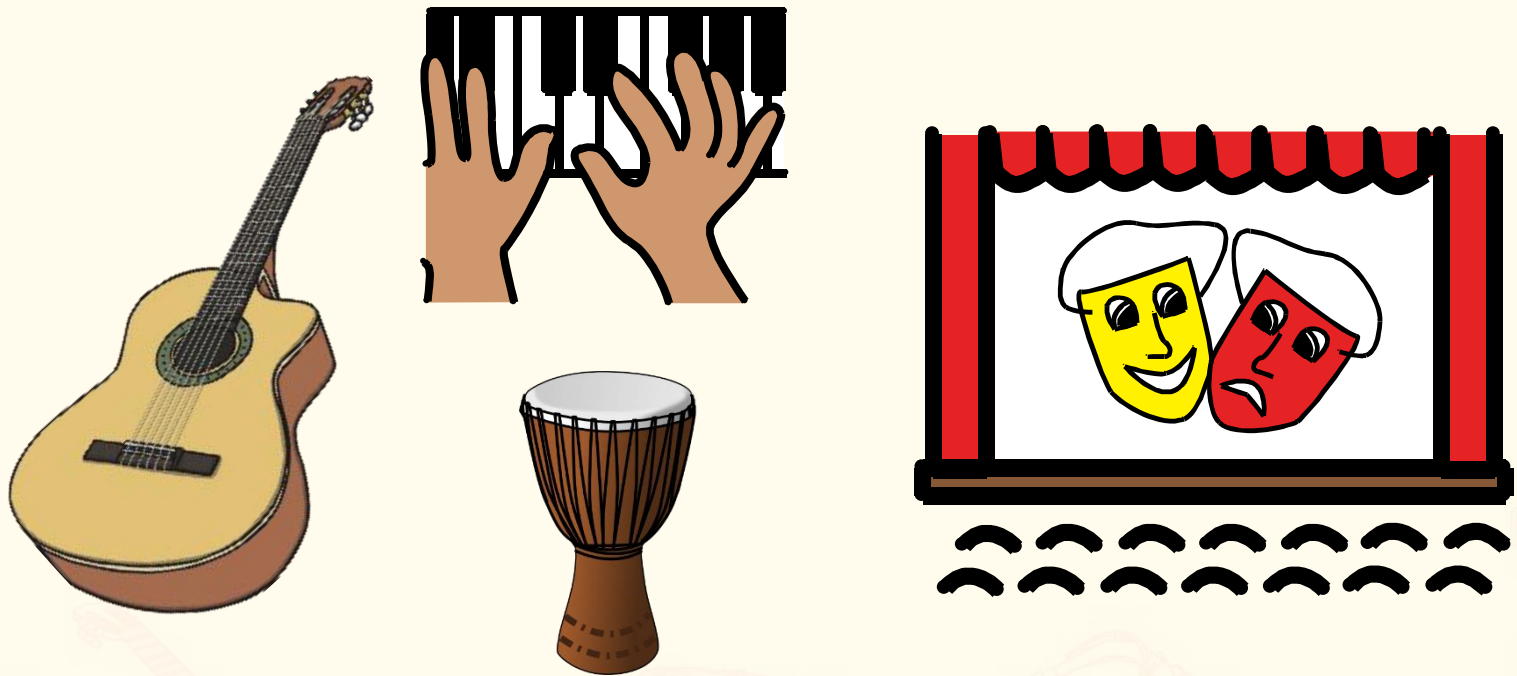


# Performing Arts includes Music and Drama





Qualification - 2 years

Creative, Media and Performance Arts  
Entry Level Pathways  
WJEC examination board.

Entry 3 (Highest Level)  
Entry 2

Pre Entry 2: ASDAN Transition Challenge  
Expressive Arts Modules



# Staff and Timetable



## MUSIC

Year 10 - 2 lessons of music and 1 of drama

Year 11 - 1 lesson of music and 2 of drama

## DRAMA



## Year 10 Autumn Term

### Solo Performances - Exam Criteria

#### LO1

The learner can perform a range of simple pieces but for assessment should play or sing a **minimum of two pieces**. These pieces can either be melodic or rhythmic pieces. It is expected that a learner would perform on one instrument or voice. It is acceptable for learners to perform on different instruments if they so wish. At this level it is expected that the pieces selected will:

- **be a minimum of 16 bars and maximum of 32 bars long;**
- **have a range of at least 5 different notes;**
- **contain quavers and/or dotted notes in the rhythm.**

The learner should be able to show some technical control over the selected instrument. For a singer this would involve tuning, breath control, diction and projection. It is expected that at this level the learner will add some dynamic contrast (loud and quiet passages) when performing.

