



# **St Katherine's School**

## **Year 10 Curriculum Guide**

# Maths

Term	Foundation	Higher
<b>Week 1</b>	<b>Baseline GL Assessment</b>	<b>Baseline GL Assessment</b>
<b>1</b>	<p><b>Unit 8</b> - Perimeter, area and volume</p> <p><b>Unit 9</b> - Real-life and straight line graphs</p>	<p><b>Unit 7</b> - 3D forms and volume, cylinders, cones and spheres, accuracy and bounds</p> <p><b>Unit 8</b> - Transformations, loci, constructions and bearings</p>
<b>2</b>	<p><b>Unit 9</b> - Real-life and straight line graphs</p> <p><b>Unit 10</b> - Transformations</p>	<p><b>Unit 8</b> - Transformations, loci, constructions and bearings</p> <p><b>Unit 9</b> - Solving quadratic and simultaneous equations</p>
<b>3</b>	<b>Unit 11</b> - Ratio and Proportion	<p><b>Unit 10</b> - Probability</p> <p><b>Unit 11</b> - Multiplicative reasoning</p>
<b>4</b>	<b>Unit 12</b> - Right-angled triangles: Pythagoras and trigonometry	<p><b>Unit 12</b> - Similarity and congruence in 2D and 3D</p> <p><b>Unit 13</b> - Graphs of trig functions and further trigonometry</p>
<b>5</b>	<p><b>Unit 13</b> - Probability</p> <p><b>Unit 14</b> - Multiplicative reasoning</p>	<b>Unit 13</b> - Graphs of trig functions and further trigonometry
<b>6</b>	<p><b>Unit 15</b> - Plans and elevations. Constructions, loci and bearings</p> <p><b>Revision of Units 1 - 15.</b></p> <p><b>End of Year 10 Assessment and MAD Time</b></p>	<p><b>Unit 14</b> - Collecting data, cumulative frequency, box plots and histograms</p> <p><b>Revision of Units 1 - 14.</b></p> <p><b>End of Year 10 Assessment and MAD Time</b></p>

# English and Media Studies

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task akin to tasks they will need to be able to complete in their English Language examinations.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	Topic	Key Information
<b>1 and 2</b>	<p><b>English Language Exam Techniques:</b> Component 2 - C19th and C21st texts and transactional Writing.</p> <p><b>English Literature Component 2 - Priestley's</b> <i>An Inspector Calls</i></p> <p><b>English Literature Component 1 - Selected</b> <i>poems from the poetry anthology</i></p>	<p>We will supply copies of the poetry anthology.</p> <p>We can loan copies of <i>An Inspector Calls</i>, but recommend that students have their own copy.</p>
<b>3 and 4</b>	<p><b>English Language Exam Techniques:</b> Component 2 - C19th and C21st texts and transactional Writing.</p> <p><b>English Literature Component 2 - Austen's</b> <i>Pride and Prejudice</i></p> <p><b>English Literature Component 1 - Selected</b> <i>poems from the poetry anthology</i></p>	<p>We can loan copies of <i>Pride and Prejudice</i>, but recommend that students have their own copy.</p>
<b>5 and 6</b>	<p>English Literature and Language Revision</p> <p>Speaking and Listening Examination preparation and assessment</p>	<p><b>Mock Examinations</b></p> <p><b>English Language Component 2:</b> C19th and C21st texts and transactional Writing</p> <p><b>Bespoke Literature Exam:</b> <i>An Inspector Calls, Pride and Prejudice</i> and the Poetry Anthology</p> <p><b>Speaking and Listening Examinations</b></p>

