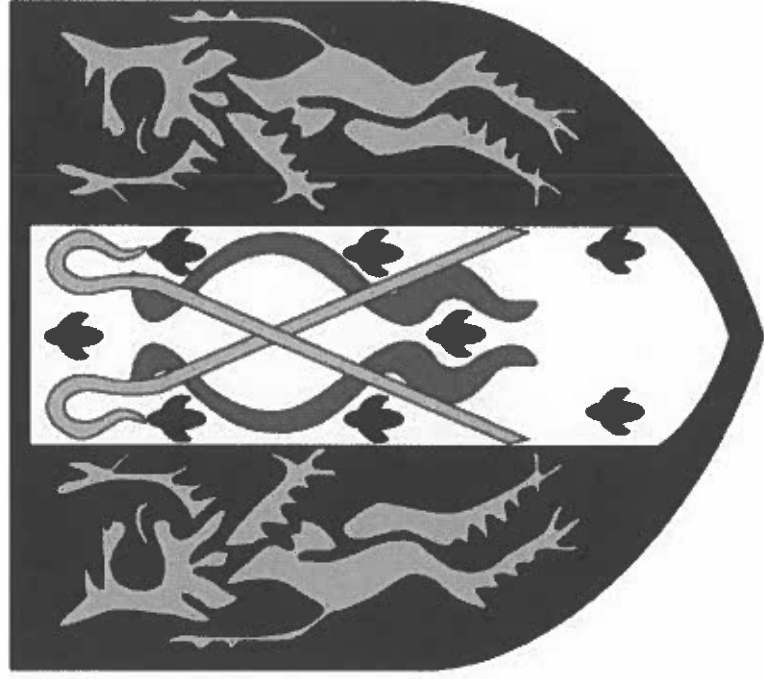


# Year 10 Knowledge Organiser

## Non EBACC – Booklet 2







RS

# Year 10 – HT 2 - AQA Religious Studies A – Christian Beliefs

## Summary- Position in the Curriculum

Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Throughout half term 2, Students study the beliefs, teachings of Christianity specified below and their basis in Christian sources of wisdom and authority. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant

		Key Words	
Ascension	Jesus returning to be with God in heaven after the crucifixion	Omnipotent	God's nature as all-powerful
Atonement	Making things better after sinning, asking for forgiveness from God	Original Sin	The built-in tendency to do wrong which comes from Eve's disobedience
Benevolent	God's nature as all-loving	Resurrection	Jesus returning from the dead after he was crucified
Crucifixion	Jesus' execution by the Romans on the cross	Salvation	Being saved from sin and given eternal life in heaven by God
Incarnation	God becoming flesh in the form of Jesus Christ	Sin	Any thought or action which goes against God's will
Just	God's nature as fair	Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit
		Assessment Questions	
<p><b>Nature of God</b></p> 	<ul style="list-style-type: none"> <li>- Christians believe in one God who is the creator and the sustainer of all that exists</li> <li>- God is omnipotent which means they are almighty and have unlimited power</li> <li>- God is benevolent which means they are all-loving and all-good</li> <li>- God is just which means they are a perfect and fair judge</li> <li>- The Problem of Suffering asks: if God is all these things why do they allow bad things to happen to good and innocent people?</li> <li>- Christians believe God is three persons in one. This idea is called the Trinity.</li> <li>- Each person of the Trinity is fully God but the three persons of the Trinity are not the same.</li> <li>- The Father is the creator of all life</li> <li>- The Son is Jesus Christ who is both fully human and fully God</li> <li>- The Holy Spirit is the unseen power of God at work in the world, especially answering prayers</li> <li>- "We believe in one God, Father, Son and Holy Spirit" – The Nicene Creed</li> </ul>	<p>Explain two beliefs about the nature of God. [4]</p>	<p>Explain two Christian views about the trinity. [4]</p>
<p><b>Incarnation and Crucifixion</b></p> 	<p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>- Christians believe that God was incarnated (born) in human form as Jesus Christ</li> <li>- Mary was impregnated by the Holy Spirit and gave birth as a virgin – for Christians this is proof of Jesus' status as the son of God</li> <li>- Christmas is the festival that celebrates the incarnation</li> <li>- "The word became flesh" – John 1:14</li> </ul> <p><b>Crucifixion</b></p> <ul style="list-style-type: none"> <li>- Jesus travelled to Jerusalem to preach and he was sentenced to death by Pontius Pilate</li> <li>- Jesus was then nailed to a cross where he died.</li> <li>- In his last moments Jesus was able to forgive those who were killing him showing Christians how important forgiveness is</li> <li>- This event is remembered on Good Friday</li> <li>- "Forgive them father, they know not what they do" – Luke 23:34</li> </ul>	<p>Explain two beliefs about Jesus's incarnation. [5]</p> <p>Explain two contrasting views about the crucifixion. [5]</p>	<p>Explain two Christian views about the trinity. [4]</p>
<p><b>Resurrection and Ascension</b></p> 	<p><b>Resurrection</b></p> <ul style="list-style-type: none"> <li>- After Jesus was dead and buried Christians believe he rose from the dead – this is the resurrection</li> <li>- Early on the Sunday three women visited his tomb expecting to find his body but it was not there</li> <li>- After his resurrection Jesus appeared to his disciples and told them to spread the word of him</li> <li>- This event is celebrated on Easter Sunday</li> <li>- "He is risen" – Christians say this to each other on Easter Sunday</li> </ul> <p><b>Ascension</b></p> <ul style="list-style-type: none"> <li>- Forty days after he rose from the dead Jesus ascended (went up) into heaven</li> </ul>	<p>Explain the importance of resurrection for Christians. [4]</p>	<p>Explain how ascension influences Christians today. [5]</p>
<p><b>Sin and Salvation</b></p> 	<ul style="list-style-type: none"> <li>- Christians believe you are judged after you die (see Religion and Life) and how well or badly you have lived and treated others decides if you go to heaven or hell</li> <li>- Sin is any action or thought that goes against God's will, Christians can look in the Bible for advice on what is a sin e.g. murder (you shall not kill) and adultery (cheating, you shall not commit adultery)</li> <li>- God gave humans free will but they should use that freedom to make good choices and not sin</li> <li>- Salvation is the idea that Jesus's crucifixion saves human beings from eternal damnation</li> <li>- The death of Jesus made up for original sin – the idea that we were all damned by Eve's choice to disobey God – it allows us to atone for sins and reach eternal life in heaven</li> </ul>	<p>Explain two beliefs about salvation. [4]</p>	<p>Explain two beliefs about salvation. [4]</p>

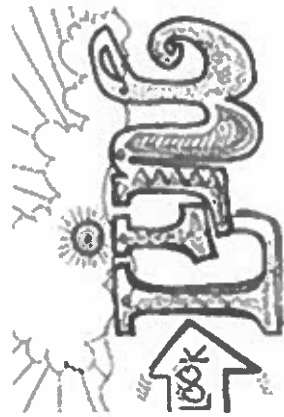
# Visual Arts

## GCSE Art & Design - Year 10 Half Term 1

### Summary - Position in the Curriculum

Key Stage 4 students begin their GCSE journey of study with an IN-DEPTH EXPLORATION of ADVANCED DRAWING skills and techniques. Students will recap the key FOUNDATIONAL ELEMENTS of ART and study key PROCESSES.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>LINE</b>	A CONTINUOUS MARK left by moving an ART MEDIUM across a surface.	A LINE can take many forms e.g. straight, curved, jagged, rough, hatched. A LINE can show TEXTURES, CONTOURS, MOVEMENT, FEELING, EXPRESSIONS. LINES are also used to DEFINE the SHAPE of an object. Artists use LINE when MARK-MAKING to show TEXTURES.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
<b>TEXTURE</b>	Used by artists to show how something might feel, what it is made of.	TEXTURE is created using MARK-MAKING, which is also often connected to the ELEMENT of LINE. This is also called IMPLIED TEXTURE. TEXTURES can be made using every art MEDIUM.	COMPLETE 3 10-minute observational drawings in graphite.
<b>SHAPE</b>	An area enclosed by a LINE.	Artists create SHAPES to represent objects on a two-dimensional surface. SHAPES can also be used in PATTERN & DESIGN, or even creating ABSTRACT images. Photographers look for SHAPES to create interesting COMPOSITIONS.	COMPLETE 3 10-minute drawings using continuous line.
<b>FORM</b>	A SHAPE created to look THREE DIMENSIONAL.	A square becomes a cube. A triangle becomes a pyramid. A circle becomes a sphere. FORM creates the ILLUSION of 3D DEPTH. SCULPTURE and 3D DESIGN are also about creating FORMS.	COMPLETE outstanding work in sketchbook as directed by subject teacher.
<b>SPACE</b>	A FEELING of DEPTH and controlling TWO or THREE DIMENSIONALITY.	Artists use a range of techniques to IMPLY SPACE in their work, such as PERSPECTIVE, OVERLAPPING SHAPES and TONAL VALUE VARIATION. The area around the PRIMARY OBJECTS in a work of art is known as NEGATIVE SPACE, while the SPACE occupied by the PRIMARY OBJECTS is known as POSITIVE SPACE.	COMPLETE sketchbook annotations.
<b>PATTERN</b>	A DESIGN that is created by repeating LINES, SHAPES, TONES or COLOURS.	PATTERNS can be created by people, such as a DESIGN on fabric for fashion, or natural such as markings on animal skins and petals on a flower.	RESEARCH how artists use the ELEMENTS of ART: <a href="https://www.youtube.com/@KQEDArtSchool">https://www.youtube.com/@KQEDArtSchool</a>
<b>TONAL VALUES</b>	The lightness or darkness of a SHADE or COLOUR.	TONAL VALUES work on a SCALE ranging from light to dark. Using the full TONAL RANGE will allow you to show SURFACES, SHADOWS, HIGHLIGHTS AND CONTRASTS, giving DEPTH and 3D FORM to your work.	'Expectational' students utilise school resources through invention time.
<b>COLOUR</b>	PIGMENTS and applied through a RANGE of MEDIUMS such as PAINT, PASTEL, CHALK, PENCIL, INKS, and DYES.	COLOUR can be used FAITHFULLY to show REALISM, EXPRESSIVELY to show EMOTION, or used in an ABSTRACT way. Artists use the COLOUR WHEEL to decide on which COLOURS to use in their work. Controlling COLOURED PIGMENTS is essential to creating quality artworks.	'Exceptional' students visit galleries and museums to inform their ideas and projects.
<b>COMPOSITION</b>	The ARRANGEMENT of the SHAPES and OBJECTS in your picture.	There are several theories of COMPOSITION, which help artists to create images that are pleasing to the eye. "Composition is the art of arranging in a decorative manner the diverse elements at the painter's command to express his feelings." - Henri Matisse in "Notes of a Painter."	'Exceptional' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr).



# SHAPE



# PATTERN

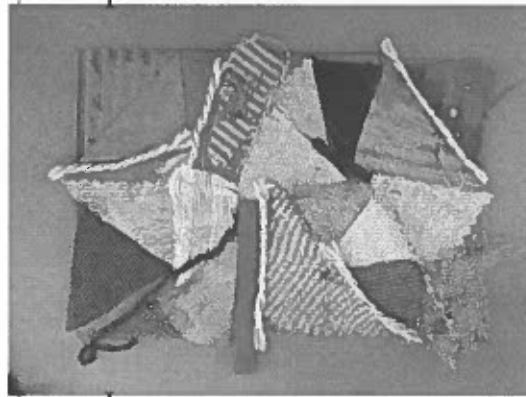


## GCSE Art & Design - Year 10 Half Term 2

### Summary - Position in the Curriculum

Key Stage 4 students begin their GCSE journey of study with an IN-DEPTH EXPLORATION of ADVANCED DRAWING skills and techniques. Students will recap the key FOUNDATIONAL ELEMENTS of ART and study key PROCESSES.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
<b>COLLAGE</b>	COLLAGE describes both the <b>TECHNIQUE</b> and the resulting work of art in which pieces of paper, photographs, fabric are <b>ARRANGED</b> and <b>STUCK DOWN</b> onto a <b>SUPPORTING SURFACE</b> .	There are different types of <b>COLLAGES</b> in Art: <b>PAPER Collages</b> . These are images created with cut out shapes; <b>DIGITAL Collages</b> . This kind is made using computers; <b>MIXED MEDIA Collages</b> . These use a <b>RANGE</b> of different <b>ELEMENTS</b> ; <b>PHOTOMONTAGE Collages</b> . These use <b>PHOTOS</b> as the main <b>ELEMENT</b> .	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
<b>SCREEN PRINTING</b>	The <b>TECHNIQUE</b> of creating a <b>PICTURE</b> or <b>PATTERN</b> by forcing <b>INK</b> on to a surface through a <b>SCREEN</b> of fine <b>MATERIAL</b> .	<b>SCREEN PRINTING</b> is the process of <b>TRANSFERRING</b> a <b>STENCILLED DESIGN</b> onto a <b>flat SURFACE</b> using a mesh screen, ink and a squeegee. Fabric and paper are the most commonly screen-printed surfaces, but with specialised inks it's also possible to print onto wood, metal, plastic, and even glass.	1. <b>RESEARCH</b> the process of <b>Mono printing</b> .
<b>MONO PRINTING</b>	A form of <b>PRINTMAKING</b> where the <b>IMAGE</b> can only be made <b>ONCE</b> .	A <b>MONOPRINT</b> is a form of printmaking in which an <b>IMAGE</b> is made from a smooth surface or 'PLATE' coated in <b>PRINTING INK</b> such as a <b>SHEET</b> of glass or metal.	2. <b>PRODUCE</b> a step-by-step guide in PowerPoint on 'How to Monoprint'.
<b>COLLAGRAPH PRINTING</b>	A <b>COLLAGRAPH</b> is essentially a <b>COLLAGE</b> of <b>MATERIALS</b> of various <b>TEXTURES</b> <b>GLUED</b> on to a <b>PRINTING PLATE</b> , often a thin wood or cardboard.	<b>COLLAGRAPHY</b> is a really versatile <b>PRINTING PROCESS</b> in which a <b>TEXTURED PLATE</b> is inked up and put through a <b>PRESS</b> . Different textures hold varying amounts of ink and print different tones. Anything with a <b>LOW RELIEF</b> texture can be stuck down and used: wallpaper, leaves, fabrics, tapes and threads etc.	3. <b>COMPLETE</b> outstanding work in sketchbook as directed by subject teacher.
			4. <b>COLLECT</b> newspapers and magazines for collage workshop.
			5. <b>COMPLETE</b> sketchbook annotations.
			'Exceptional' students utilise school resources through invention time.
			'Exceptional' students visit galleries and museums to inform their ideas and projects.
			'Exceptional' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr)



## GCSE Art & Design - Year 10 Half Term 3

### Summary - Position in the Curriculum

In the second term of Year 10, students begin a SUSTAINED PROJECT which will contribute to their GCSE COMPONENT 1 portfolio. Students will develop MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCE in their knowledge and understanding of artistic sources. Students will begin to REFINEMENT work, EXPLORING and EXPERIMENTING with a range of MEDIA and MATERIALS, TECHNIQUES and PROCESSES.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>INVESTIGATION</b>	ANALYSE artists' and designers' work to DISCOVER IDEAS, TECHNIQUES, emotions, multiple perspectives, and MEANING.	Artist / designer INVESTIGATIONS should be PURPOSEFUL and INFORM your own IDEAS and PROJECT. Refer to the WHAT, HOW, WHY framework below to see the questions you should be answering when analysing artists and designers.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
<b>REFINE</b>	REFINEMENT is the IMPROVEMENT of the IDEA. It does not involve radical changes, but is about making small changes which IMPROVE the IDEA in some way. How this might be done:	<ul style="list-style-type: none"> <li>• FINE-TUNING a TECHNIQUE or an aspect of the COMPOSITION.</li> <li>• TWEAKING the positioning of a subject to make the COMPOSITION more balanced, or to create more tension, as appropriate.</li> <li>• VARIATION of a technique - e.g. trying oil pastel rather than painting to achieve an expressive style</li> <li>• ADAPTATION of the idea - e.g. including some detail in the foreground of a landscape to add more depth and distance</li> </ul>	1. PRINT HIGH QUALITY COLOUR images of your chosen artist's work.
<b>OBSERVATION</b>	OBSERVATIONAL art is to draw or paint a subject as ACCURATELY as possible. The SUBJECT may be a still life, figure model, portrait or landscape and the image must be created from REAL LIFE rather than a photograph or the artist's imagination.	When creating an OBSERVATIONAL piece of work refer back to your KS3 knowledge and select the techniques you think will work best. Consider different ways you have been taught to draw, paint and take photographs. For example, gridded drawing, drawing by shapes, colour mixing, mother colour and rule of thirds.	2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen artist.
<b>ANNOTATION</b>	An ANNOTATION is a NOTE, DIAGRAM or COMMENT added to text, drawing or photograph to provide EXPLANATION or CRITICISM about a particular part of it.	Ensure you ANNOTATE everything in your SKETCHBOOK clearly, for example, if you TEST one of your IDEAS, ANNOTATE what went well, what you would improve and your next steps.	3. COMPLETE outstanding work in sketchbook as directed by subject teacher.
How to purposefully write about artist's work.  Divide into three key paragraphs, WHAT, HOW & WHY.	How to annotate: <b>WHAT</b>	<ul style="list-style-type: none"> <li>• INTRODUCE the artist and the artwork. What is the TITLE?</li> <li>• DESCRIBE what you can see in artwork? (Visual Elements: Line, Tone, Form, Pattern, Texture, Shape, Colour)</li> <li>• WHAT is the SUBJECT matter? (Natural form, self-portrait, landscape etc.)</li> <li>• WHAT was happening in the world or their personal lives during this time (art, politics, life), how might that have INFLUENCED their work?</li> <li>• WHAT THEMES did the artist explore?</li> <li>• WHAT are your initial OBSERVATIONS/ FEELINGS/ THOUGHTS about the work?</li> </ul>	4. COMPLETE sketchbook annotations.
Then finish your analysis with a small CONCLUSION	How to annotate: <b>HOW</b>	<ul style="list-style-type: none"> <li>• HOW has the artwork been CREATED?</li> <li>• HOW has the artist used MATERIALS/PROCESSES?</li> <li>• HOW has the artist used SCALE? E.g., is it a large-scale painting and would it be as impactful if it were smaller?</li> <li>• HOW has the artwork been PRESENTED? E.g., in a gallery or open space.</li> <li>• HOW was work PERCEIVED when it was created?</li> </ul>	5. SELECT a piece of art that you have created and write a poem about it.

giving your own OPINIONS on the work and how it might INFLUENCE your IDEAS moving forward.

