May. Learning aims covered: A- Plan, develop and deliver a music product. B- Promote a music product. C- Review the management of a music product.</p> <p>Performing Arts: Component 1- resubmit to achieve target grade Component 2 – Final assessment December Component 3 – Exam brief released January May- assessed performance, formal evaluation follows recording of practical. Resubmit June to achieve target grade.</p>		
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## Enrichment and Useful Websites

<b>Extracurricular opportunities offered (clubs, trips etc)</b>	Theatre trips, locally and nationally. To perform in school concerts and presentation evenings. To participate in singing groups and ensembles. Music and drama extracurricular including drama club and keyboard club.
<b>Links to useful website of interest for your subject Area.</b>	<a href="https://www.forbes.com/sites/hughmcintyre/2019/04/02/the-global-music-industry-hits-19-billion-in-sales-in-2018-jumping-by-almost-10/#6275fbfd18a9">https://www.forbes.com/sites/hughmcintyre/2019/04/02/the-global-music-industry-hits-19-billion-in-sales-in-2018-jumping-by-almost-10/#6275fbfd18a9</a> <a href="https://www.ucas.com/">https://www.ucas.com/</a> <a href="https://nationalcareers.service.gov.uk/">https://nationalcareers.service.gov.uk/</a> <a href="https://www.bbc.co.uk/teach/bring-the-noise/five-reasons-why-music-is-important/zv3krj6">https://www.bbc.co.uk/teach/bring-the-noise/five-reasons-why-music-is-important/zv3krj6</a>