# Science

## Triple Science AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"><li>• Cell division</li><li>• Communicable disease</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• The periodic table</li><li>• Test</li><li>• Structure and bonding</li></ul>	<ul style="list-style-type: none"><li>• Energy transfer by heating</li><li>• Conservation and dissipation of energy</li><li>• Test</li></ul>
2	<ul style="list-style-type: none"><li>• Preventing and treating disease</li><li>• Non-communicable diseases</li><li>• Photosynthesis</li></ul>	<ul style="list-style-type: none"><li>• Chemical calculations</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Electric circuits</li><li>• Electricity in the home</li><li>• Test</li></ul>
3	<ul style="list-style-type: none"><li>• Respiration</li><li>• Test</li><li>• The human nervous system</li></ul>	<ul style="list-style-type: none"><li>• Chemical Change</li></ul>	<ul style="list-style-type: none"><li>• Molecules and matter</li><li>• Radioactivity</li><li>• Test</li></ul>
4	<ul style="list-style-type: none"><li>• Hormonal coordination</li><li>• Homeostasis</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Electrolysis</li><li>• Test</li><li>• Energy Changes</li></ul>	<ul style="list-style-type: none"><li>• Forces in balance</li><li>• Motion</li></ul>
5	<ul style="list-style-type: none"><li>• Reproduction</li><li>• Revision</li></ul>	<ul style="list-style-type: none"><li>• Rates and equilibrium</li></ul>	<ul style="list-style-type: none"><li>• Force and motion</li><li>• Force and pressure</li><li>• Test</li></ul>
6	<ul style="list-style-type: none"><li>• Revision</li><li>• Mock Exams</li></ul>		

You can find links and suggestions to support your child with their triple science assessments [here](#).

## Combined Science - Trilogy AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"><li>• Cell division</li><li>• Communicable disease</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• The periodic table</li><li>• Test</li><li>• Structure and bonding</li></ul>	<ul style="list-style-type: none"><li>• Energy transfer by heating</li><li>• Conservation and dissipation of energy</li><li>• Test</li></ul>
2	<ul style="list-style-type: none"><li>• Preventing and treating disease</li></ul>	<ul style="list-style-type: none"><li>• Chemical calculations</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Electric circuits</li></ul>
3	<ul style="list-style-type: none"><li>• Non-communicable diseases</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Chemical Change</li></ul>	<ul style="list-style-type: none"><li>• Electricity in the home</li><li>• Test</li></ul>
4	<ul style="list-style-type: none"><li>• Photosynthesis</li><li>• Respiration</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Electrolysis</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• Molecules and matter</li></ul>
5	<ul style="list-style-type: none"><li>• The human nervous system</li></ul>	<ul style="list-style-type: none"><li>• Energy Changes</li></ul>	<ul style="list-style-type: none"><li>• Radioactivity</li><li>• Test</li></ul>
6	<ul style="list-style-type: none"><li>• Revision</li><li>• Mock Exams</li></ul>		

You can find links and suggestions to support your child with their combined science assessments [here](#).

# Design, Art & Technology

## Art

Project 1 - Natural Forms

Project 2 - Personal Project

Students are assessed on the following every two weeks, at the end of each term & at the end of each project (that lasts for four terms):

- Observational drawing (Term 1 & Term 5/6)
- Artist research (Term 2 & Term 5/6)
- Development of personal ideas (Term 3)
- A final outcome (Term 4)

To support your child, you could ask to see their personal targets written on feedback sheets inside their paper folder that are set by the teacher every two/three weeks (kept inside your child's portfolio). Discuss these targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets.

<b>AO1</b>	<p>Artist research:</p> <ul style="list-style-type: none"><li>● Independently sourcing relevant artists:<ul style="list-style-type: none"><li>○ Google research</li><li>○ Gallery visits</li><li>○ RWA/Botanical Gardens visit</li></ul></li><li>● Relevant backgrounds</li><li>● Transcripts with relevant use of media</li><li>● Relevant presentation</li><li>● Analytical and personalised writing</li></ul>
<b>AO2</b>	<p>Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes</p>
<b>AO3</b>	<p>Revisit monochromatic observational drawing skills:</p> <ul style="list-style-type: none"><li>● Tonal shading</li><li>● Texture</li><li>● Blending</li><li>● Sketching and 'building up'</li></ul> <p>Recording ideas through photography:</p> <ul style="list-style-type: none"><li>● Composition</li><li>● Foreground and background</li></ul> <p>Revisit colour techniques:</p> <ul style="list-style-type: none"><li>● Warm / cool / complementary / contrasting</li><li>● Tints and tones</li></ul> <p>White gel pen / white coloured pencil on black:</p> <ul style="list-style-type: none"><li>● Line / pattern / detail</li></ul> <p>Paint - acrylic / watercolour / brusho / ink:</p> <ul style="list-style-type: none"><li>● Thick opaque layers and thin washes</li><li>● Brush / palette knife</li><li>● Painting onto dry / wet surfaces</li></ul>

	<ul style="list-style-type: none"> <li>• Scratch into paint with card</li> <li>• Drybrushing</li> </ul> <p>Spraypaint:</p> <ul style="list-style-type: none"> <li>• Stencils</li> <li>• OHP</li> </ul> <p>Clay:</p> <ul style="list-style-type: none"> <li>• Slabs and coils</li> <li>• Black and metallic dry- brushing</li> </ul> <p>Printing:</p> <ul style="list-style-type: none"> <li>• Rubber stamping</li> <li>• Frottage</li> </ul>
<b>AO4</b>	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources

## Engineering Design

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from previous weeks.