**How to annotate: WHY**

- WHY has the artist made it?
- WHAT is the CONCEPT/ idea behind the work?
- Why do you think the artist has made it? Remember to JUSTIFY your opinion with your own ideas but also RESEARCH. READ reviews by other people and interviews with the artist about the work.
- WHY do you like/dislike it? How does it link to your work?
- HOW could you make a PRACTICAL RESPONSE to the artwork? What IDEAS do you now have?

'EXCEPTIONAL' students utilise school resources through intervention time. 'EXCEPTIONAL' students visit galleries and museums to inform their ideas and projects. 'EXCEPTIONAL' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr)



Artist analysis plus drawing / painting studies to master techniques of artists - Developing own ideas from research - Ideas and inspiration are clearly labelled alongside drawings testing their idea.



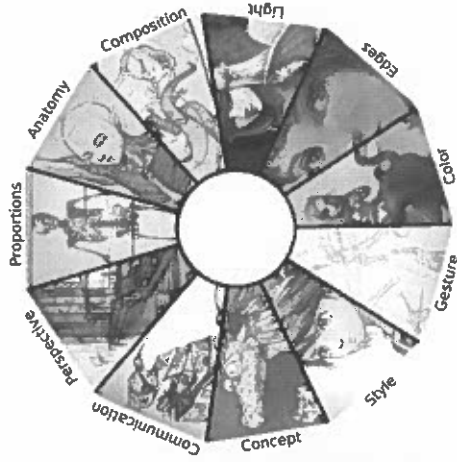
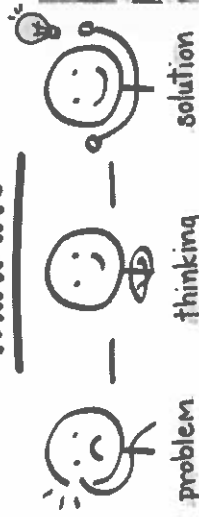
## GCSE Art & Design - Year 10 Half Term 4

### Summary - Position in the Curriculum

In the second term of Year 10, students begin a SUSTAINED PROJECT which will contribute to their GCSE COMPONENT 1 portfolio, worth 60% of their grade. Students will develop MEANINGFUL IDEAS through INVESTIGATIONS and EVIDENCE their knowledge and understanding of artistic sources. Students will begin to REFINE work, EXPLORING and EXPERIMENTING with a range of MEDIA and MATERIALS, TECHNIQUES and PROCESSES. To achieve meaningful projects familiarise yourself with the AQA MARKING CRITERIA of MINIMAL to EXCEPTIONAL students.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>CRITICAL</b>	The term CRITICAL comes from the Greek word 'KRITIKOS' meaning "able to JUDGE or DISCERN".	CRITICAL THINKING is a kind of thinking in which you QUESTION, ANALYSE, INTERPRET, EVALUATE and make a JUDGEMENT about what you read, hear, say, or write.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
<b>SKILFULLY</b>	Having the TRAINING, KNOWLEDGE, and EXPERIENCE that is needed to do something well.	FOCUS on FUNDAMENTALS: OBSERVATION, PROPORTION, ANATOMY, PERSPECTIVE and SHADING. EXPERIMENT with different MEDIUMS: EXPLORING new MEDIUMS allows you to DISCOVER which ones you ENJOY and helps you DEVELOP a VERSATILE SKILL set.	1. PRINT HIGH QUALITY COLOUR images of your chosen artist's work.
<b>MEDIA</b>	Arts MEDIA are the MATERIALS and TOOLS used by an artist, COMPOSER or DESIGNER to CREATE a work of ART.	MEDIA can include paint or inks, sculpting materials, fabric and glass.	2. WRITE a draft 'WHAT, HOW, WHY?' on your chosen artist.
<b>TECHNIQUE</b>	Art TECHNIQUES refer to various METHODS used by artists to CREATE their artworks.	TECHNIQUE is important in an artwork for a number of reasons. First and foremost, it is necessary to have a FOUNDATION in which to BUILD upon. Without a STRONG TECHNICAL FOUNDATION, the artist's FINAL PRODUCT may be lacking in QUALITY. Second, good TECHNIQUE can help an artist CREATE more REALISTIC images.	3. COMPLETE outstanding work in sketchbook as directed by subject teacher.
<b>INTENTION</b>	An INTENTION is IDEA that you plan (or INTEND) to carry out.	ARTISTIC INTENTION or MOTIVATION ultimately determines the END PRODUCT that we consider as ARTWORK.	4. COMPLETE sketchbook annotations.

### CRITICAL THINKING



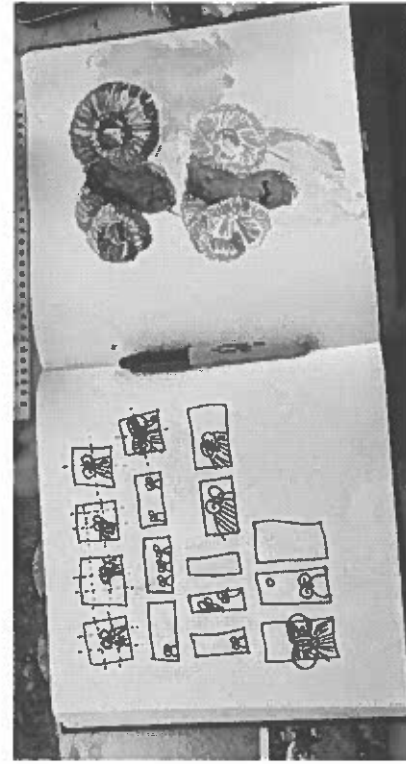
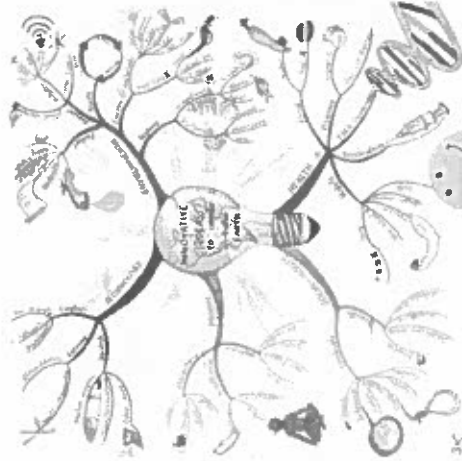
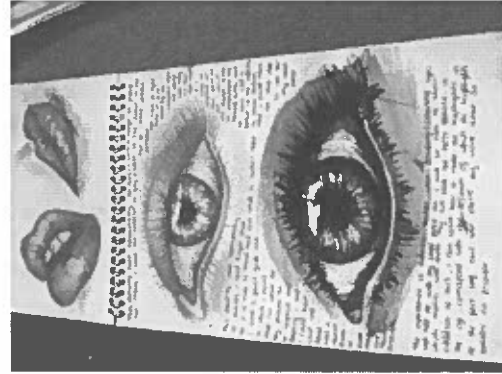
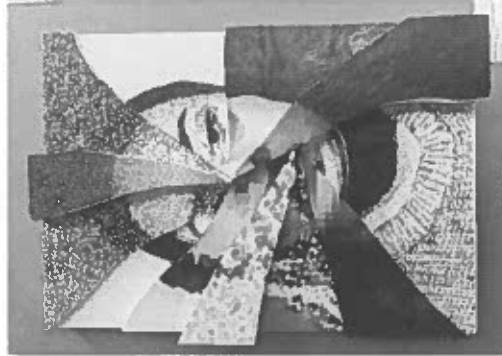
5. SELECT a piece of art that you have created and write a poem about it.
- 'EXCEPTIONAL' students utilise school resources through invention time. 'EXCEPTIONAL' students visit galleries and museums to inform their ideas and projects.
- 'EXCEPTIONAL' students are self-aware and independent. Each week you should be reflecting on what needs to be completed in your portfolio (1hr)

## GCSE Art & Design - Year 10 Half Term 5

### Summary - Position in the Curriculum

In the third term of Year 10, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. Students continue to REFINE and EXPERIMENT their PORTFOLIO, as appropriate. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
<ul style="list-style-type: none"> <li>• Random, disconnected, lacks relevance.</li> <li>• Limited analysis.</li> <li>• Brief or lacking investigation.</li> <li>• Lacks experimentation.</li> <li>• Rudimentary skills.</li> <li>• Lacks coherence.</li> <li>• Arbitrary.</li> <li>• Lacking any sense of purpose.</li> <li>• Insignificant and minimal choices.</li> <li>• Dependent on copying.</li> <li>• Haphazard and disorganised.</li> <li>• Fragmented, disconnected.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, brief references.</li> <li>• Beginnings of purpose.</li> <li>• cursory analysis.</li> <li>• A sense of intention.</li> <li>• Attempts at selection.</li> <li>• Uncomplicated insights and ideas.</li> <li>• Fundamental skills.</li> <li>• Brief journeys.</li> <li>• Lacking in analysis, awareness and insight.</li> <li>• The beginnings of a personal response.</li> <li>• Moving towards understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Variable depth of understanding.</li> <li>• Derivative, imitative responses.</li> <li>• Sources provide basic inspiration.</li> <li>• Sometimes superficial.</li> <li>• Emerging, growing capacity.</li> <li>• Variable standard of creativity and independence.</li> <li>• Perhaps repetition of ideas and process.</li> <li>• Safe, uncomplicated.</li> <li>• Developing sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate, relevant and informed.</li> <li>• Purposeful investigation of sources and process.</li> <li>• Little or no variation in standard.</li> <li>• Recognition of value and increasing understanding.</li> <li>• Informed refinement.</li> <li>• Increasing confidence.</li> <li>• Well defined intentions.</li> <li>• Increasingly personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently inquisitive.</li> <li>• Independent exploration.</li> <li>• In depth investigation.</li> <li>• Insightful, informed analysis.</li> <li>• Increasing confidence.</li> <li>• Willingness to take risks.</li> <li>• Sustained reflection.</li> <li>• Increasing clarity of purpose.</li> <li>• Overall depth of understanding and application.</li> <li>• A synthesis of ideas and production qualities.</li> <li>• Strong realisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Highly discriminating, rich and rigorous ideas and process.</li> <li>• Thorough enquiry.</li> <li>• Confident and self-assertive.</li> <li>• Mature.</li> <li>• Self-aware.</li> <li>• Well informed analysis leading to well informed realisation.</li> <li>• Sophisticated abilities and reflection.</li> <li>• Perceptive.</li> <li>• Discerning.</li> <li>• Astute.</li> <li>• Clear and coherent intentions.</li> <li>• Genuine creativity and discovery.</li> </ul>
<p><b>GCSE LEVEL 1</b></p> <p>Revision and self-study activities are → . Choose 1 per week to practice techniques and improve your skill levels.</p>	<p><b>GCSE LEVEL 2</b></p> <p>1. REFINE work by exploring and extending your creative responses to your research.</p>	<p><b>GCSE LEVEL 3</b></p> <p>2. EXPERIMENT with a different drawing material that you haven't tried before.</p>	<p><b>GCSE LEVEL 4-6</b></p> <p>3. CREATE a MIND MAP of your THOUGHTS and FEELINGS on your PERSONAL THEME.</p>	<p><b>GCSE LEVEL 7-9</b></p> <p>4. PHOTOGRAPH your work at 5 different stages, to show the PROCESS.</p>	<p><b>GCSE LEVEL 9</b></p> <p>5. EXPERIMENT with 3 different COMPOSITIONS for your FINAL OUTCOMES.</p>



## GCSE Art & Design - Year 10 Half Term 6

### Summary - Position in the Curriculum

In the third term of Year 10, students build on their COMPONENT 1 PORTFOLIO, by RECORDING their ideas, observations and DOCUMENTING their INTENTIONS. This final half term of Year 10 is focused on preparation for a FORMAL ASSESSMENT in SUPERVISED TIME. Students will produce FINAL OUTCOMES in EXAM CONDITIONS, which must REALISE INTENTIONS from their INVESTIGATIONS and EXPERIMENTATIONS. Students must understand and REFLECT upon the EXAM BOARD MARK BAND CHARACTERISTICS below, ensuring their work is at least CONSISTENT or HIGHLY DEVELOPED and ABOVE.

