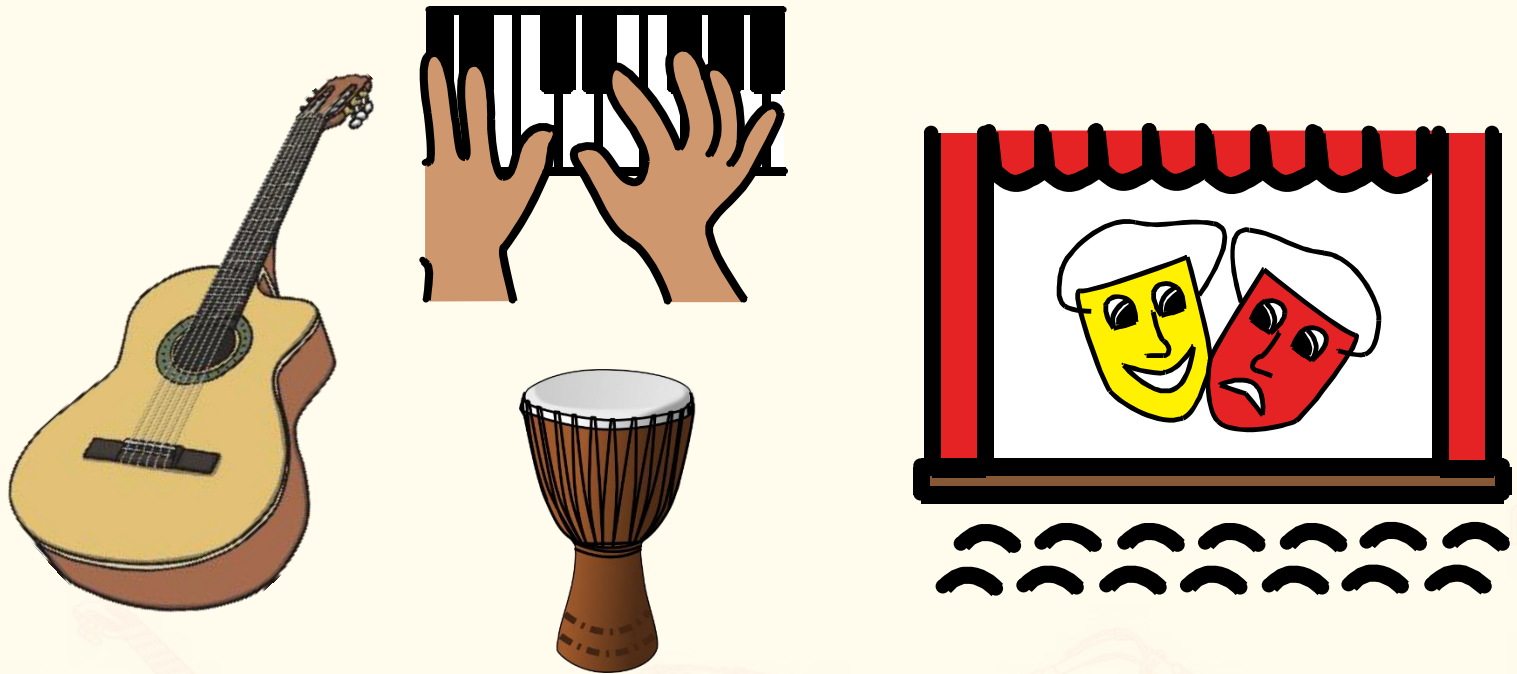
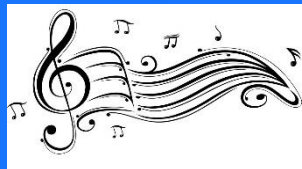


# Performing Arts includes Music and Drama





Qualification - 2 years

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

Entry 2 or Entry 3

Alternative: 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





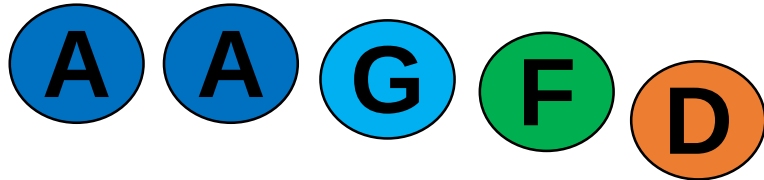
# Music: 4 parts to the exam: Year 10 Autumn Term Solo Performances