To support your child you could ask to see their work and help them in the following ways

- Help them revise for the fortnightly theory questions ready for the examination
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sessions on presentation of work, drawing styles, Computer-aided design & manufacture and practical skills					
Unit R105 theory knowledge				Revision for unit R105 Exam	Unit R105 Exam
R107 coursework task - Development of an idea					
R108 coursework task - Planning and manufacture of a product					

# Hospitality

## Unit 1: The Hospitality and Catering Industry

Learning Outcome	Assessment Criteria
<b>LO1</b> Understand the environment in which hospitality and catering providers operate	<b>AC1.1</b> describe the structure of the hospitality and catering industry
	<b>AC1.2</b> analyse job requirements within the hospitality and catering industry
	<b>AC1.3</b> describe working conditions of different job roles across the hospitality and catering industry
	<b>AC1.4</b> explain factors affecting the success of hospitality and catering providers
<b>LO2</b> Understand how hospitality and catering provisions operate	<b>AC2.1</b> describe the operation of the kitchen
	<b>AC2.2</b> describe the operation of front of house
	<b>AC2.3</b> explain how hospitality and catering provision meet customer requirements
<b>LO3</b> Understand how hospitality and catering provision meets health and safety requirements	<b>AC3.1</b> describe personal safety responsibilities in the workplace
	<b>AC3.2</b> identify risks to personal safety in hospitality and catering
	<b>AC3.3</b> recommend personal safety control measures for hospitality and catering provision



Learning Outcome	Assessment Criteria
<b>LO4</b> Know how food can cause ill health	AC4.1 describe food related causes of ill health
	AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO)
	AC4.3 describe food safety legislation
	AC4.4 describe common types of food poisoning
	AC4.5 describe the symptoms of food induced ill health
<b>LO5</b> Be able to propose a hospitality and catering provision to meet specific requirements	AC5.1 review options for hospitality and catering provision
	AC5.2 recommend options for hospitality provision

In the first year of this course, students will have their coursework elements assessed every fortnight through a series of exam-type question booklets. Learners will sit the external exam for Unit 1 in June of Year 10.

To support your child you could:

- Ask to see their booklet work and help them when needed
- Get them preparing food and cooking as often as possible
- Encourage them to work in The Leaf restaurant on a Thursday evening
- Help them to plan their revision as the exam approaches

# Business

Level 2 OCR Enterprise and Marketing: students study 3 units over two years. Students can be awarded a Pass, Merit, Distinction and Distinction\* grade.

**Unit R064: Enterprise and marketing concepts (Examined content):** Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

**Unit R065: Design a business proposal (Externally moderated coursework):** Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

**Unit R066: Market and pitch a business proposal (Externally moderated coursework):** Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

Term	Topic	Key Information
1	<b>RO65: Design a business proposal</b> <ul style="list-style-type: none"> <li>Being able to identify and create a customer profile for the business challenge.</li> <li>Be able to complete market research to aid decisions relating to a business challenge.</li> </ul>	Beginning the first coursework element looking at market segmentation and market research.  RO65 will coursework will be worked on by students alongside the learning of RO64 content.  <b>RO64: Is supported by end of topic assessments and practice examinations throughout.</b>
2	<b>RO64: Enterprise and marketing concepts:</b> <ul style="list-style-type: none"> <li>How to target a market</li> <li>Understanding primary and secondary market research.</li> </ul>	
3	<b>RO64: Enterprise and marketing concepts:</b> <ul style="list-style-type: none"> <li>Financial viability</li> <li>Profit, loss, revenue and costs</li> <li>Break even analysis</li> </ul> <b>RO65: Design a business proposal:</b> <ul style="list-style-type: none"> <li>Assess the financial viability of your business proposal.</li> </ul>	