MINIMAL	SOME	MODERATE	CONSISTENT	HIGHLY DEVELOPED	EXCEPTIONAL
<ul style="list-style-type: none"> <li>• Random, disconnected, lacks relevance.</li> <li>• Limited analysis.</li> <li>• Brief or lacking investigation.</li> <li>• Lacks experimentation.</li> <li>• Rudimentary skills.</li> <li>• Lacks coherence.</li> <li>• Arbitrary.</li> <li>• Lacking any sense of purpose.</li> <li>• Insignificant and minimal choices.</li> <li>• Dependent on copying.</li> <li>• Haphazard and disorganised.</li> <li>• Fragmented, disconnected.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, brief references.</li> <li>• Beginnings of purpose.</li> <li>• cursory analysis.</li> <li>• A sense of intention.</li> <li>• Attempts at selection.</li> <li>• Uncomplicated insights and ideas.</li> <li>• Fundamental skills.</li> <li>• Brief journeys.</li> <li>• Lacking in analysis, awareness and insight.</li> <li>• The beginnings of a personal response.</li> <li>• Moving towards understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Variable depth of understanding.</li> <li>• Derivative, imitative responses.</li> <li>• Sources provide basic inspiration.</li> <li>• Sometimes superficial.</li> <li>• Emerging, growing capacity.</li> <li>• Variable standard of creativity and independence.</li> <li>• Perhaps repetition of ideas and process.</li> <li>• Safe, uncomplicated.</li> <li>• Developing sense of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate, relevant and informed.</li> <li>• Purposeful investigation of sources and process.</li> <li>• Little or no variation in standard.</li> <li>• Recognition of value and increasing understanding.</li> <li>• Informed refinement.</li> <li>• Increasing confidence.</li> <li>• Well defined intentions.</li> <li>• Increasingly personal responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently inquisitive.</li> <li>• Independent exploration.</li> <li>• In depth investigation.</li> <li>• Insightful, informed analysis.</li> <li>• Increasing confidence.</li> <li>• Willingness to take risks.</li> <li>• Sustained reflection.</li> <li>• Increasing clarity of purpose.</li> <li>• Overall depth of understanding and application.</li> <li>• A synthesis of ideas and production qualities.</li> <li>• Strong realisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Highly discriminating, rich and rigorous ideas and process.</li> <li>• Thorough enquiry.</li> <li>• Confident and self-assertive.</li> <li>• Mature.</li> <li>• Self-aware.</li> <li>• Well informed analysis leading to well informed realisation.</li> <li>• Sophisticated abilities and reflection.</li> <li>• Perceptive.</li> <li>• Discerning.</li> <li>• Astute.</li> <li>• Clear and coherent intentions.</li> <li>• Genuine creativity and discovery.</li> </ul>
GCSE LEVEL 1	GCSE LEVEL 2	GCSE LEVEL 3	GCSE LEVEL 4-6	GCSE LEVEL 7-9	GCSE LEVEL 9
<p>Revision and self-study activities are → . Choose 1 per week to practice techniques and improve your skill levels.</p>	<p>1. PLAN your OUTCOME using at least 2 pages in your SKETCHBOOK.</p>	<p>2. TEST the MEDIA you are going to use in SUPERVISED TIME.</p>	<p>3. PREPARE the final COMPOSITION or MODEL e.g. SKETCH out OUTLINES/ PREPARE MATERIALS.</p>	<p>4. PHOTOGRAPH the STEPS of DEVELOPMENT before the SUPERVISED TIME and DOCUMENT.</p>	<p>5. ENSURE all work in your SKETCHBOOK is COMPLETED and ANNOTATED.</p>

**A01**  
EXPLORE  
ANIMATE  
TO LINK A  
THEME  
TO YOUR CHOSEN ARTISTS WORK  
WRITTEN ANALYSIS  
LINK ARTISTS WORK TO  
IDEAS AND ARTWORK

**A02**  
EXPERIMENT  
WITH A  
LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES  
TEXTILES OF MEDIA  
CLAY  
MIXED MEDIA  
PHOTOGRAPHY  
OIL PASTEL PEN AND INK

**A03**  
IDEAS LINKING TO  
ARTISTS WORK  
ALL ARTWORK  
LINKING TOGETHER  
PLANS DESIGNERS  
IN A RANGE OF  
DIFFERENT MEDIA

**IDEAS**  
OBSERVATIONAL  
DRAWINGS  
PLANS  
EXPLANATIONS  
ANNOTATION

**A04**  
FINAL  
MEANINGFUL PIECE OF WORK  
INFORMED SHOW UNDERSTANDING  
RESPONSE  
LINK BETWEEN TO ARTISTS WORK  
VISUALS AND ARTISTS  
PRESENTATION RELEVANT

# GCSE PHOTOGRAPHY - Year 10 Half Term 1

## Summary - Position in the Curriculum

Although students may have some experience with photographic techniques from KS3, this first term focuses on an in-depth exploration of: the knowledge and understanding of the scientific and artistic principles of photography; understanding and application of good image making skills and techniques; understanding and application of critical research and investigation skills and techniques.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>PHOTOGRAPHY</b>	"PHOTOS" is the Greek ROOT WORD for LIGHT. "GRAPH" is the Greek ROOT WORD for DRAW. "PHOTOGRAPHY" means "DRAWING WITH LIGHT".	Without LIGHT there is no photography. Light is focused through a LENS and recorded on acetate film or digital light sensor. The photographer uses a range of camera settings and techniques to control how much light enters the camera and is recorded.	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
<b>CAMERA</b>	CHAMBER or ROOM in LATIN.	The first CAMERAS were called CAMERAS OBSCURA, meaning DARK ROOM or CHAMBER in LATIN. These were used by artists to capture an image of the world as close to reality as can be.	1. REVISE the definitions and spelling of the terminology listed here. You will be tested on this knowledge.
<b>APERTURE</b>	The opening within the camera through which light passes.	The photographer can control the aperture size and therefore how much light enters the camera and is recorded. The larger the APERTURE the more light that passes through, and vice versa. APERTURE size also determines DEPTH OF FIELD.	2. CREATE a COLLAGE of found images in the range of GENRES listed here.
<b>DEPTH OF FIELD</b>	The area within the image frame that is in acceptable focus.	Photographs where everything is in focus is created with a WIDE DEPTH OF FIELD, whereas photographs with foreground and/or background BLUR is created with a SHALLOW DEPTH OF FIELD. Photographers control DEPTH OF FIELD using the APERTURE.	3. RESEARCH the famous photographer Henri Cartier-Bresson and explain the phrase: "The Decisive Moment".
<b>GENRE</b>	The overall area of work or STYLE an artist or photographer works in.	Genres include: PORTRAITURE; STILL LIFE; LANDSCAPE; REPORTAGE; ILLUSTRATION; FASHION; STREET PHOTOGRAPHY.	4. Create two photographic PORTRAITS with a WIDE & SHALLOW DEPTH OF FIELDS.

5. Take 3 different photographs in 3 different GENRES.

## GCSE PHOTOGRAPHY - Year 10 Half Term 2

### Summary - Position in the Curriculum

Although students may have some experience with photographic techniques from KS3, this first term focuses on an in-depth exploration of: the knowledge and understanding of the scientific and artistic principles of photography; understanding and application of good image making skills and techniques; understanding and application of critical research and investigation skills and techniques.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>SUBJECT MATTER</b>	The OBJECT, GROUP, AREA that you are taking a photograph of.	Your SUBJECT MATTER depends on which GENRE of photography you are working in. For example, in STILL LIFE photography, your SUBJECT MATTER is OBJECTS, in PORTRAITURE your subject matter is PEOPLE.	Revision and self-study activities are below.
<b>COMPOSITION</b>	The ARRANGEMENT of the SHAPES and OBJECTS in the FRAME of the IMAGE.	Understanding COMPOSITIONAL techniques is essential to GOOD IMAGE MAKING. Using the full range of techniques taught is crucial to secure a CONSISTENT level of work and beyond.	Choose 1 per week to practice techniques and improve your skill levels.
<b>RULE OF THIRDS</b>	Using a 3x3 grid to correctly place key ELEMENTS of your IMAGE.	This technique is used in the majority of IMAGE MAKING, including painting and drawing. Placing the KEY ELEMENTS along grids lines and on INTERSECTION points is important to draw the eye towards them.	1. REVISE the definitions and spelling of the terminology listed here. You will be tested on this knowledge. 2. CREATE a COLLAGE of images that use the RULE of THIRDS.
<b>FRAMING</b>	The correct EMPHASIS of the main SUBJECT MATTER of your IMAGE.	There are many FRAMING techniques, such as: using LIGHT and TONE; shooting THROUGH OBJECTS; using REFLECTIONS; shooting through a CROWD; using COLOUR SPLASH; using NEGATIVE SPACE; BACKGROUND BLUR.	3. RESEARCH the photographer David Levene and analyse two of his images that use FRAMING.
<b>LEADING LINES</b>	Using natural LINES and EDGES to direct the VIEWER through the IMAGE.	As a photographer, you can guide the viewer's GAZE in, out, through and around your IMAGE, or towards important ELEMENTS, using LEADING LINES.	4. Create a series of photographs exploring the technique of using LEADING LINES.
<b>FILLING THE FRAME</b>	Shooting CLOSE UP to your SUBJECT so as to FILL every area of the IMAGE, leaving no BACKGROUND.		5. Use the FILLING the FRAME technique to shoot 5 different types of TEXTURES.

RESEARCH: <https://www.theguardian.com/artanddesign/gallery/2012/sep/11/photography-framing-subject>

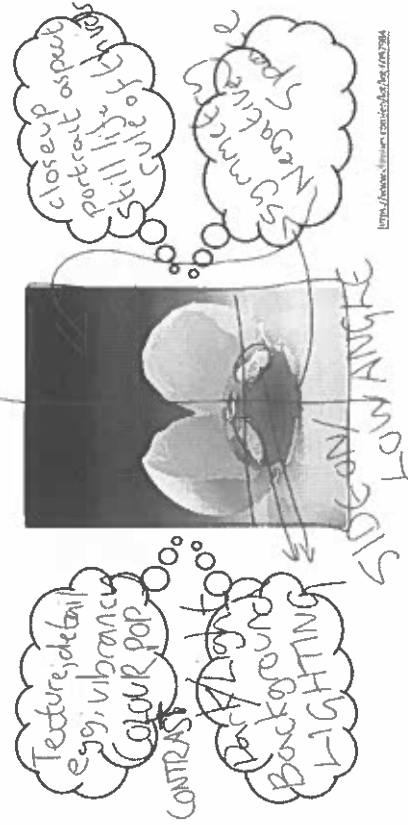


← 2 thirds street / 1 third city; symmetry/ asymmetry; leading lines in one point perspective; framing using reflection



Visual Arts Department - GCSE Photography

**Learning Outcome AO1 Research & Investigation:** To demonstrate my understanding of the important ELEMENTS in STILL LIFE photography by ANALYSING an IMAGE.



<https://www.youtube.com/watch?v=6787984>

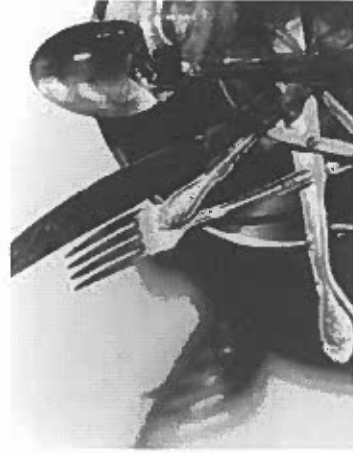
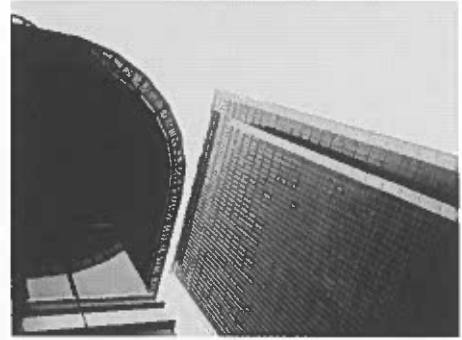
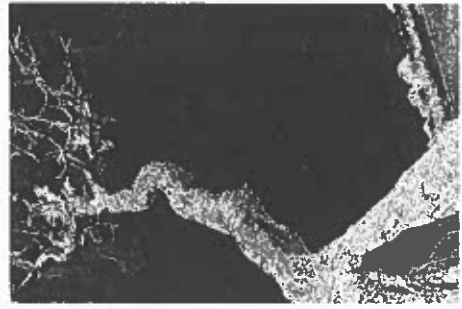
## GCSE PHOTOGRAPHY - Year 10 Half Term 3

### Summary - Position in the Curriculum

Year 10 students continue with an in depth study of COMPOSITIONAL techniques, studying theory and undertaking practical projects that allows them to demonstrate their understanding.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>NEGATIVE SPACE</b>	The AREA of EMPTY SPACE in your FRAME that surrounds your main SUBJECT.	Understanding NEGATIVE SPACE helps photographers compose their shots and create balance in their images. It is also a way to help frame their subject.	Revision and self-study activities are below.
<b>SYMMETRY</b>	The quality of being made up of exactly similar parts FACING EACH OTHER or around a central LINE or AXIS.	Symmetry gives balance and calmness to an image. It is often used in conjunction with the RULE of THIRDS.	Choose 1 per week to practice techniques and improve your skill levels.
<b>ASYMMETRY</b>	An UNEVEN quality of SIZE and SHAPE of parts FACING EACH OTHER or around a central LINE or AXIS.	This effect creates a NARRATIVE within the FRAME, helping the viewer read around an image moving their GAZE from and towards different elements within the image.	1. REVISE the definitions and spelling of the terminology listed here. You will be tested on this knowledge.
<b>PATTERNS</b>	A PATTERN is a DESIGN in which LINES, SHAPES, FORMS or COLOURS are REPEATED. PATTERNS can be REGULAR or IRREGULAR.	Identifying interesting patterns in nature or geometric shapes can make for fascinating photography in itself, or can also create LEADING LINES, or FILL the FRAME with interesting TEXTURES.	2. CREATE a DRAWING using repeated PATTERNS and photograph it. We will use this in a later project.
<b>VIEWPOINT</b>	The LOCATION and ANGLE from which you take a photograph.	Selecting the best VIEWPOINT and ANGLE for your shot is very important. Try experimenting with taking photographs from unusual ANGLES – from below, from above, round the corner. Stay safe though – no injuries!	3. RESEARCH the photographer Jan Groover and analyse two of her images that have different VIEWPOINTS.
<b>BACKGROUND</b>	The part of a SCENE or PICTURE that is farthest from the VIEWER.	It is vital that you as a photographer consider the BACKGROUND of a SCENE as you need to be in CONTROL of what will appear in the whole FRAME. For example, do you need to change ANGLES and VIEWPOINT to eliminate something from your picture? Will you be able to CROP something out that you don't want in the background? Can you BLUR out the background to make your subject stand out? This last example is also a type of FRAMING technique.	4. Create a series of photographs of a tree from different VIEWPOINTS.

Photographer: JAN GROOVER (1943-2012). Known for transforming everyday items into formal still lifes.





## GCSE PHOTOGRAPHY - Year 10 Half Term 4

### Summary - Position in the Curriculum

Students undertake a PORTRAIT project, which will contribute to their GCSE Component 1 portfolio. Students will develop meaningful ideas through investigations and evidence their knowledge and understanding of photographic sources. Students will refine work, exploring and experimenting with a range of media and materials, techniques and processes. To achieve a meaningful outcome, students must understand the exam board Assessment Objectives and be familiar with the marking criteria from Minimal to Exceptional.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>PORTRAIT</b>	A GENRE of photography where an image is produced depicting a human, group of humans or animals.	PORTRAITURE can be a formal depiction of a person or a creative way to express identity. PORTRAITURE can comprise of a HEAD SHOT or FULL LENGTH image and could be STAGED in collaboration with the SUBJECT, or CANDID as in JOURNALISM or STREET PHOTOGRAPHY.	Assessment Objective 1: DEVELOP IDEAS through INVESTIGATIONS, demonstrating CRITICAL UNDERSTANDING of SOURCES.
<b>LIGHTING</b>	Using natural, AMBIENT light or STUDIO lights to illuminate the SUBJECT.	Without LIGHT there is no photography. How a photographer lights a portrait will tell a different story. Using lots of light will draw attention to HIGHLIGHTS and DETAILS of a person, whereas using LOW LIGHT can create a more MYSTERIOUS mood.	Assessment Objective 2: REFINE work by EXPLORING IDEAS, SELECTING and EXPERIMENTING with appropriate MEDIA, MATERIALS, TECHNIQUES and PROCESSES.
<b>RESEARCH</b>	INVESTIGATING SOURCES of EVIDENCE, such as the work of an artist or photographer.	Students must EVIDENCE their RESEARCH and INVESTIGATIONS into the work of a photographer, demonstrating their UNDERSTANDING of how this has INFLUENCED their own work.	Assessment Objective 3: RECORD IDEAS, OBSERVATIONS and INSIGHTS, relevant to intentions AS WORK PROGRESSES.
<b>PASTICHE</b>	A copy of an artist or photographers' work, or working in their style.	Working in the style of a photograph gives us a greater INSIGHT into their working TECHNIQUES, PROCESSES and METHODS. Creating PASTICHES helps us to create IDEAS based on similar themes to the photographer. For example, recreating the LIGHTING STYLE of IRVING PENN's portrait of MILES DAVIS helps us to understand SPOTLIGHTING.	Assessment Objective 4: Present a PERSONAL and MEANINGFUL RESPONSE that REALISES INTENTIONS and demonstrates understanding of VISUAL LANGUAGE.

Photographer: IRVING PENN (1917-2009). A PIONEER of ART and FASHION PHOTOGRAPHY, working in a range of GENRES including STILL LIFE and PORTRAITURE.



Subject: Portraiture  
 Composition: Framing; Filling the Frame; Rule of Thirds  
 Lighting: Soft; Side on; Split Lighting; Medium Contrast  
 Gaze: Direct



Subject: Fashion  
 Composition: Framing; Negative Space  
 Lighting: Hard; Front on; High Contrast  
 Gaze: Averted  
 Other Elements: Smooth Texture; Shape;  
 Mood/ Meaning: Glamorous; Fashion



Subject: Media/ Advertising  
 Composition: Framing; Filling the Frame; Negative Space  
 Lighting: Hard; Spot Lighting; Butterfly Lighting; High Contrast  
 Gaze: Direct  
 Other Elements: Texture; Shape  
 Mood: Dramatic

Research IRVING PENN's portraits:  
<https://irvingpenn.org/portraits>



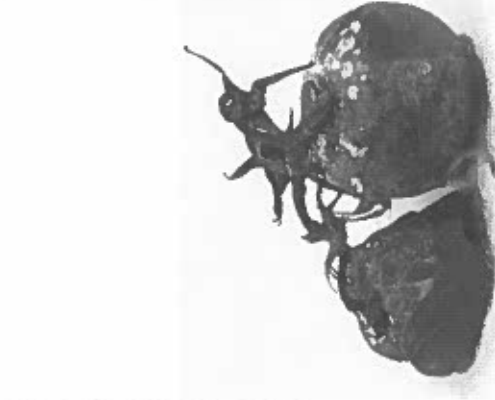


## GCSE PHOTOGRAPHY - Year 10 Half Term 6

### Summary - Position in the Curriculum

Students begin their **FORMAL COMPONENT 1** project. Students return to studying good image making, as part of our spiral curriculum, and are guided through high level critical investigations of sources. Students also undertake practical assignments related to the theme of **TEXTURES & PATTERNS**.

Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>EXPERIMENTATION</b>	Using a range of <b>MEDIA, MATERIALS, TECHNIQUES</b> and <b>PROCESSES</b> to see what artistic effects you can create.	<b>EXPERIMENTING</b> with a <b>RANGE</b> of <b>MEDIA, MATERIALS, TECHNIQUES</b> and <b>PROCESSES</b> allows you to <b>DEVELOP</b> your <b>AESTHETIC</b> and <b>EXPLORE</b> various <b>OUTCOMES</b> .	Revision and self-study activities are below. Choose 1 per week to practice techniques and improve your skill levels.
<b>CRITICAL</b>	The term <b>CRITICAL</b> comes from the Greek word 'KRITIKOS' meaning "able to <b>JUDGE</b> or <b>DISCERN</b> ".	<b>CRITICAL THINKING</b> is a kind of thinking in which you <b>QUESTION, ANALYSE, INTERPRET, EVALUATE</b> and make a <b>JUDGEMENT</b> about what you read, hear, say, or write.	1. Lee Jeffries - <b>CLOSE UP</b> portraits: Enhance the <b>TEXTURE</b> and <b>DETAILS</b> and <b>TONAL QUALITIES</b> using the spotlight effects, dodge, burn and <b>HDR</b> toning tools in Photoshop.
<b>SKILFULLY</b>	Having the <b>TRAINING, KNOWLEDGE, and EXPERIENCE</b> that is needed to do something well.	<b>FOCUS</b> on <b>FUNDAMENTALS: OBSERVATION, PROPORTION, ANATOMY, PERSPECTIVE</b> and <b>SHADING. EXPERIMENT</b> with different <b>MEDIUMS: EXPLORING</b> new <b>MEDIUMS</b> allows you to <b>DISCOVER</b> which ones you <b>ENJOY</b> and helps you <b>DEVELOP</b> a <b>VERSATILE SKILL</b> set.	2. Elisabeth Bard – <b>ABSTRACT</b> studies of <b>SURFACES: Use FILLING</b> the <b>FRAME</b> and a <b>90-degree PERPENDICULAR</b> angle. Enhance the <b>TEXTURE</b> and <b>DETAILS</b> and <b>TONAL QUALITIES</b> using Photoshop <b>HDR</b> toning tools.
<b>MEDIA</b>	<b>Arts MEDIA</b> are the <b>MATERIALS</b> and <b>TOOLS</b> used by an artist, <b>COMPOSER</b> or <b>DESIGNER</b> to <b>CREATE</b> a work of <b>ART</b> .	<b>MEDIA</b> can include paint or inks, sculpting materials, fabric and glass. In <b>PHOTOGRAPHY, MEDIA</b> can mean <b>DIGITAL IMAGERY, PRINTED COLLAGES, PROJECTIONS</b> . Artwork can be <b>MIXED MEDIA</b> , such as images with <b>DRAWINGS</b> or <b>PAINT</b> overlaid.	3. Jan Groover – <b>-tone and SPACE: Consider</b> the <b>REFLECTIVE</b> qualities and <b>CONTRASTING</b> colours and tones of your objects. Enhance <b>CONTRAST</b> and <b>EXPERIMENT</b> with <b>EXPOSURE</b> and <b>SATURATION</b> of <b>COLOUR</b>
<b>TECHNIQUE</b>	<b>Art TECHNIQUES</b> refer to various <b>METHODS</b> used by artists to <b>CREATE</b> their artworks.	<b>TECHNIQUE</b> is important in an artwork for a number of reasons. First and foremost, it is necessary to have a <b>FOUNDATION</b> in which to <b>BUILD</b> upon. Without a <b>STRONG TECHNICAL FOUNDATION</b> , the artist's <b>FINAL PRODUCT</b> may be lacking in <b>QUALITY</b> . Second, good <b>TECHNIQUE</b> can help an artist <b>CREATE</b> more <b>REALISTIC</b> images.	4. Joe Buglewicz – <b>STILL LIFE</b> food: Use food with different qualities. Use <b>HIGH KEY LIGHTING, CLOSE UP FRAMING</b> and <b>45 or 90-degree</b> angle.
<b>INTENTION</b>	An <b>INTENTION</b> is <b>IDEA</b> that you plan (or <b>INTEND</b> ) to carry out.	<b>ARTISTIC INTENTION</b> or <b>MOTIVATION</b> ultimately determines the <b>END PRODUCT</b> that we consider as <b>ARTWORK</b> .	5. Irving Penn – <b>STILL LIFE</b> skulls: Use <b>HIGH KEY LIGHTING, FILLING</b> the <b>FRAME</b> and experiment with a range of <b>APERTURE</b> sizes.



# Performing Arts

## Drama - Half Term 1-TOPIC Styles of Theatre

### Summary- Position in the Curriculum

To individually research the theories and practices of three styles of theatre, exploring the work of Stanislavski (Naturalism), Bertolt Brecht (Epic Theatre) and Frantic Assembly (Physical theatre). Applying each of the drama techniques related to each of the different styles by understanding each of the techniques used and how the theories influence the audience. The theories behind the three styles of theatre and how they are used from page to stage. The production process in why each performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore each style of theatre through practical workshops in order to understand the rehearsal process of bringing a text to life. This is completed in both group and individual work. To analyse and evaluate the impact from each workshop towards the specific style as well as the impact on the production process used to create each style of performance. The first style in HT1 is Bertolt Brecht a German theatre practitioner who born 10/02/1898 – 14/08/1956. Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the audience where they are to think about what they see rather than feeling for the characters. The theory behind Epic Theatre was to encourage playwrights to address issues related to a contemporary, or current, life. Brecht didn't want his audience to forget that they were watching a performance or to feel any sort of emotion for the character. They were therefore "alienated" from the performance.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
<b>Breaking the Fourth wall</b>	An actor might break the fourth wall by addressing the audience directly	Epic theatre (Brechtian theatre) breaks the fourth wall, the imaginary wall between the actors and audience which keeps them as observers.	1. What is meant by breaking the fourth wall and what is the difference between Epic theatre and Dramatic theatre (Naturalism) ?
<b>Multi-rolling</b>	Multi-rolling is when an actor plays more than one character onstage.	Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language	2. What does the term multi-rolling mean and what is the idea of verfremdungseffekt?
<b>Artistic Director</b>	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision	The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage.	3 What is the main purpose of Epic theatre for the audience and in which century did Brecht work?
<b>Actor</b>	A person who portrays a character in a production.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Multi-Rolling, Audience Address, Monologues which breaks the fourth wall.	4. What drama technique is not used in an Epic performance?
<b>Rehearsal Process</b>	A period when the actors and actresses, together with the director, scene designers, and lighting technicians go through the script, their roles, dance routines, and vocal arrangements	The actors, directors and production team work first through a read through, research into the social, historical and cultural setting of the play. To block the scenes which is directed by the director and observed by the production team. Start of rehearsals through off text work and workshops.	5. Why was Blood Brothers made?

### **Breaking the Fourth Wall**



### **Multirole**



### **Artistic Director**



### **Actor**



### **Rehearsal Process**



## Drama - Half Term 2-TOPIC Styles of Theatre

### Summary- Position in the Curriculum

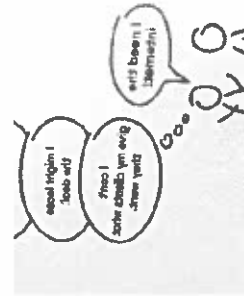
To individually research the theories and practices of three styles of theatre, exploring the work of Stanislavski (Naturalism), Bertolt Brecht (Epic Theatre) and Frantic Assembly (Physical theatre). Applying each of the drama techniques related to each of the different styles by understanding each of the techniques used and how the theories influence the audience. The theories behind the three styles of theatre and how they are used from page to stage. The production process in why each performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore each style of theatre through practical workshops in order to understand the rehearsal process of bringing a text to life. This is completed in both group and individual work. To analyse and evaluate the impact from each workshop towards the specific style as well as the impact on the production process used to create each style of performance. The first style in HT2 is Stanislavski (Naturalism) a Russian theatre practitioner. Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the actor. The actor of a Naturalistic play will become the character including detailed and believable roles that are a slice of real life. The actor uses the Stanislavski system which prepares the actor for the role. Example Magic If, Given Circumstances, Subtext, Objective / Super Objective, Through Line and Emotional Recall.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
<b>Given Circumstances</b>	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. What is meant by 'Given Circumstances' and what is the difference between Naturalism and Epic?
<b>Subtext</b>	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different.	2. What does Objective and Super objective mean and what is subtext and how does an actor use it?
<b>Artistic Director</b>	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision	The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage.	3. What is the main purpose of Naturalistic theatre and in which century did Stanislavski work?
<b>Actor</b>	A person who portrays a character in a production.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Subtext, Given Circumstances, Through Line, Objective / Super Objective, Emotional Recall.	4. What drama technique is not used in Naturalism?
<b>Rehearsal Process</b>	A period when the actors and actresses, together with the director, scene designers, and lighting technicians go through the script, their roles, dance routines, and vocal arrangements	The actors, directors and production team work first through a read through, research into the social, historical and cultural setting of the play. To block the scenes which is directed by the director and observed by the production team. Start of rehearsals through off text work and workshops.	5. Why was All My Son's made?

Given Circumstances



Subtext



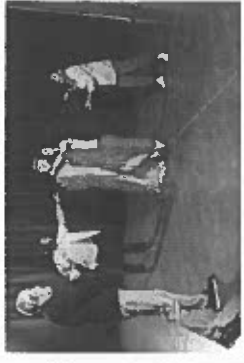
Artistic Director



Actor



Rehearsal Process



## Drama - Half Term 3 TOPIC Styles of Theatre

### Summary- Position in the Curriculum

To individually research the theories and practices of three styles of theatre, exploring the work of Frantic Assembly (Physical theatre). Applying each of the drama techniques related to the style of Physical Theatre by understanding each of the techniques used. The theories behind the style of Physical Theatre and how it is used from page to stage. The production process in why the performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore the Physical Theatre style through practical workshops in order to understand the rehearsal process of bringing a text to life. This is completed in both group and individual work. To analyse and evaluate the impact from each workshop towards the specific style of Physical Theatre as well as the impact on the production process used to create the style for performance. The styles already explored in HT1 and HT2 is Stanislavski (Naturalism) and Bertolt Brecht (Epic). Applying each of the drama techniques related to the style and understanding each technique used and how the theories influence the actor. The actor would create the physical text using mime, movement, gesture, dance and body language to create a character through the expression of the body.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
<b>Physical Theatre</b>	A form of theatre which emphasizes the use of physical movement, as in dance and mime, for expression to tell a story or character.	A focus that relies on the body to tell a story, emotions and objects. The actor uses movement, mime and gesture to create a physical text where they show and express their emotions rather than telling through dialogue.	1. What is meant by 'Physical Theatre' and what is the difference between Naturalism Epic and Physical Theatre?
<b>Mime</b>	The theatrical technique of suggesting action, character or emotion without words, using only gesture, expression and movement	Mime is a drama technique but is also a style of theatre to create a story or dialogue without words.	2. What techniques are used in a physical theatre performance and what is the role of an actor in a physical theatre performance?
<b>Artistic Director</b>	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision	The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage.	3. What is the main purpose of an audience and which other companies work within the physical theatre style?
<b>Actor</b>	A person who portrays a character in a production.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Dance, movement, mime, gesture to create a text that is physical.	4. What drama technique is not used in Physical Theatre?
<b>Rehearsal Process</b>	A period when the actors and actresses, together with the director, scene designers, and lighting technicians go through the script, their roles, dance routines, and vocal arrangements	The actors, directors and production team work first through a read through, research into the social, historical and cultural setting of the play. To block the scenes which is directed by the director and observed by the production team. Start of rehearsals through off text work and workshops.	5. Why was <i>The Curious Incident of the Dog in the Night time</i> made?

Physical Theatre



Mime



Artistic Director



Actor



Rehearsal Process



## Drama - Half Term 4 -TOPIC Styles of Theatre

### Summary- Position in the Curriculum

From your research from HT1, HT2 and HT3 into the theories and practices of three styles of theatre, exploring the work of Stanislavski (Naturalism), Bertolt Brecht (Epic Theatre) and Frantic Assembly (Physical theatre). Choose one of the styles by applying the drama techniques related to the style chosen by understanding the techniques used and how the theories influenced the audience. The theories behind the style of theatre and how they are used from page to stage. The production process in why the performance was made. Exploring the roles and responsibilities of each member of the production and performance team. To apply and explore the style of theatre through practical workshops in order to understand the rehearsal process of bringing the play to life. This is completed in both group and individual work. To analyse and evaluate the impact from the workshops towards the style as well as the impact on the production process used to create the style of performance. The first style in HT1 was Bertolt Brecht (Epic) HT2 Stanislavski (Naturalism) and HT3 Frantic Assembly (Physical Theatre). Applying each of the drama techniques related to the style you have chosen and understanding the techniques used and how the theories influence the audience.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
<b>EPIC</b>	The audience consider the message behind the performance rather than feel emotion towards the storyline or characters.	In an Epic theatre performance, the actors would break the fourth wall through speaking directly to the audience by narration, monologue, audience address, multi-rolling as well as the actors playing the role and not becoming the character. The story can start at any point within the story as Epic Theatre is non-linear and each scene is episodic which means that each section is an episode. Placards can be used as well as music, ensemble or chorus.	1. The style you have chosen, explain the techniques used within this style to create the performance
<b>Naturalism</b>	Representation of real life using believable and realistic characters that the audience can relate to. The story has a beginning, middle and end – linear.	Naturalism is a slice of real life created by the detailed characters which are believable and real. The set and props are realistic to the setting as well as the story being told. The audience become the fourth wall and are emotionally involved in the lives of the characters and the situations that are affecting them.	2. Why was the play in the chosen style created and made?
<b>Physical Theatre</b>	The story is told through the physical storytelling by using movement, mime gesture and dance.	Physical Theatre tells the story of the characters through the use of the physical body as well as dialogue. The actors create a story through movement, mime, gestures and dance to not only tell a story, but can also become the objects used within the performance instead of props.	3. <i>What is the directors' creative intentions for this performance?</i>
<b>Actor</b>	A person who portrays a character in a production.	To create characters or roles to bring the artistic director's vision to life through the use of the theories and techniques used within the style of theatre the director is working in. Example – Multi-Rolling, Audience Address, Monologues which breaks the fourth wall.	4. <i>What are the actor's role within the rehearsal process?</i>
<b>Artistic Director</b>	The individual with the overarching artistic control of the theatre's production choices, directorial choices, and overall artistic vision	The artistic director takes the script of the play by having a vision of how this can be brought to life on stage through the use of actors to create the characters, lighting, sound and staging to realise the vision from page to stage	5. <i>How does the production process help with the final outcome of the performance?</i>

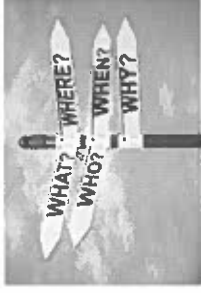

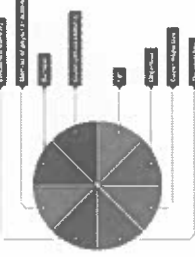


<u>Epic Theatre</u>	<u>Naturalistic Theatre</u>	<u>Physical Theatre</u>	<u>Actor</u>	<u>Artistic Director</u>
				

## Drama - Half Term 5 TOPIC Skills Development

### Summary- Position in the Curriculum

Carrying on from exploring the different styles of theatre through a practical application of the work of actors on a play from HT1 HT2, HT3 and HT4 using this understanding of the role of an actor by developing their skills and techniques in the Performing Arts by using naturalism as the style in which they will develop their acting performance and interpretative skills by applying Stanislavski system of an actor prepares using the magic if, subtext, given circumstances, objective, super objective, through line, emotional recall to develop, rehearse and perform a piece of a naturalistic play through evaluating and analysing their milestone rehearsals through explaining their strengths, areas of development, feedback given and setting achievable targets, in which they will evaluate and review through each milestone rehearsal. The final performance will be evaluated analysed and explained in how they have developed their personal skills as well as their performance, acting, technical and interpretative skills.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
<b>Given Circumstances</b>	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. Using the acting baseline tick sheet, rate your skills identifying your strengths and areas to develop.
<b>Subtext</b>	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite of something different	2. From your first milestone rehearsal give 1 strength and 1 area to develop.
<b>Objective / Super Objective</b>	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	3. From your workshop session, describe how it has helped you develop the area you have identified from question 2?
<b>Interpretive Skills</b>	Move, mime, gesture, timing, space, gesture, voice, emphasis	Deciding your character's features and personality traits and communicating this to the audience using performance skills. How the character moves, speaks, delivers language, facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character.	4. From your second milestone, describe how it has helped you develop?
<b>Technical Skills</b>	Use of props, set, scenery and how the actor uses them and works around them	Deciding how the character uses its surroundings in order to show the character being played whilst using the surroundings, props, and set to create an interpretation of that character using facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character while using the technical aspects of the set.	5. Set yourself 3 targets you aim to achieve by milestone 3?