#### LO2

The learner needs to carry out a review of their work during the rehearsal period and consider what they are doing well and what could be improved. They should make some attempt to work on any weaknesses identified.

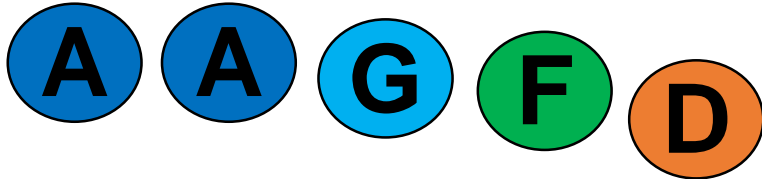




# Playing by colour

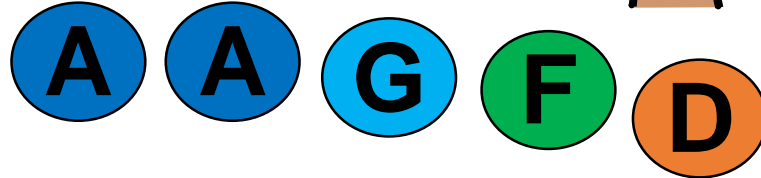


**Dm**



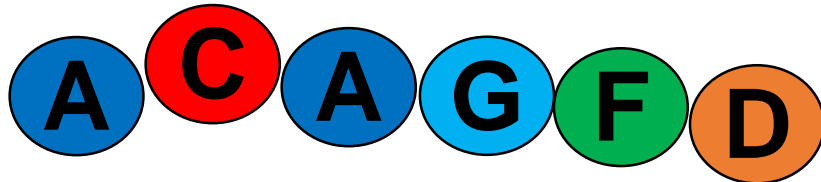
There's a fire-----  
 Fi - na - l - y I  
 See how I'll leave  
 Bab - by I have

**Am**



star - ting in my heart  
 see you cry - stal clear  
 eve - ry piece of you  
 sto - ries to be told

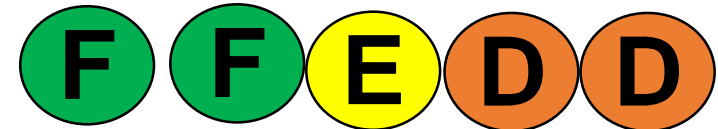
**C**



Reac - hing a fe - ver pitch  
 Go head and sell me out  
 Don't un - der es - ti - mate the  
 I've heard one on you

**Am**

**C**



bring me out the dark  
 I'll lay your ship bare  
 things that I will do  
 I make your head burn

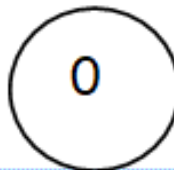
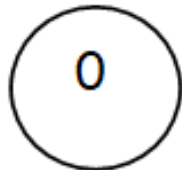
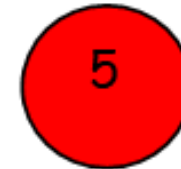
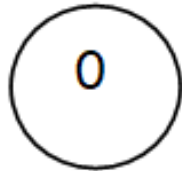
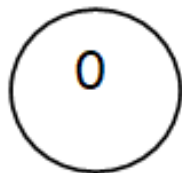


**Dm Am C Am C**

x4

## Playing by colour

### Smoke On The Water - Deep Purple



## Year 10 Spring Term Ensemble Performances – Exam Criteria

### LO1

The learner can perform a range of simple pieces but for assessment should play or sing a **minimum of two pieces**. These pieces can either be melodic or rhythmic pieces. It is expected that a learner would perform on one instrument or voice. It is acceptable for learners to perform on different instruments if they so wish. The other members of the ensemble do not have to be assessed. There should be a minimum of one other part in the ensemble in addition to the learner being assessed. There is no upper limit to the number of parts permitted. At this level it is expected that the pieces selected will:

- be a minimum of 16 bars and maximum of 32 bars long;
- have a range of at least 5 different notes;
- contain quavers and/or dotted notes in the rhythm.

The learner should be able to show some **technical control** over the selected instrument. For a singer this would involve tuning, breath control, diction and projection. It is expected that at this level the learner will add some **dynamic contrast** (loud and quiet passages) when performing.