<b>4</b>	<p><b>RO64: Enterprise and marketing concepts:</b></p> <ul style="list-style-type: none"> <li>● Product lifecycle</li> <li>● Product differentiation</li> <li>● Pricing strategies</li> </ul> <p><b>RO65: Design a business proposal:</b></p> <ul style="list-style-type: none"> <li>● Assess the financial viability of your business proposal.</li> </ul>
<b>5</b>	<p><b>RO64: Enterprise and marketing concepts:</b></p> <ul style="list-style-type: none"> <li>● Customer service</li> <li>● Business ownership types</li> </ul> <p><b>RO65: Design a business proposal:</b></p> <ul style="list-style-type: none"> <li>● Developing design ideas</li> <li>● Acting on peer and self feedback</li> </ul>
<b>6</b>	<p><b>RO64: Enterprise and marketing concepts:</b></p> <ul style="list-style-type: none"> <li>● Types of business capital.</li> <li>● Developing business plans.</li> </ul> <p><b>RO65: Design a business proposal:</b></p> <ul style="list-style-type: none"> <li>● Developing our coursework</li> </ul>

**Assessment:**

Assessment is through a mixture of externally marked coursework, **RO65 and RO66**, and examination, **RO64**, each worth 50% of the final grade.

**How can I support my child's learning?**

Students can be supported with their learning through ensuring that they adhere to the deadlines set by the class teacher regarding out of class work on coursework. Encouraging wider reading around the subject will help students apply their learning to real world scenarios, a key element of the course. This can be done through reading quality broadsheet newspapers, BBC business site <https://www.bbc.co.uk/news/business> and other quality news resources.

## Computing

In years 10 and 11 the students who opt for computing study the OCR GCSE Computing (J277) specification. The GCSE is assessed by two external written exams at the end of Year 11, each worth 50% of the final grade. The focus of paper 1 is Computational systems and this content will be covered primarily in year 10 with paper 2 Computational thinking, algorithms, and programming key content in Year 11.

Students are also supported to develop their own programming skills throughout the course by progressing through a series of independent student led activities and challenges available from the google classroom.

Term	Topics
1	1.1 Systems Architecture 1.2 Memory 1.3 Storage
2	1.3 Storage 1.4 Wired and Wireless Networks
3	1.5 Network Topologies, Protocols and Layers 1.6 Systems Security
4	1.6 Systems Security 1.7 Systems Software
5	1.8 Ethical, Legal and Cultural Issues of Computing
6	2.1 Algorithms 2.2 Programming Techniques

### Assessment:

Formal assessment for accreditation is through 2 GCSE papers in Year 11, however students are consistently assessed for progress with end of topic tests at all stages of the course. These tests are summative in nature with a combination of peer and teacher marking with dedicated feedback and improvement time built in.

### How can I support my child's learning?

Students should be ensuring that they regularly undertake self-directed coding practice at home using the resources available to them on the class google drive, this should be done using [www.repl.it](http://www.repl.it).

Provision of revision guides are also available to all students through the class teacher.

Students should also be encouraged to ensure that they have a complete set of learning notes through catching up on any missed work by completing the activities in the classroom for that lesson.

Students should be encouraged to complete end of topic knowledge organisers and revision notes for each topic prior to their summative assessment.

# Humanities

**Assessment:** Students are assessed routinely as they complete exam units with opportunities in lessons to develop their understanding of exam success criteria. At the end of exam units students will typically complete a mock exam under timed conditions. Society & Culture is a non-examined subject.

**How can I support my child's learning?** Parents can support students by encouraging continual revision resourcing using revision guides and Seneca learning. Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes.