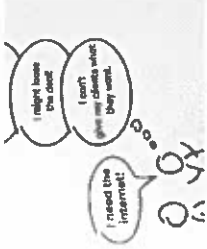
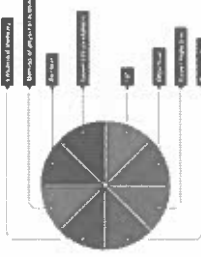


<u>Given Circumstances</u>	<u>Subtext</u>	<u>Objective /Super Objective</u>	<u>Interpretive Skills</u>	<u>Technical Skills</u>
				

## Drama - Half Term 6 TOPIC Skills Development

### Summary- Position in the Curriculum

Carrying on from exploring the different styles of theatre through a practical application of the work of actors on a play from HT1 HT2, HT3 and HT4 using this understanding of the role of an actor by developing their skills and techniques in the Performing Arts by using naturalism as the style in which they will develop their acting performance and interpretative skills by applying Stanislavski system of an actor prepares using the magic if, subtext, given circumstances, objective, super objective, through line, emotional recall to develop, rehearse and perform a piece of a naturalistic play through evaluating and analysing their milestone rehearsals through explaining their strengths, areas of development, feedback given and setting achievable targets, in which they will evaluate and review through each milestone rehearsal. The final performance will be evaluated analysed and explained in how they have developed their personal skills as well as their performance, acting, technical and interpretative skills.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
Given Circumstances	The 5 W's (Who, What, When, Where and Why?)	The information given to an actor which is written within the script and also the directors vision for the character as well as what others say about them and the who, what, when, where and why the characters are there.	1. From your third milestone rehearsal give 1 strength and 1 area to develop.
Subtext	The hidden meaning behind what is being spoken	The characters hidden thoughts of what they really think which is shown through the body language and facial expression as well as the way the dialogue is spoken. Example – Sarcasm in what a character says means the opposite or something different	2. From your workshop session, describe how it has helped you develop the area you have identified from question 1?
Objective / Super Objective	What does the character want from the scene? What does the character want to achieve at the end of the play?	The characters' objective is what they want to achieve at the end of the scene while the super objective is what the character wants to achieve by the end of the play.	3. From your fourth milestone, describe how it has helped you develop?
Interpretive Skills	Move, mime, gesture, timing, space, gesture, voice, emphasis	Deciding your character's features and personality traits and communicating this to the audience using performance skills. How the character moves, speaks, delivers language, facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character.	4. Set yourself 3 targets you aim to achieve by milestone 4?
Technical Skills	Use of props, set, scenery and how the actor uses them and works around them	Deciding how the character uses its surroundings in order to show the character being played whilst using the surroundings, props, and set to create an interpretation of that character using facial expressions, body language, gestures, pitch, pace, pause to show meaning of the character while using the technical aspects of the set.	5. Describe and explain what you have done in your workshop sessions to develop your performance interpretive and technical skills?

Given Circumstances	Subtext	Objective /Super Objective	Interpretive Skills	Technical Skills
				





## Music - Half Term 2-TOPIC Styles of Music Reggae, Calypso and Punk

### Summary: Position in the Curriculum

To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and music theory and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. They explored the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. In HT2 The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment Revision through to do question</u>
<b>Reggae</b>	Reggae is a unique form of rock music which originated in Jamaica. It has its roots in a number of other musical styles.	The main characteristics of reggae feature a heavy bass line, percussive rhythm guitar with an offbeat and normally with tight vocal harmony. The most famous Reggae artist is Bob Marley	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> <i>1 What are the main characteristics of Reggae?</i> <i>2 What are the key features of Calypso?</i> <i>3. What are the key features of Punk music?</i>
<b>Calypso</b>	Calypso is a style of Caribbean music that originated in Trinidad and Tobago	Calypso is structured in a poet ballad form, with iconic features including syncopated (off beat) rhythms and patterns often three beat rhythms with two long beats followed by a short beat. The vocals are harmonic and it is a type of folk song.	
<b>Punk</b>	Punk is a music genre that emerged in the mid 1970's Rooted in 1950s Rock N roll	Punk instrumentation is stripped down to one or two guitars, bass, drums and vocals that are shouted and not sung. The songs are shorter and are played in a fast tempo. The early punk songs retained a traditional Rock N roll verse chorus form and a 4/4-time signature.	
<b>Sonic Features</b>	Sonic is related to audible sound or to the speed of the sound waves.	Sonic is all about the sound waves and energy. Each sound emits a kind of pulse within the music. It also refers to the characteristic of the sound, the quality or style of a song. It relates to timbre, dynamics, texture, ambience and tone.	<i>4. How is sonic used in music to describe the song being played?</i>
<b>Iconic Musicians/composers</b>	Iconic is a person, group or band that are widely recognised and well established and are excellent in their field of music.	Iconic musicians are those who have been excellent in the style of music they perform, produce and create in. For example, Bob Marley for Reggae, Elvis Presley rock N roll	<i>5. Can you list names of iconic musicians?</i>

<b>Reggae</b> 	<b>Calypso</b> 	<b>Punk</b> 	<b>Sonic Features</b> 	<b>Iconic Musicians</b> 
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## Music - Half Term 3 TOPIC Styles of Music Leitmotif, Modal Jazz and Blues

### Summary- Position in the Curriculum

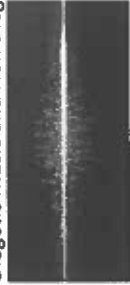
To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and music theory and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1 and HT2 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. They explored the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style. In HT3 the students will now explore the styles of Leitmotif and how film music is created as well as Modal Jazz, the 12 bar blues and music production

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
<b>Leitmotif</b>	Leitmotif- an associated melodic phrase that accompanies the reappearance of an idea, person, or situation	Film scores use these two compositional devices called Motif and Leitmotif. Both the motif and leitmotif have very similar purpose but have different focus in the films. A Motif can be repeated throughout a film. A motif can represent anything — a character, an object, a place or even a relationship.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1 <i>What is leitmotif and a motif?</i>
<b>Diegetic Music and Non Diegetic Music</b>	The difference between diegetic or non-diegetic sound is what we are viewing and listening to. Sounds that come from the story world, while others are represented as coming from outside the space of the story	Diegetic Music is music that the characters and the audience can hear. Diegetic Sounds: These are sounds that both the character and audience can hear, these are created by the sound designers. Non-diegetic Music is music that only the audience can hear, this enhances the dramatic effect of the film.	2. <i>What is Diegetic Music and Non-Diegetic Music and what are the differences give examples of both?</i>
<b>Modal Jazz</b>	Modal Jazz is a style of Jazz that uses modes rather than scales the most famous Modal Jazz artist and musician is Miles Davis,	A mode is a type of scale, as in 'doh re mi fa so la ti doh'. Alter just one of those notes and you can call your scale a 'mode'.	3. <i>What is a mode?</i>
<b>Music Production</b>	Music production is where you create and capture the music, mix and master a finished product	Music production is the creative process of composing, recording, arranging, editing, mixing and mastering audio to create a final piece of music Music production is where you create and capture the music, mix and master a finished product	4. <i>What is music production?</i>
<b>12 Bar Blues</b>	The term "12-bar" refers to the number of measures, or musical bars, used to express the theme of a typical blues song. Nearly all blues music is played to a 4/4-time signature, which means that there are four beats in every bar.	The Blues have four beats in a bar and are built on the 12-bar blues form use three four-bar phrases. It features a short instrumental break (solo) They have lyrics that are raw and full of emotion, dwelling on love and loneliness. They tell of injustice and hopelessness, and the longing for a better life.	5. <i>What are the key features of the 12 Bar blues?</i>

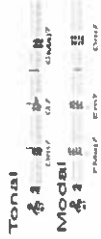
### Leitmotif



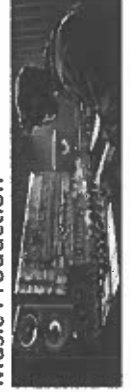
### Diegetic Music and Non Diegetic Music



### Modal Jazz



### Music Production



### 12 Bar Blues



## Music - Half Term 4 TOPIC Styles of Music Component 1 Internal Assessment

### Summary- Position in the Curriculum

To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and music theory and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1, HT2 and HT3 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. They explored the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style. They also explored the styles of Leitmotif and how film music is created as well as Modal Jazz, the 12-bar blues and music production. In HT4 the students will use their research into the different styles and genres of music explored in HT1, HT2 and HT3 and produce a power point presentation of 4 of the genres of music showing from their research how each genre used the musical and sonic elements giving at least two examples of each genre and producing their own creative response to their exploration through producing music, composition and performing.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
<b>Elements of Music</b>	The elements of music are the different things that you can hear when you listen to music. They are what differentiates a piece of music from other sounds.	Elements of music include, timbre, texture, rhythm, melody, beat, harmony, structure, tempo, pitch and dynamics. The elements of music are the building bricks of music. When you compose a piece of music, you use the elements of music to build it,	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1 <i>What is leitmotif and a motif?</i>
<b>Performing</b>	To play an instrument or use the voice to perform in front of an audience.	When performing the musician needs to make sure they know the piece they are performing, making sure you are well rehearsed, know your audience, play or sing with emotion and when playing as a band work as a group and listen to each other.	2. <i>What key things do you need to consider when performing to an audience?</i>
<b>Composing</b>	To write and create a piece of music from scratch.	The basic core of musical composition is the melody, harmony and rhythm. The other aspects when considering composing a piece is the beat, tempo and meter and how this work together to create the rhythm as well as the form and structure as well as the instrumentation. What instruments do you want to use.	3. <i>What is the basic core musical elements needed to produce a piece of original music?</i>
<b>Music Production</b>	Music production is where you create and capture the music, mix and master a finished product	Music production is the creative process of composing, recording, editing, mixing and mastering audio to create a final piece of music Music production is where you create and capture the music, mix and master a finished product	4. <i>What is music production?</i>
<b>Music Production Techniques</b>	Techniques used in music production are different producing software to create both original or sampling music	Techniques used in producing music is software instruments, DAW software which is digital Audio Workstation, microphone selection and placement and use of MIDI and audio editing techniques. Recording styles FX, looping, controllerism, quantisation, sequencing and automation	5. <i>What are the different techniques and producing software that can be used to create music?</i>

**Elements of Music**

The 8 Elements of Music

**Rhythm** - The pattern of sounds and silences that make up a piece of music.

**Melody** - A sequence of notes that are perceived as being related.

**Harmony** - The combination of simultaneous sounds that are perceived as being related.

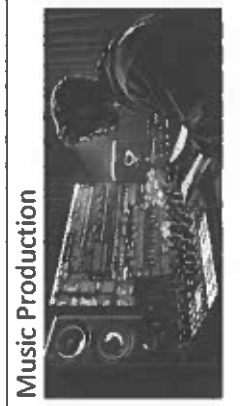
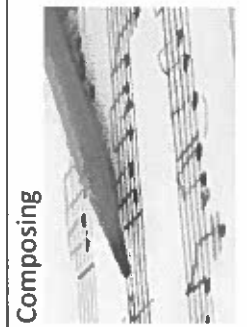
**Form** - The overall structure of a piece of music.

**Timbre** - The quality of a sound that distinguishes it from other sounds.

**Texture** - The way in which different sounds are combined.

**Dynamics** - The volume of a sound.

**Pitch** - The perceived frequency of a sound.



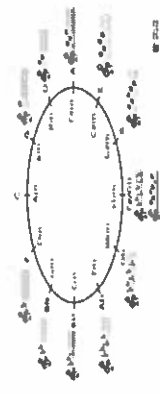
## Music - Half Term 5 TOPIC Styles of Music Component 1 Internal Assessment Part 2

### Summary- Position in the Curriculum

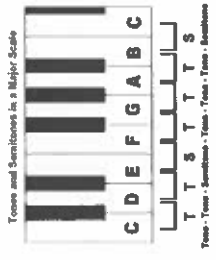
To individually research 5 different styles and genres of music developing an understanding of the different styles of music products and the techniques used create them. The student will explore how elements, technology is used in the creation, production and performance of music. The students will practically explore the key features of different styles of music and music theory and apply the knowledge and understanding to develop their own creative work. The student throughout the year will demonstrate an understanding of the different styles of music and apply this understanding of the use of techniques to create music. In HT1, HT2 and HT3 the students focused on listening and completing music-making activities through the exploration of the key features of the different styles and how each style uses the musical elements in all of the three composition, performance and production. They explored the sonic features of each style and revisited and recapped the elements of music which are the building blocks of the creation of music and the different musical styles. The students continued to explore the style of Reggae, Calypso and Punk by listening, appraising and playing as well as being able to know and understand how the musical elements are used within this style. They also explored the styles of Leitmotif and how film music is created as well as Modal Jazz, the 12-bar blues and music production. In HT5 the students will use their research into the different styles and genres of music explored in HT1, HT2, HT3 and HT4 and produce a power point presentation of 4 of the genres of music showing from their research how each genre used the musical and sonic elements giving at least two examples of each genre and producing their own creative response to their exploration through producing music, composition and performing by applying music theory to each product created.

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
<b>Circle of fifths</b>	The circle of fifths is a way of organizing pitches as a sequence of perfect fifths. Starting on a C, and using the standard system of tuning for Western music.	The circle of fifths organizes pitches in a sequence of perfect fifths, shown as a circle with the pitches (and their corresponding keys) in clockwise order. It can be viewed in a counter clockwise direction as a circle of fourths.	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1 how can you use the circle of fifths when composing and how does it help when composing? 2. What is the difference between a semitone and a tone?
<b>Semi-tones and tones</b>	A major scale is formed with the formula W-W-H-W-W-H. This stands for whole step, whole step, half step, whole step, whole step, whole step half step	A tone is the interval between two white keys separated by a black key. A semitone corresponds to the interval between two white keys without being separated by a black key.	
<b>C Major, G major and F major scale</b>	There are 8 notes in each of the scales. C Major scale has C, D, E, F, G, A, B and the higher C. G Major scale has G, A, B, C, D, E, F#, A and the higher G. F Major scale has F, G, A, Bb, C, D, E, and the higher F	The G major scale will use the exact same fingering as C major. The only difference is the one black key, F sharp, that's added when going from C major to G major. Another important difference is that G major starts on the note G while C major starts on the note C.	3. How does knowing the major scales help when playing and also composing a piece of music?
<b>Chord Sequence</b>	A sequence is where a passage of music is repeated at a higher or lower level of pitch.	The I-V-vi-IV progression is the most common chord progression. In C major, the chords you'll play are C-G-Am-F. These are the first four chords they're everywhere in pop music	4. How can a chord sequence help in composing a piece of music?
<b>Staff Notation</b>	It tells the musician what to play and how to play the piece of music	Semibreves, Minims, Crotchets Quavers, Semiquavers Dotted crotchets/quavers Dotted quavers/semiquavers. 3/4 and 4/4 C major/A minor,	5 why is knowing Staff notation important when playing, performing and composing music?