# Playing by colour

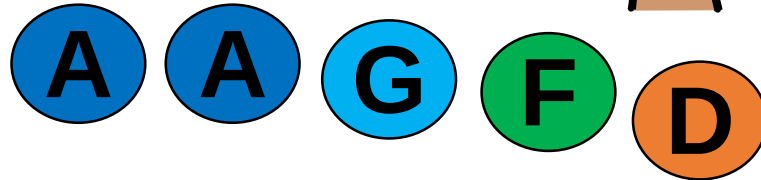


**Dm**



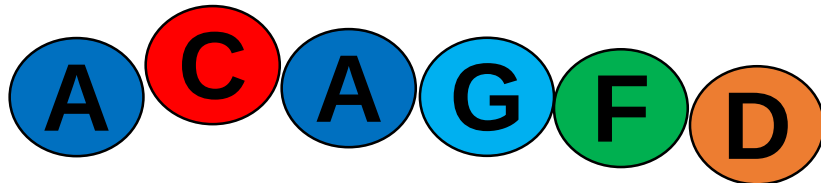
There's a fire-----  
 Fi - na - l - y I  
 See how I'll leave  
 Bab - by I have

**Am**



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

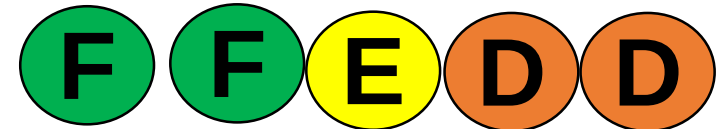
**C**



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

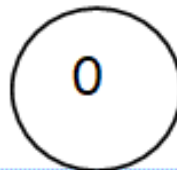
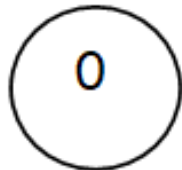
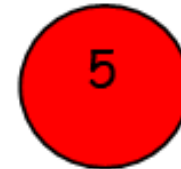
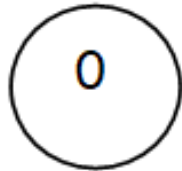
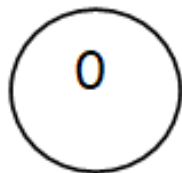


**Dm Am C Am C**

x4

## Playing by colour

### Smoke On The Water - Deep Purple





# Music

## Year 10 Spring Term

### Ensemble (group) performances



# Year 10 Summer Term

## Appraising Music – all genres

### 3 Exam pieces: Classical, Britpop World

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





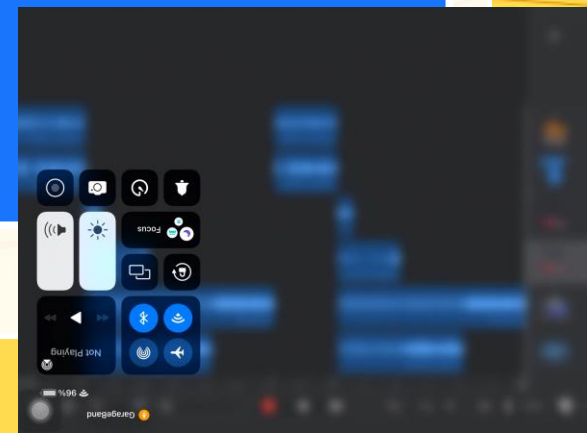


# Music

## Year 11 Autumn & Spring Terms

### Composing Music on Garageband

Max Voss Dubstep



# 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

# Careers

Usher in a theatre or cinema

Music shop / Instrument repair.

Musical Theatre (Chichester Festival Theatre)

Backstage work (e.g. helping a Sound Engineer)

Butlin's entertainment team

School (helping in a Performing Arts class or teaching an instrument)

Composer

Military Band (HM Forces)