Term	Geography	History	Philosophy & Belief	Society & Culture
1	<b>Paper 1:</b> Challenges for an Urbanising World	<b>Paper 1:</b> Medicine in Britain c. 1250 to present day. <ul style="list-style-type: none"> <li>- Middle Ages: 1250-1500</li> <li>- Medical Renaissance: 1500-1700</li> <li>- Medicine in 18th &amp; 19th Centuries</li> <li>- Modern Medicine 1900+</li> </ul>	<b>Component 2 – Christianity Beliefs and Teachings:</b> The Nature of God; Creation; Jesus; Salvation; The after life	<b>Religion:</b> Fundamentalism vs. Moderatism. Christianity and atheism.
2	<b>Paper 2:</b> UK's evolving physical landscape			
3	<b>Paper 2:</b> Dynamic UK cities	<b>Paper 1:</b> The historic environment: The British sector of the Western Front, 1914-18: injuries, treatment & the trenches.	<b>Component 1 – Relationships:</b> marriage/families; Sexual Relationships; Issues of Equality; gender prejudice and discrimination <b>Life &amp; Death</b> The origin of the universe & world; The origin and value of human life; Religion & Science Beliefs about death & the after life; Abortion; Euthanasia	<b>Drugs:</b> Legalisation debate, consequences of drug use on individuals and communities.
4	<b>Paper 2:</b> Dynamic UK cities  <b>Paper 1:</b> Development Dynamics	<b>Paper 2:</b> Henry VIII and his ministers 1509-1540. <ul style="list-style-type: none"> <li>- Henry &amp; Wolsey</li> <li>- Henry &amp; Cromwell</li> <li>- The Reformation</li> </ul>		
5	<b>Paper 1:</b> Development Dynamics		<b>Component 3 – Buddhism Beliefs &amp; Teachings:</b> The Buddha; The Dhamma; The Four Noble Truths; The human personality; Human destiny and ethical teachings	<b>Politics:</b> political spectrum, the political parties and their principal policies. MPs and their job roles.
6	<b>Paper 2:</b> Fieldwork prep and field trip			

# Modern Foreign Languages

Date	TOPIC
September 4 weeks	Identity and culture > Me, my family and friends > Relationships with family and friends <b>ASSESSMENT</b> - Grammar test + Reading
October 4 weeks	Local, national, international and global areas of interest > Home, town, neighbourhood and region <b>ASSESSMENT</b> - Speaking + Translation task
November 4 weeks	Identity and culture > Free-time activities / Music / Cinema and TV / Food and eating out / Sport <b>ASSESSMENT</b> - Listening, reading, writing
December 3 weeks	Current and future study and employment > My studies <b>ASSESSMENT</b> - Writing task
January 4 weeks	Local, national, international and global areas of interest > Social issues > Healthy/ unhealthy living <b>ASSESSMENT</b> - Listening, reading, writing OR Speaking
February- March 5 weeks	Current and future study and employment > Life at school/ college <b>ASSESSMENT</b> - Speaking + Translation task OR Writing + listening
April 3 weeks	Current and future study and employment > Education post-16 <b>ASSESSMENT</b> - Listening, reading, writing
May 4 weeks	Identity and culture > Customs and festivals in French-speaking countries/ communities <b>ASSESSMENT</b> - Listening, reading, writing
June 4 weeks	Local, national, international and global areas of interest > Travel and tourism <b>ASSESSMENT</b> - Speaking + Writing task
SUMMER WORK	Identity and culture > Me, my family and friends > Marriage/ partnership <b>ASSESSMENT</b> - Speaking, Listening, reading, writing
July 2 weeks	REVISION - PAST PAPERS

# Performing Arts

## Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. During year 10 students will perform in a series of mini and fill mock exams. They will interleave written learning and have opportunities to evaluate live theatre.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are expected to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights.

Term	Topic
1	<b>Intro Drama and interdependence through scripted performance C2:</b> Skills and techniques through drama games and mini tasks to build confidence within the group. Two by Jim Cartwright. Monologues/Duologues from plays for C2 Performing Theatre ( <i>different time period and context</i> ).
2	<b>Introduction to practitioner's workshops:</b> Theatre language. Leading into devising. Stanislavski, Verbatim, Brecht, Black box theatre, Physical theatre Frantic Assembly. Leading into devising. Mini practical tasks to practically explore these practitioners.
3	<b>Mock C1; Performance and coursework:</b> Devised performance using stimulus from exam board. Coursework learning and practise; Perform, evaluate, portfolio. Written portfolio, evaluation to be completed. Mini tasks on practitioners to recap techniques/genres - Brecht, Stan, Frantic. Live theatre performance
4	<b>Devising C1 and Live theatre review C3:</b> Brecht, Stanislavski, Frantic assembly. Visit a theatre to watch a Live theatre performance. Guided booklets to support learning. Practise questions for revision practise.
5	<b>Set text C3: DNA.</b> Focused analysis, story, character as well as directing & staging ideas. Theatre review - notes and written.. Make notes and prep for written exam C3 Set text. perform scenes develop knowledge and understanding. Set written exam questions. Theatre Language. Writing notes with written evaluation exam mock C3 end of this term.
6	<b>Set text for C3 and Scripted performance C2:</b> Focus on analysis, story, character as well as directing & staging. Lighting, costumes, etc to be considered as well. Performance skills. Performance for audience. Evaluation.). On going logbooks to use as a revision guide for next year. Mini mock on devising - verbatim theatre with Brecht.