### Circle of Fifths



### Semi-tones and tones



### C Major, G Major and F Major Scale

### Chord Sequence

Triad	Interval	Major	Minor	Diminished	Augmented	Major 7th	Minor 7th
I	IV	V	VI	VII			
C	F	C#	F#	Cb	Fb	C7	F7
D	G	D#	G#	Db	Gb	D7	G7
E	A	E#	A#	Eb	Ab	E7	A7
F	B	F#	B#	Fb	Bb	F7	B7
G	C	G#	C#	Gb	Cb	G7	C7
A	D	A#	D#	Ab	Db	A7	D7
B	E	B#	E#	Bb	Eb	B7	E7

### Staff Notation

## Music - Half Term 6 TOPIC Component 2 Introduction of Music Skills Development

### Summary- Position in the Curriculum

In HT1, HT2, HT3, HT4 and HT5 the students have researched different styles and genres of music through exploring through listening, appraising and applying their knowledge and understanding of different genres of music and how each style has been built and constructed using the elements of music, and how both musical and sonic elements and features are used in each of the styles studied as well as creating three different products of production, performing and composing. In HT6 the students will develop their own musical skills and techniques in two of the three areas of performing, producing and composing. They will start with an initial skills audit where they will audit their skills so far and choose the areas they wish to develop further and through this development will produce 2 final outcomes and through their development evaluate their progress in each of the two chosen areas by assessing their 3-milestones for each area chosen. They will evaluate their strengths and areas of development setting SMART targets after each milestone. Through this component the students will demonstrate professional and commercial skills for the music industry and apply development processes of their own musical skills and techniques and then creating a development plan of what is to be done to develop their musical skills and techniques

Terminology	Definitions	Core Knowledge	Preparing for Assessment Revision through to do question
<b>Professional Skills</b>	Professional skills are the skills needed to do the job as a musician, performer, composer, and producer in the music industry	The professional skills of a musician are: Time management, Self-discipline, working with others, The correct and safe use of equipment, identifying resources required and auditing existing skills and maintain a development plan	Revision and self-study questions are below. <i>Answer 1 per week for Self-Study,</i> 1. What are the professional skills of a musician, composer, performer and producer? 2. What are the different methods of capturing music? 3. Explain what you understand about the different software when using Logic pro? 4. What are the key things that need to be considered and done before performing to an audience? 5. What are the key factors when starting to compose a song?
<b>Methods of Capturing Musical Development</b>	The way in which the music is shown and captured using different approaches.	The different methods of showing musical work and the development made can be through: diaries, screenshots, key milestone videoed, recorded rehearsals and review of these and compositional scores and manuscript of your ideas when composing music.	
<b>Music Production</b>	The techniques and software to capture and create music using Music production	Using Logic Pro, using software instruments, using audio and software tools, manipulation techniques, inputting and editing audio, using effect, sampling and structuring music	
<b>Music performance</b>	Music performance is where you perform to an audience by singing or playing an instrument.	To perform there are certain routines that a performer undertakes these are: developing and practising technical exercises before rehearsing as well as working on timing and phrasing, expression, health and safety of instrument, instrument or vocal technique, learning repertoire and stage Presence.	
<b>Composition</b>	To create an original piece of music or song from scratch.	To create an original piece of music there must be an exploring of ideas, themes and styles and then extending these ideas further. By knowing the structure, you want the piece to take and the rhythm and the melodic patterns as well as the development of harmony and the instrumentation and what is the piece to be played in the key signature.	

### Professional Skills



### Methods of Capturing Musical Development



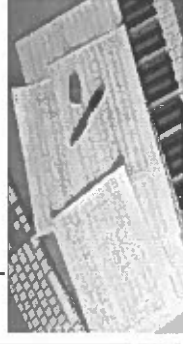
### Music Production



### Music Performance



### Composition



PE

## PE - Half Term 1a - Physical training

Summary- Position in the Curriculum - Paper 1: Physical factors affecting performance.

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Physical training early in our curriculum to challenge their prior knowledge from KS3 and energise them for their practical performance which is required as the first step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
<b>Component of Fitness (COF)</b>	There are <b>10</b> COF: Cardiovascular endurance, Muscular endurance, Speed, strength, Power, Flexibility, Agility, Balance, Co-ordination, Reaction time.	Revision and self-study questions are below.
<b>Fitness Testing</b>	There are <b>14</b> different test that measure the 10 COF: Cooper 12 minute run/walk, Multi stage fitness test, Press up test, Sit up test, 30m Sprint test, Grip strength dynamometer test, One Repetition Maximum (1RM), Standing jump test, Vertical jump test, Sit and reach test, Illinois agility test, Ruler drop test, Stork stand test, Wall throw test.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Principles of Training (SPOR)</b>	The <b>4</b> principles of training are important to follow when training to improve in a particular sport and maximise potential. Specificity, Overload, Progression, Reversibility.	1. <i>Identify the test which is used to measure each COF</i>
<b>Frequency, Intensity, time, type (FITT)</b>	FITT is an example of overload. Frequency – the number of times exercise takes place. Intensity – how hard and intense the exercise is (%). Time – how long you exercise. Type – the kind of exercise that takes place.	2. <i>State when reversibility will occur and describe what it is.</i>
<b>Methods of Training</b>	<b>7</b> training methods to improve fitness. Circuit training, Continuous training, Fartlek training, HIIT training, Interval training, Plyometric training, and Weight training.	3. <i>Describe how HR intensity will be progressed in an exercise training programme</i>
<b>Warm and cool down</b>	There are <b>5</b> steps to an effective warm. Pulse raiser e.g. (5 – 15 minute jog), Mobility e.g. (arm circles), Stretching e.g. (Quadriceps stretch), Dynamic movements e.g. (short sprints), Skill rehearsal e.g. (Passing a ball / practice serve)	4. <i>Compare the long term effects on the human body of strength and continuous training</i>
<b>Prevention of injury</b>	There are <b>5</b> methods to minimise the risk of injury. Warm up and cool down properly, Personal protective equipment, Lift and carry equipment safely, Correct clothing /footwear, Appropriate level of competition.	5. <i>Identify the 5 step and 2 step cool down</i>



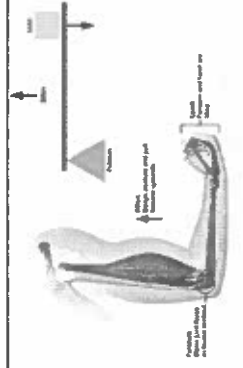
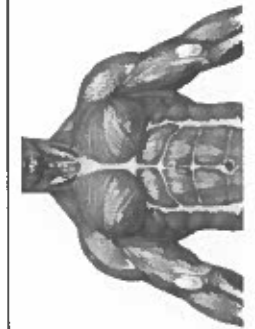


## PE - Half Term 1b – Anatomy and Physiology

### Summary- Position in the Curriculum - Paper 1: Physical factors affecting performance.

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Anatomy and Physiology at this stage in our curriculum to challenge their prior knowledge from KS3 and energise them for their theory content which is required as the next step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
<b>Skeletal system</b>	Know the name and location of the following bones in the human body: Cranium, Vertebrae, Ribs, Sternum, Clavicle, Scapula, Pelvis, Humerus, Ulna, Radius, Carpals, Metacarpals, Phalanges, Femur, Patella, Tibia, Fibula, Tarsals, Metatarsals	Revision and self-study questions are below.
<b>Functions applied to performance in physical activities and sports.</b>	Understand and be able to apply examples of how the skeleton provides or allows: Support, Posture, Protection, Movement, Blood cell production, Storage of minerals	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Synovial joints, ligaments, tendons and cartilage</b>	Know the definition of a synovial joint. Know the following hinge joints: <b>Knee</b> – articulating bones – femur, tibia, <b>Elbow</b> – articulating bones – Humerus, radius, ulna, Know the following ball and socket joints: <b>Shoulder</b> – articulating bones – Humerus, scapula <b>Hip</b> – articulating bones – pelvis, femur. Know the roles of ligament, cartilage, tendons.	<ol style="list-style-type: none"> <li>1. <i>Identify location of all 19 bones and 11 muscles.</i></li> </ol>
<b>Movement at hinge and ball and socket joint</b>	Know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: flexion and extension. Know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: flexion, extension, rotation, abduction, adduction, circumduction	<ol style="list-style-type: none"> <li>2. <i>State one function of the skeleton and provide a practical example</i></li> </ol>
<b>Muscular system</b>	Know the name, location and be able to apply their use to examples from physical activity/sport: Deltoid, Trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, Gluteals, Gastrocnemius. Know the definitions and roles of Agonist, Antagonist, and Fixator and Antagonistic muscle action.	<ol style="list-style-type: none"> <li>3. <i>Describe Antagonistic muscle action at the elbow and knee.</i></li> </ol>
<b>Lever system</b>	Know the three classes of lever and their use in physical activity and sport: 1st class – neck, 2nd class – ankle, 3rd class – elbow	<ol style="list-style-type: none"> <li>4. <i>Compare the differences between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class lever.</i></li> </ol>
<b>Planes and axis</b>	Know the location of the planes of movement in the body and their application to physical activity and sport: frontal, Transverse, Sagittal, and the location of the axes of rotation in the body and their application to physical activity and sport: frontal, transverse and longitudinal.	<ol style="list-style-type: none"> <li>5. <i>Identify the movement possible at each axis and provide a practical example.</i></li> </ol>

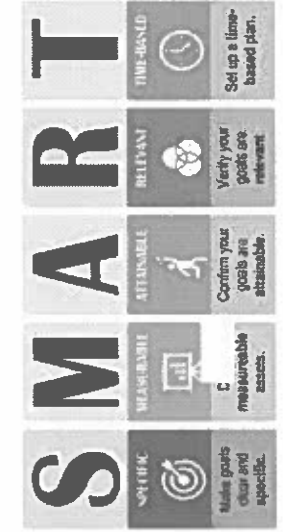


## PE - Half Term 2a – Sports Psychology

### Summary- Position in the Curriculum – Paper 2: Social Cultural Issues and Sports Psychology

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to sports psychology as part of the paper 2 curriculum to challenge their prior knowledge from KS3 and expand their understanding in preparation for their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
<b>Learning Skills</b>	Motor skill – A learned ability to use movement. The <u>5</u> characteristics of a skilled movement are efficiency, pre-determined, co-ordinated, fluent, aesthetic	Revision and self-study questions are below.
<b>Skill Classification</b>	There are <u>2</u> continuums: Environmental and Difficulty There are <u>4</u> classifications: Open, Closed, Simple, Complex	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Goal Setting</b>	Why we use goal setting: For exercise/training adherence, to motivate performers, to improve and/or optimise performance	1. <i>Define open and closed skills and provide a sporting example for each</i>
<b>Smart Targets</b>	Understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) Be able to apply the SMART principle to improve and/or optimise performance	2. <i>Explain why would an athlete use goal setting?</i>
<b>Mental Preparation</b>	How we mentally prepare for sports, being in the zone. There are <u>4</u> ways to mentally prepare for sports: Imagery, Selective Attention, Positive Thinking, Mental Rehearsal	3. <i>What do the letters in SMART stand for?</i>
<b>Types of Guidance</b>	Understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use. There are <u>4</u> types of guidance: Visual, Verbal, Manual, Mechanical	4. <i>Explain the 4 types of guidance</i>
<b>Types of Feedback</b>	Understand types of feedback and be able to apply practical examples to their use: There are <u>6</u> types of feedback: Intrinsic, Extrinsic, Knowledge of performance, Knowledge of results, Positive, Negative	5. <i>What is the difference between knowledge of performance and knowledge of results?</i>

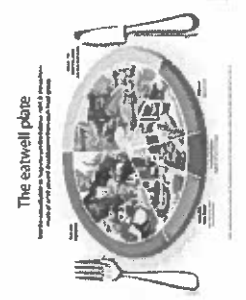
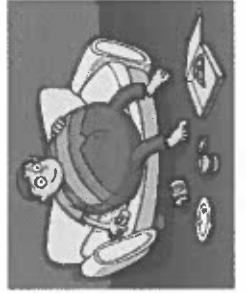
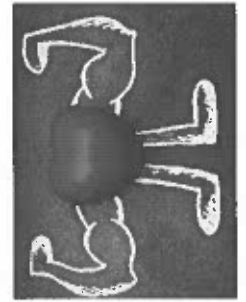


## PE - Half Term 2b – Health, Fitness, and Well Being

Summary- Position in the Curriculum - Paper 2: Social culture issues and sports psychology

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Health, Fitness, and Well Being at this stage in our curriculum to challenge their prior knowledge from KS3 and energise them for their theory content which is required as the next step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

Terminology	Core Knowledge and definition	Preparing for Assessment
Health, Fitness, and well-being	Know what is meant by health, fitness and well-being	Revision and self-study questions are below.
Benefits of exercise on health	Understand the different health benefits of physical activity: <b>Physical:</b> injury, coronary heart disease (CHD), blood pressure, bone density, obesity, Type 2 diabetes, posture, fitness. <b>Emotional:</b> self-esteem/confidence, stress management, image, <b>Social:</b> friendship, belonging to a group and loneliness.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Sedentary Lifestyle	Understand the different consequences of a sedentary lifestyle: <b>Physical:</b> injury, coronary heart disease (CHD), blood pressure, bone density, obesity, Type 2 diabetes, posture, fitness. <b>Emotional:</b> self-esteem/confidence, stress management, image, <b>Social:</b> friendship, belonging to a group and loneliness.	<ol style="list-style-type: none"> <li>1. Define health, fitness and well-being.</li> </ol>
Data about health issues	Analyse data on health issues to understand how things are changing overtime.	<ol style="list-style-type: none"> <li>2. State 2 benefits of exercise on physical, emotional and social health.</li> </ol>
Diet and Nutrition – Macronutrients	know the definition of a balanced diet and know the components of a balanced diet: carbohydrates, proteins and fats.	<ol style="list-style-type: none"> <li>3. Identify the function and state 1 food source for carbohydrates, proteins and fats.</li> </ol>
Diet and Nutrition – Micronutrients	know the definition of a balanced diet and know the components of a balanced diet: Vitamins, minerals, fibre and water.	<ol style="list-style-type: none"> <li>4. State which types of athletes requires higher amount of protein and explain why.</li> </ol>
Energy and nutrients required for physical activity	Understand the effect of diet and hydration on energy use in physical activity and be able to apply practical examples from physical activity and sport to diet and hydration.	<ol style="list-style-type: none"> <li>5. Give one example of activity where performers are at high risk of dehydration and explain why.</li> </ol>

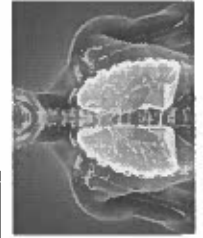


## PE - Half Term 3a – Applied anatomy and physiology

Summary- Position in the Curriculum - Paper 1: Physical factors affecting performance.

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to Applied Anatomy and Physiology at this stage in our curriculum to challenge their prior knowledge from KS3 and engage them for their theory content which is required as the next step in their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

<u>Terminology</u>	<u>Core Knowledge and definition</u>	<u>Preparing for Assessment</u>
<b>Structure and function of the cardiovascular system</b>	Know the double-circulatory system ( <b>systemic and pulmonary</b> ). Know the different types of blood vessel <b>arteries, capillaries, veins</b> . Understand the pathway of blood through the heart: <b>atria, ventricles bicuspid, tricuspid and semilunar valves, septum and major blood vessels: aorta, pulmonary artery, vena cava, pulmonary vein</b> . Know the definitions of <b>heart rate, stroke volume, and cardiac output</b> . Know the role of <b>red blood cells</b> .	Revision and self-study questions are below.
<b>Structure and function of the respiratory system</b>	Understand the pathway of air through the respiratory system: <b>mouth, nose, trachea, bronchi, bronchiole, and alveoli</b> . Know the role of respiratory muscles in breathing <b>diaphragm and Intercostals</b> . Know the definitions of <b>breathing rate, tidal volume, minute ventilation</b> . Understand about <b>alveoli as the site of gas exchange</b> .	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Aerobic and anaerobic exercise</b>	Know the definitions of <b>aerobic exercise and anaerobic exercise</b> . Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration.	1. <i>Describe the route of blood through the heart.</i>
<b>Short-term effects of exercise</b>	Understand the short-term effects of exercise on: <b>muscle temperature, heart rate, stroke volume, cardiac output, redistribution of blood flow during exercise, respiratory rate, tidal volume, minute ventilation, oxygen to the working muscles, lactic acid production</b> and be able to apply the effects to examples from physical activity/sport Be able to collect and use data relating to short-term effects of exercise.	2. <i>State the function of the respiratory muscles.</i>
<b>Long-term (training) effects of exercise</b>	Understand the long-term effects of exercise on <b>bone density, hypertrophy of muscle, muscular strength, muscular endurance, resistance to fatigue, hypertrophy of the heart, resting heart rate and resting stroke volume, cardiac output, and rate of recovery, aerobic capacity, respiratory muscles, tidal volume and minute volume during exercise and Capillarisation</b> .	3. <i>Identify the difference between aerobic and anaerobic exercise.</i>
<b>Formulas</b>	Know the aerobic, anaerobic, cardiac output, minute ventilation and MHR formulas	4. <i>Calculate your MHR</i>
<b>AO1,AO2,AO3</b>	Understand how to build on AO1 answers to maximise marks on exam questions with practical examples and explain / justifying your suggestion. Know how to compare using key words such as, however and therefore. Know how to conclude your answers to achieve an AO3.	5. <i>Describe the process to achieve 6 marks on the GCSE PE exam paper.</i>

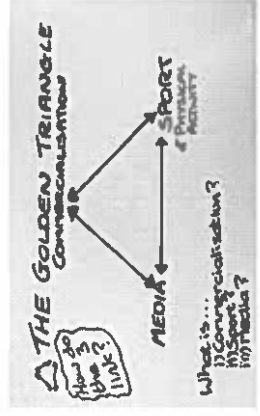
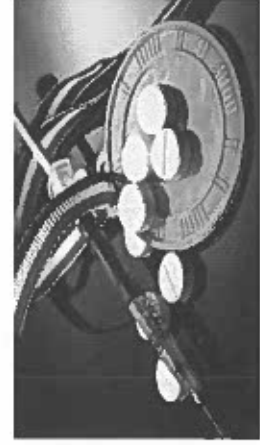


## PE - Half Term 3b – Social Cultural Influences

### Summary- Position in the Curriculum - Paper 2: Social Cultural Issues and Sports Psychology

As the final assessments are linear, this has the added advantage that Non-Examined Assessment (NEA) work can dovetail into relevant theory work throughout the 2-year course. Students are introduced to social cultural issues as part of the paper 2 curriculum to challenge their prior knowledge from KS3 and expand their understanding in preparation for their AEP coursework, a key component of their KS4 curriculum (10%). Students' capacity to retrieve information improves if they practice doing it more often and do so in more depth.