### LO2


































The learner needs to carry out a review of their work during the rehearsal period and consider what they are doing well and what could be improved. They should make some attempt to work on any weaknesses identified



# Year 10 Summer Term

## Appraising Music – all genres

### 3 Exam pieces: Classical, Britpop World

Key Stage 4  Listening and Appraising 				
<b>Tempo</b>  	 Slow Slower	 walking pace / moderate stays the same	  Fast Faster	
<b>Dynamics</b>  	 Quiet Quieter	 Loud louder	The beginning  The middle  The end 	
<b>Pitch</b>  	 High Higher	 Low Lower	Steps  Leaps 	
<b>Timbre</b> <i>The sound of the instruments</i>	Heavy Deafening Pounding   	Light Sweet Smooth  	Screechy Piercing  	
<b>Texture</b> <i>How the sounds are combined Lots of instruments or a few</i>	Thick Thicker   	Thin Thinner  		





## Year 10 Summer Term

### Appraising Performances – Exam Criteria

#### LO1

The learner should have some knowledge of the musical elements and should listen to a variety of genres but for assessment should appraise **three genres of music** (e.g. 'Classical', 'Popular' music and 'World' music). The learner should be able to identify tempi as being slow, moderate or fast (including number of beats per bar) and should be able to recognise some features in a melody such as changes in pitch (high/low) and movement by step or leap. The learner should also be able to recognise different aspects of structure such as repetition and contrast.

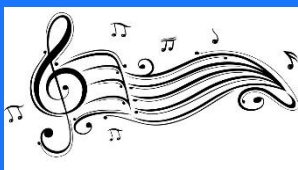
#### LO2

The learner should have some knowledge of the musical elements and should listen to a variety of genres but for assessment should appraise **three genres of music** (e.g. 'Classical', popular music and 'World' music). The learner should be able to identify the sounds of some different instruments (e.g. violin, drum kit and piano), and should be able to recognise the difference between loud and quiet dynamics. The learner should also be able to recognise changes in texture (thick and thin).

#### LO3

The learner should be able to identify **at least two** different musical features of the three genres of music appraised above. For example, use of pentatonic scale and tuned percussion in Gamelan music, use of harpsichord and repetition in Baroque music and use of twelve-bar blues structure and drum kit in Blues music.

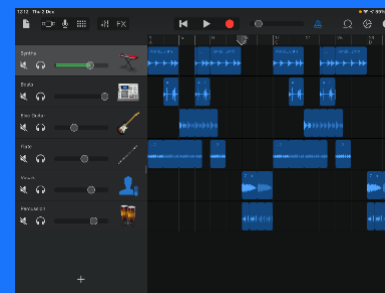




# Music

Year 11 Autumn & Spring  
Terms

Composing Music on  
Garageband



## **Year 11 Spring and Summer Term Composing Music - Exam Criteria**

### **LO1**

The learner can compose a range of pieces but for assessment should compose a minimum of two pieces in two contrasting genres (e.g. 'Popular' music and 'World' music). These pieces should use some of the musical elements such as timbre, texture, etc. It is important that the musical ideas are organised into some phrases and that they have a coherent structure, for example based on the 12-bar blues, or ternary forms. The compositions can be recorded as 'live' pieces stored in some form of notation (letter names or graphic notation, etc.) or can be recorded and stored on a computer. It is expected that the compositions would last between 40 seconds to 1 minute 20 seconds.

### **LO2**

The learner needs to carry out a review of their work during the creation of the compositions, considering what they are doing well and what could be improved. They should make some attempt to work on any weaknesses identified.



# Pre-Entry 2 ASDAN Expressive Arts Modules

Pupils will follow the Transition Challenge modules. This offers a learner-centred, activity-based curriculum that can be undertaken with as much support as necessary. It has been developed for learners aged 14-16 with SEND.

Transition Challenge is made up of 5 modules:

-  Knowing How
-  Making Choices
-  Feeling Good
-  Moving Forward
-  Taking the Lead

This course runs alongside our WJEC Entry Pathways Performing Arts. The topics will be the same with adapted activities. The focus is on Expressive Arts although some modules also cover ICT and MFL targets. The work completed will be used to boost and support the Youth Award Scheme accreditation.



# DRAMA

PROJECTS designed for you to develop and showcase your ability to

- use body and voice to show different moods and characters.
- Work with others to create original performances for audiences of various sizes.



## 4 modules to be marked on:

VOICE

BODY

DEVISING (making up pieces of work)

CREATING A GROUP PERFORMANCE (formal showing of a piece of work)

# THEMES / TOPICS

that have been covered in the past

- Stage fighting
- Comedy
- Silent Movies
- Exploration of Genre
- Forum theatre – theatre to solve problems
- Melodrama – over the top
- Instant Improv.
- Mime



## You should be prepared to try:

- Getting to know and working with new people
- Sharing ideas and working in a team
- Showing your work to others
- Watching the work of others
- Improving your work from your initial starting point
- Giving advice and suggestions to help your group members
- A selection of new activities