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Term	Topic
1	<b>Intro to the course. What is Musical theatre?</b> Expectations, standards outline of course structure: component breakdown. How you are examined in BTEC, requirements: research, logs, targets, film footage. Practical focused on a variety of genres / technique. Dancing, Singing, Acting workshops.
2	<b>Mini tasks; group and solo.</b> Choice musicals not set works. Weekly research tasks, choreography, singing, acting scenes, mini performances. Group work 3-7. Students are learning about performers and non performers roles to create their own pieces. Performance mock and logbook analysis.
3	<b>Introduction to Component 1.</b> Exploring the Performing Arts exam. Introduce three musicals: Rock Of Ages, Les Miserables, Chicago. Workshops and rehearsals. Audition workshop, dance and choreography workshops, singing workshops. Teacher led and student led. Focus songs picked by teacher.
4	<b>Component 1.</b> Exploring the Performing Arts. Focus on all 3 shows; Rock Of Ages Chicago, Les Miserables. Start logbook a and b; plus choice - creative vlog/blog/research folder-mood board. Focus songs picked by students.
5	<b>Complete Component 1 examination.</b> Controlled assessment C1; presentation and logbook a and b plus creative vlog/blog/research folder-mood board.
6	<b>Component 2 Mock performance.</b> 3 group numbers. ROA: Shadows of night/harden my heart Les Mis: Lovely Ladies. Chicago: Razzle Dazzle.



## Music

Term	Topic
1	<p><b>Course introduction</b></p> <p><b>Music theory:</b> stave notation, clefs, rhythm, note lengths, time signatures, simple and compound time signatures, structure, dynamics</p> <p><b>Listening: Popular Music</b> (Broadway 1950 - 1990, rock music of 60's/70's, film and computer game music 1990 onwards, pop music 1990 onwards)</p> <p><b>Preparation for mock solo performance</b></p>
2	<p><b>Music theory:</b> instruments and their families, identifying instruments, types of voice, texture</p> <p><b>Listening: Traditional Music</b> (Blues 1920-1950, fusion music, African music, Caribbean music, contemporary Latin music, contemporary British folk music)</p> <p><b>Preparation for mock ensemble performance</b></p>
3	<p><b>Music theory:</b> key signatures, scales, arpeggios, chords, tonality</p> <p><b>Listening: Western Classical Tradition 1650-1910</b> (Coronation anthems and oratorios of Handel, orchestra music of Haydn, Mozart and Beethoven, piano music of Chopin and Schumann, requiem of late Romantic period)</p> <p><b>Introducing composition: group tasks</b></p>
4	<p><b>Music theory:</b> intervals, cadences, rhythm and pitch dictation</p> <p><b>Listening: Western Classical Tradition Since 1910</b> (orchestral music of Copland, British music of Arnold, Britten, Maxwell-Davies and Tavener, orchestral music of Kodaly and Bartok, minimalist music of John Adams, Steve Reich, Terry Riley)</p> <p><b>Introducing composition: start work on free choice composition</b></p>
5	<p><b>Music theory:</b> how to follow a score, dealing with skeleton scores, structure</p> <p><b>Listening: Beatles study pieces;</b> <i>Lucy In The Sky With Diamonds</i>, <i>Within You Without You</i>, <i>With A Little Help From My Friends</i></p> <p><b>Introducing composition: continue to work on free choice composition</b></p>
6	<p><b>Music theory:</b> rhythm - syncopation, hemiola, augmentation, diminution, cross rhythm, polyrhythm, anacrusis</p> <p><b>Listening: Haydn Clock Symphony 2nd movt study piece</b></p> <p><b>Introducing composition: continue to work on free choice composition, score and programme note</b></p>



### **What else is on offer?**

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

### **What will students study in examination PE?**

At Key Stage 4 we follow the Pearson BTEC First Award in Sport. In Year 10 students will study:

#### **September - February: Fitness for Sport and Exercise (externally examined unit)**

Components of fitness

Exercise intensity

Principles of training

Training methods

Fitness testing

#### **February - July: Practical Sports Performance**

Rules, regulations and scoring systems in sport

Roles and responsibilities of officials in sport

Practical sports performance

Performance analysis