Terminology	Core Knowledge and definition	Preparing for Assessment
Physical activity and sport in the UK	Be familiar with current trends in participation in physical activity and sport: Using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) of different social groups in different physical activities and sports.	Revision and self-study questions are below. Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
Participation in physical activity and sport	Understand how different factors can affect participation, including: Age, gender, ethnicity, religion/culture, family, education, time/work commitments, cost/disposable income Disability, opportunity/access, discrimination, environment/climate, media coverage, role models.	1. How can the media influence participation in sport?
Influences on Participation	Understand 3 strategies which can be used to improve participation: Promotion, Provision, Access	2. State two barriers to participation a young person might face?
Commercialisation of sport	Know the 4 different types of media: Social, Internet, TV/visual, Newspapers / magazines. Know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle). Know the positive and negative effects of the media on commercialisation and the positive and negative effects of sponsorship on commercialisation	3. What does commercialisation mean?
Ethics in sport	Know and understand: The definition and value of sportsmanship, The definition and reasons for gamesmanship and deviance in sport.	4. Why are sponsorships not always a good thing?
Drugs in sport	Know and understand the reasons why sports performers use drugs Know the 3 types of drugs and their effect on performance: Anabolic steroids, Beta blockers, Stimulants Give practical examples of the use of these drugs in sport.	5. Define both gamesmanship and sportsmanship



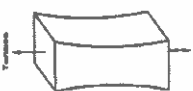
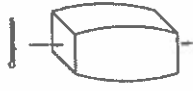



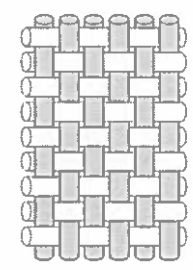
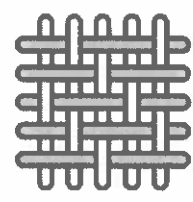
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## Yr 10 GCSE Design & Technology Autumn Half Term 1- Core Materials & Clock Project

### Summary- Position in the Curriculum

You are starting of the course learning about the main materials you will use over the next year. You are also learning about terms used to describe their mechanical and working properties.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
<b>Hardness</b>	The ability to withstand impact without damage.	<b>Metals:</b> Metals can be categorised as either <b>ferrous</b> or <b>non-ferrous</b> metals. An <b>alloy</b> is a mixture of two or metals or elements which has improved properties or characteristics.	Revision and self-study questions are below.
<b>Toughness</b>	Materials that are hard to break or snap are tough and can absorb shock.	<b>Paper and Boards:</b> Paper consists of fine cellulose fibres and is measured by its weight in gsm (grammes per square metre). It is classed as paper if it weighs less than 220gsm. Papers weighing more than 220gsm are classed as boards.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Malleability</b>	Being able to bend or shape easily would make a material easily malleable.	<b>Thermoforming and thermoforming polymers:</b> Thermoforming polymers can be reshaped with the application of heat and can be recycled. Thermoforming polymers cannot be reshaped by heating and cannot be recycled.	1. <i>State which material property is the resistance to being scratched and name a timber that has this property.</i>
<b>Ductility</b>	Materials that can be stretched are ductile.	<b>Natural timber:</b> A <b>hardwood</b> comes from broad leaved tree whose seeds are enclosed in a fruit. A <b>softwood</b> comes from a tree with needle like leaves.	2. <i>Explain why thermoforming polymers are used for electrical sockets?</i>
<b>Elasticity</b>	The ability to be stretched and then return to its original shape.	<b>Manufactured timber:</b> Manufactured boards are made by rearranging natural timber and are particularly useful if you need large flat sheets.	3. <i>Explain the difference between a plain weave and a twill weave.</i>
<b>Durability</b>	The ability to withstand deterioration over time.	<b>Natural and synthetic fibres:</b> Natural fibres come from plants and animals. Synthetic fibres are usually made using oil and other petrol-based chemicals.	4. <i>What are synthetic fibres usually made from and how sustainable are they in comparison to natural fibres?</i>
<b>Compressive strength</b>	A materials resistance to compression or a squeezing force.	<b>Woven, non-woven and knitted textiles:</b> Woven textiles consist of warp (vertical) and weft (horizontal) threads. Knitted textiles are constructed from interlocking loops of yarn. Felt is a non-woven textile.	
<b>Tensile strength</b>	A materials resistance to tension or being pulled apart.	<b>The work of professionals:</b> The following are examples of influential designers and companies: Alessi, Apple, Heatherwick Studios, Joe-Casey Hayford, Pixar, Raymond Loewy, Tesla Inc, Zaha Hadid.	
<b>Electrical conductivity</b>	The ability to conduct electricity.	Products can be evaluated using the following criteria: Form, Function, User requirements, Performance requirements, Materials and components, Scale of Production and cost, Sustainability, Aesthetics and Marketability	5. <i>What type of timber is plywood and what are its properties?</i>
<b>Thermal conductivity</b>	The ability to conduct heat.		

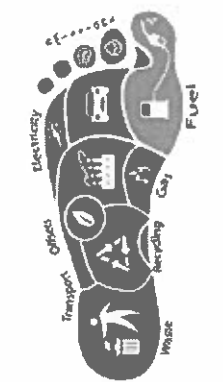
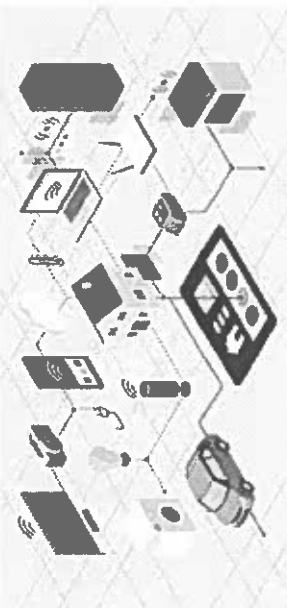


<b>Tension</b>	<b>Compression</b>	<b>Shear</b>	<b>Torsion</b>	<b>Plywood</b>	<b>Plain weave</b>
					
					

## Yr 10 GCSE Design & Technology Autumn Half Term 2- New and Emerging Technologies

### Summary- Position in the Curriculum

You will learn about how new technologies and materials have changed the way products are manufactured. You will study how social, ethical, cultural, environmental economic factors influence manufacturing. You will also look at how energy is generated.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
<b>Automation</b>	Using control systems to operate equipment.	Introducing new technology can cut costs, improve efficiency, bring products to market more quickly and decrease human error.	Revision and self-study questions are below.
<b>Demographic movement</b>	The way in which population's structure changes, e.g. as a result of migration into an area.	Sustainable technologies have been driven by increased environment awareness and the rising cost of fossil fuels. The <b>6Rs of sustainability</b> are <b>rethink, reuse, refuse, recycle, reduce and repair</b> .	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Enterprise</b>	A business, particularly one started by someone showing initiative by taking a risk setting it up.	Technology leads to the automation of routine repetitive production systems that were previously labour intensive. This leads to a demand for highly skilled works and less demand for low skilled workers.	<ol style="list-style-type: none"> <li>1. Explain one reason why unemployment in the UK may rise as new and emerging technologies develop.</li> </ol>
<b>Crowd funding</b>	A method of raising funds from many people via online platforms.	Technology has changed the way people work. Many people now work from home due to the internet. They can join in with meetings at the workplace using video conferencing (TEAMS, Zoom etc..)	<ol style="list-style-type: none"> <li>2. Explain one benefit of crowd funding that can help to promote a new enterprise.</li> </ol>
<b>Sustainability</b>	Meeting present needs without compromising the ability of future generations to meet theirs.	<b>Biomass, Biodiesel, tidal, wind, solar and hydroelectric</b> are renewable sources of energy. They are important for reducing carbon emissions and their use needs to continue increasing.	<ol style="list-style-type: none"> <li>3. Describe 5 ways in which modern technology has enabled people to work from home.</li> </ol>
<b>Apprenticeship</b>	A job with training that lets people gain recognised qualifications.	<b>Coal, oil and gas</b> are <b>non-renewable</b> sources of energy because they cannot easily be replaced and will eventually run out.	<ol style="list-style-type: none"> <li>4. Describe some advantages and disadvantages of using solar power as a source of energy.</li> </ol>
<b>Global warming</b>	An increase in the temperature of the earth due to the release of greenhouse gases.	A power system is a network of components that supply transfer and use electric power. Examples include batteries, solar cells and mains electricity. There are <b>4 scales of production; One-off, batch, Mass, Continuous</b> .	
<b>Ethics</b>	Balancing behaviour with moral principles.	A <b>life cycle analysis</b> is an analysis of the environmental impact related to a product from the extraction of raw materials to its use and disposal.	<ol style="list-style-type: none"> <li>5. Explain why it is important to carry out a life cycle analysis when designing items.</li> </ol>


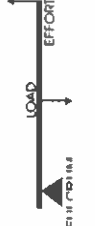
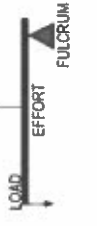
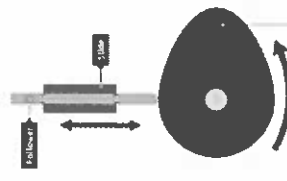
<b>Carbon Footprint</b>	<b>Internet of Things</b>	<b>A solar cell powered model car</b>	<b>fairtrade</b>
	 <p>interrelated devices that are connected via the internet.</p>		 <p>Fairtrade is a movement that helps poorer countries get a fair price for their goods.</p>



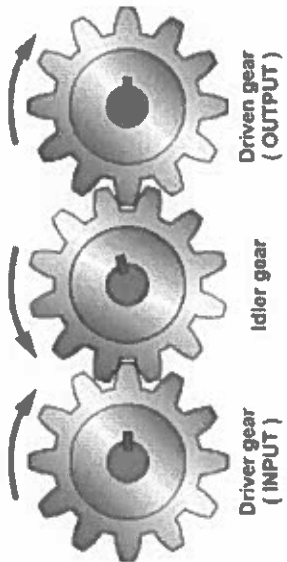
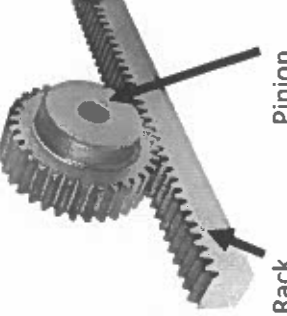
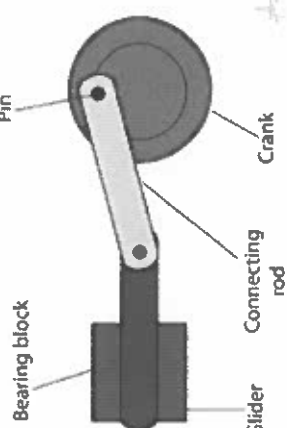


## Yr 10 GCSE Design & Technology Spring Half Term 1- Modern and Smart Materials & Mechanisms

### Summary- Position in the Curriculum

You will learn about how new materials are constantly being developed and how they enable more innovative products to be produced. You will also learn how mechanical devices are used to produce movement and this will aid you should you choose to design and make a mechanical device for your final project.

Terminology	Definitions	Core Knowledge	Preparing for Assessment	
<b>Smart Materials</b>	These are materials whose physical properties can vary depending on an external input such as light.	<b>Examples of smart materials:</b> Shape memory alloys, Nanomaterials, Photochromic glass, Reactive glass, Piezoelectric materials, Temperature responsive polymers, Conductive inks.	Revision and self-study questions are below.	
<b>Composite materials</b>	Materials that have been mixed to enhance the properties of the original material(s).	<b>Examples of composite materials:</b> Concrete, Plywood, Glass reinforced plastic, carbon fibre reinforced plastic, reinforced polymers, robotic materials	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.	
<b>Technical textiles</b>	Fabrics developed for their functions rather than their appearance.	<b>Examples of technical textiles:</b> Agrotextiles, Construction textiles, Geotextiles, Domestic Textiles, environmentally friendly textiles, Protective textiles, Sports textiles.	1. Explain why what technical textiles are and give 3 examples how sorts textiles help athletes. 2. Explain how Temperature responsive polymers could be used on a mug. 3. Name an example of a class one, class two and class three lever and explain what mechanical advantage is.	
<b>Mechanical advantage</b>	This is the amount of help you get using a lever in comparison to doing something with just human effort.	<p style="text-align: center;"><b>Mechanical Advantage = Load (N) ÷ Effort (N)</b></p>  <p style="text-align: center;">Class 1 lever</p>  <p style="text-align: center;">Class 2 lever</p>  <p style="text-align: center;">Class 3 lever</p> <p style="text-align: center;"><b>Cam and Follower</b></p> 	2. Explain how Temperature responsive polymers could be used on a mug. 3. Name an example of a class one, class two and class three lever and explain what mechanical advantage is.	
<b>Lever</b>	A fixed rigid beam that uses a fulcrum load and effort to provide mechanical advantage			4. Describe some advantages and disadvantages of using solar power as a source of energy.
<b>Torque</b>	A measure of a systems turning power.			5. Explain advantage and disadvantage of using a gear train instead of a belt and pulleys to connect a motor to a drill on a pillar drill.

Pulleys and belt	Bevel gears	A gear train	Rack and pinion	Crank and slider
	 Turns rotary motion through 90°.			

## Yr 10 GCSE Design & Technology Spring Half Term 2- Electronics, Systems, Stock forms

### Summary- Position in the Curriculum

You will learn about electronic systems and programmable components which will tie in with current practical work. This will build on knowledge you acquired about electronic circuits in KS3. You will also learn about stock forms of timber and the advantages of designing with these in mind.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>	
<b>Input devices</b>	Something that gives an input signal to a system.	Electronic systems have <b>INPUT DEVICES, CONTROLS</b> and <b>OUTPUT DEVICES</b> . Computer programmes can be represented using <b>flowcharts</b> .	Revision and self-study questions are below.	
<b>Output device</b>	Something that responds to an instruction of change in control elements	Programmable components allow you to add intelligence to electronic systems. One example of these is a PIC (programmable interface controller).	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.	
<b>Voltage</b>	The amount of potential electrical force available that could make electricity flow.	A flow chart for a light turning on in the dark.	<ol style="list-style-type: none"> <li>1. Explain what the 3 main parts of an electronic system are and name a component for each part.</li> </ol>	
<b>Current</b>	The amount of electricity flowing in a circuit.		<ol style="list-style-type: none"> <li>2. Explain why LED's have resistors connected to them in circuits.</li> </ol>	
<b>Semi-conductor</b>	A material that lets electricity flow under certain conditions. it can act as a conductor or insulator.			<ol style="list-style-type: none"> <li>3. Draw a circuit diagram containing a LED, resistor, battery and switch.</li> </ol>
<b>Resistance</b>	A measure of how a device reduces the current flowing through it.		<b>Stock forms of timbers</b> Rectangular sections Mouldings Dowels Sheets 	<ol style="list-style-type: none"> <li>4. Why are flowcharts often used to represent programmes. Write a flow chart for a motion sensor that comes on when someone walks past.</li> </ol>
<b>Feedback loop</b>	A loop in a program that goes back to an earlier point to keep repeating that part of the programme.		<ol style="list-style-type: none"> <li>5. Explain what a dowel is and give an example of where they can be used.</li> </ol>	


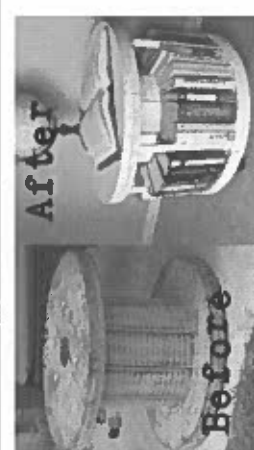

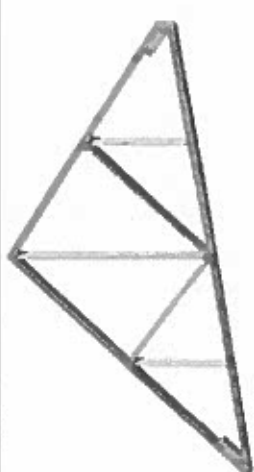


<u>SENSORS</u>		<u>CONTROL DEVICES AND COMPONENTS</u>		<u>OUTPUTS</u>	
<b>LDR</b>	<p>A sensor that detects changes in light.</p>	<b>Resistor</b>	<p>Changes the resistance of a circuit. It is used to protect delicate components like LEDs to prevent too much electricity going through them.</p>	<b>Buzzer</b>	<p>Makes a sound.</p>
<b>Thermistor</b>	<p>A sensor that detects changes in temperature.</p>	<b>Single throw switch</b>	<p>Turns a circuit off and on.</p>	<b>Transistor</b>	<p>A small voltage at the base lets a larger current flow into the collector. It acts like a small switch.</p>
					<p>Gives out light. Often used as an indicator or as lights.</p>

## Yr 10 GCSE Design & Technology Summer Half Term 1- Sources and selection of timber

### Summary- Position in the Curriculum

You have now completed the core part of the course and will now focus on the Timbers. The second section of your final exam will be based on timbers and the knowledge gained will also complement your NEA.

<b>Terminology</b>	<b>Definitions</b>	<b>Core Knowledge</b>	<b>Preparing for Assessment</b>
<b>Seasoning</b>	Reducing the water content of timber to 10-18%.	<b>Timber</b> Pine, Cedar, Larch	Revision and self-study questions are below.
<b>Genetic engineering of trees</b>	Changing the DNA of a tree to change its properties, for example making it more resistant to disease.	<b>Source of the timber</b> Alpine forest Mahogany, Jelutong Amazonian forest Oak, beech, ash, birch European forests	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Warping</b>	Bending or twisting that happens when timber dries out.	<b>Social footprint</b>	1. <i>Why is it important to season timber and how is this done?</i>
<b>Lamination</b>	Bonding several thin layers together to make a thicker material.	<b>Impact of logging</b> – logging brings jobs but may push people of their land. <b>Recycling and disposal</b> - Natural timber will biodegrade. Composite materials like chipboard are harder to dispose of because they contain adhesives	2. <i>Name the type of forest mahogany comes from and explain why some people do not want to buy it for ecological reasons.</i>
<b>PAR (Planed all round)</b>	Means the timber as been planed on all edges, but the edges will be slightly round.	<b>Ecological Footprint</b> <b>Sustainability</b> - Hardwoods are less sustainable than softwoods because their trees take longer to grow.	3. <i>Is genetic engineering for trees a good thing? Explain your answer.</i>
<b>Felling</b>	This means cutting down trees.	<b>Deforestation</b> – This occurs when more trees are cut down than can be replaced. It can lead to soil erosion and make global warming worse because trees absorb carbon dioxide from the air.	4. <i>Describe how wood from an FSC source is sustainable.</i>
<b>Built-in obsolescence</b>	Deliberately making products fail after a time and cannot be repaired.	<b>Habitat destruction and loss</b> – Animals and plants can be affected when trees are fell and in some cases it can lead to them becoming extinct.	5. <i>Explain one benefit for the environment of using upcycled timber to make a bookcase.</i>
<b>Logging</b>	Cutting trees for timber	<b>Processing and transporting</b> also add to the carbon footprint of trees. Wastage-small branches and leaves cannot be used and are either left to rot or burn. Some larger branches are turned into chipboard and MDF.	

	<b>Laminated chair</b>	<b>Upcycling is making a new item out of an old one or improving it.</b>	
	<b>A knot in wood. Knots can fall out.</b>	<b>A timber frames can be strengthened using struts. This is picture of a roof truss.</b>	
	<b>These symbols mean the timber comes from a sustainable forest.</b>		

## Yr 10 GCSE Design & Technology Summer Half Term 2- Joining wood and Surface Finishes

### Summary- Position in the Curriculum

You will learn more about wood joints and their applications. This will build on the theory and practical work completed so far. You will also learn how different surface finishes can be applied to timbers.. You are also learning about terms used to describe their mechanical and working properties.

		Core Knowledge			Preparing for Assessment	
Terminology	Definitions	Adhesive	Advantages	Disadvantages	Revision and self-study questions are below.	
<b>Veneer</b>	A thin slice of wood.	PVA	Dries clear, makes strong joints, can be repositioned	Takes a long time to fully set.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.	
<b>Wastage</b>	Wastage processes cut material away and create waste, e.g. cutting and chiselling.	Contact Adhesive	Set quickly, good for gluing other materials into wood.	Little chance to reposition, gives off fumes.	1. Give three reasons why we apply surface finishes to timber.	
<b>Adhesive</b>	Another word for glue.				2. Name a suitable surface finish for an ash chair.	
<b>Abrading</b>	Moving small amounts of materials by sanding or filing.				3. Describe the holes you would drill when joining wood with countersunk screws.	
<b>Ironmongery</b>	The name for metal fixings like hinges, hooks, handles, knobs and locks.				4. Name a wood joint you would use to make a strong box. Give two reasons to justify your choice.	
<b>Fabrication processes</b>	Processes used to make parts for something.				5. Name a wood joint you would use to make a picture frame. Explain your choice.	
<b>Assembly processes</b>	The processes used to put parts together.					
<b>Surface finish</b>	A substance or treatment applied to timber. Timber is porous so will absorb water and oil making it look dirty. A finish fills the holes and makes it water resistant and easy to clean.				<p><b>Surface finishes</b></p> <p><b>Paint</b> - covers up the natural wood grain.</p> <p><b>Staining</b> - changes the colour of timber but you can still see the grain.</p> <p><b>Varnishing</b> - a clear coat that is hardwearing.</p> <p><b>Wax</b>- easy to apply but will rub away over time.</p> <p><b>Oil</b> - rubbed onto the timber, good water proofing.</p> <p><b>Shellac</b> - gives a very glossy finish but is easily damaged by water and heat.</p> <p><b>Veneering</b> - makes cheaper wood like MDF look more expensive.</p>	






Butt joint	Dowel joint	Lap joint	Husing joint	Mitre joint	Mortise and Tenon joint	Dovetail joint
<p>Easy to make but very weak.</p>	<p>Fairly strong but hard to line up by hand.</p>	<p>Easy to make but not very strong.</p>	<p>Holds dividers securely but can be tricky to cut on wide timber.</p>	<p>Attractive but weak</p>	<p>Strong but time consuming to make.</p>	<p>Very strong but tricky to cut accurately by hand.</p>

## Yr 10 Level1/2 Hospitality & Catering Autumn Half term 1- Hospitality and Catering Provision

### Summary- Position in the Curriculum

You will be introduced to hospitality and catering providers and what it is like to work in the sector. You will also find out what it takes to be successful in hospitality and catering.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
<b>Catering</b>	Providing people with food and drink in a variety of places.	The commercial sector aims to make a profit. <b>Residential commercial sector</b> – people can stay in these places such as hotels and hostels.	Revision and self-study questions are below.
<b>Hospitality</b>	Providing people with a place to stay, meals, drinks and entertainment in a variety of places.	<b>Non-residential commercial sector</b> – people can use the services but do not stay in these places e.g. for example restaurants and bars.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Employee</b>	Someone who has an employment contract.	Non-commercial businesses do not make profits. <b>Residential non-commercial</b> include hospitals and schools. <b>Non-residential non-commercial</b> businesses include daycare centres	<ol style="list-style-type: none"> <li>1. Explain what a <i>Non-residential commercial sector business</i> is and give 5 examples.</li> </ol>
<b>Employer</b>	Someone who owns a business and pays the employee to work there.	<b>Types of food service systems</b> are: Counter service, Table service, Transport catering, Vending system, Personal service.	<ol style="list-style-type: none"> <li>2. Explain what the word <i>overheads</i> means and give 5 examples.</li> </ol>
<b>Permanent contract</b>	A contract that lasts indefinitely. A worker must give notice if they decide to leave.	You need good <b>personal attributes</b> to work in the hospitality and catering industry such as being helpful, a team player, being hardworking, and being reliable.	<ol style="list-style-type: none"> <li>3. What do <i>food hygiene ratings</i> tell you and what would you have to do if you got a zero?</li> </ol>
<b>Temporary contract</b>	The worker is only employed for asset amount of time.	<b>Rolls within the industry</b> are managers, administrators, front-of-house staff and back-of-house staff	<ol style="list-style-type: none"> <li>4. Is a chef a <i>front-of-house</i> or <i>back-of-house</i> member of staff. List 6 personal attributes a chef needs to have.</li> </ol>
<b>Overheads</b>	Additional costs of running a business such as staff wages, electricity and rent.	<b>Working conditions</b> of staff in the industry are protected by laws including the Working time directive, National minimum wage and National Living Wage.	<ol style="list-style-type: none"> <li>5. Describe 5 factors that can affect the success of a business.</li> </ol>
<b>Gross profit</b>	The difference between the selling price of a dish and the cost of the ingredients used to make a dish	The success of a hospitality and catering business is affected by: <b>Money</b> – what it costs to run the business and profit made <b>Employees</b> – having happy and well-trained staff. <b>Customer service satisfaction</b> – are customers happy with the service. <b>Trends</b> – is the busies keeping up with the latest trends? <b>Competition</b> – are there similar businesses nearby?	
<b>Net profit</b>	The profit made once all the costs of running a restaurant have been taken out.		

<b>Hotels and guest house get awarded stars</b>		<b>Michelin stars for restaurants</b>		<b>AA rosettes for restaurants</b>		<b>Food hygiene ratings range from 0 (urgent improvement needed) to 5</b>		<b>Restaurants can get up to 3 stars for being sustainable.</b>	
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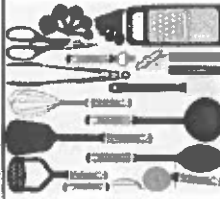
## Yr 10 Level 1/2 Hospitality & Catering Autumn Half term 2- How Hospitality and Catering providers operate

### Summary- Position in the Curriculum

Now that you know the range of hospitality and catering providers you will now look at the way that they operate.

<b>An Act</b>	A law passed by Parliament	<b>Activities take that take place in front of house include;</b> welcoming customers at reception, providing a place for people to wait whilst waiting for their table, providing a place where customers can have a drink and meet people before their meal, eating in the dining area and providing people with conveniences like cloakroom and toilets.	<b>Preparing for Assessment</b> Revision and self-study questions are below.
<b>Stock</b>	The name for all the materials, ingredients and equipment that are in use in the front and back of house.	<b>Equipment that is found in the front of house</b> includes food service equipment, seating, barriers and signs, first aid equipment bar area equipment.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Materials</b>	The range of items and products that are needed to run a hospitality and catering business	<b>Materials that I used in a catering kitchen include;</b> cleaning materials, food preparation materials, employee welfare materials, waste disposal materials and maintenance materials (Cleaning supplies etc..).	<ol style="list-style-type: none"> <li>1. Explain what workflow means.</li> <li>2. Give four reasons why protective clothing is needed in a kitchen.</li> </ol>
<b>Workflow</b>	The way that food and drinks pass from the back and front of house from delivery of ingredients to service to the customer.	<b>Paperwork in a catering kitchen</b> is important and some of this is required by law such as gas and fire safety certificates. Other paperwork includes stock orders, risk assessments and food safety certificates.	<ol style="list-style-type: none"> <li>3. List four types of paperwork that would be found in a kitchen. Explain why it is needed.</li> </ol>
<b>Stock control</b>	Keeping a record of what is bought, what is used and what needs to be re-ordered.	Protective clothing is important in a kitchen and a chef's uniform performs various functions such as protecting the body from burns, keeping the chef comfortable in a hot kitchen, and preventing hair getting in food.	<ol style="list-style-type: none"> <li>4. Describe how the Equality Act protects disabled people, and name two other customer rights laws.</li> </ol>
<b>Appliance</b>	A machine which assists in kitchen activities such as cooking	<b>Customer rights</b> are protected by various laws including: Trade Descriptions Act, Equality Act, Consumer Protection Act.	<ol style="list-style-type: none"> <li>5. Describe some safety and first aid equipment that is found in restaurants.</li> </ol>
<b>Consistent</b>	The same all the time.	<b>Customers have needs and wants.</b> Some things they expect are well trained staff, the business to be environmentally sustainable and to be given dietary information.	
<b>Risk assessment</b>	Identifying what hazards exist, or may appear, how they may cause harm and to take steps to minimise harm.		

**Front of house areas:** Entrance/reception, waiting area, counter service/bar area, dining area, cloakrooms /toilets.



**Kitchen equipment (in the back of house):** Large appliances, small hand held utensils, mechanical equipment, first aid equipment, Food safety equipment.



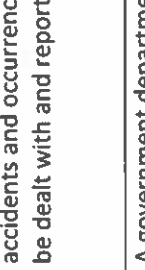
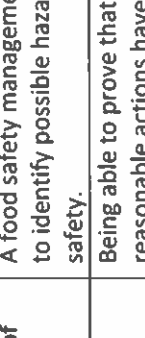
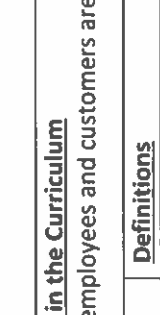
## Yr 10 Level1/2 Hospitality & Catering Spring Half term 1- Health and safety in Hospitality and Catering

### Summary- Position in the Curriculum

You will learn how employees and customers are kept safe in hospitality and catering businesses, and how food is stored, prepared and served safely.



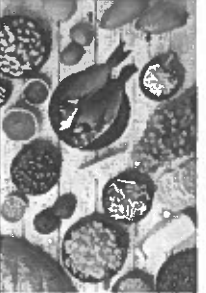


Terminology	Definitions	Core Knowledge	Preparing for Assessment
<b>Critical control point</b>	A stage in food production where food safety could go wrong.	The main causes of accidents and injuries are: Slips, trips and falls, Lifting/handling heavy objects, being hit by an object, being injured by a machine.	Revision and self-study questions are below.
<b>Hazard Analysis of Critical Control Points (HACCP)</b>	A food safety management system to identify possible hazards to food safety.	There are laws to protect people including the Personal Protective Equipment (PPE) at work regulations which must be followed by employers and employees.	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>Due diligence</b>	Being able to prove that reasonable actions have been taken to avoid a health risk.	A hazard is something that could damage a person's health or cause an accident. A personal safety risk is how likely that someone will be hurt by a hazard. Risk assessments are a way showing how much risk is involved in an activity. Businesses must carry out risk assessments of their activities.	1. Explain what risk assessment are and why they are important.
<b>Control of Substances Hazardous to Health Regulations (COSHH)</b>	A law which regulates what employer and employees must do when handling hazardous substances.	Customers and suppliers who deliver to the business must also be protected from hazards.	2. Name 3 items of PPE
<b>Health and Safety at Work Act</b>	Regulates how people can work safely.	Employees need to be protected from aggressive customers and other customers looking to cause trouble. Equipment such as CCTV security cards to enter parts of buildings help protect staff.	3. Describe 4 safety signs that may be present in a restaurant.
<b>Reporting of injuries, Diseases and Dangerous Occurrences Regulations</b>	A law that regulates how serious accidents and occurrences should be dealt with and reported.	Employees must be provided with the correct PPE for the activities they are doing. Machinery has to be kept in a good condition and maintenance tasks like PAT (Portable Appliance Testing) testing of electrical equipment takes place in businesses.	4. Name two health and safety laws and describe one thing an employer must do under each of these laws.
<b>The Health and Safety Executive (HSE)</b>	A government department that enforces safety rules.	Employees must be provided with appropriate equipment to do their job, for example trolleys to move heavy objects.	5. Describe the main causes of accidents and how they could be prevented.

### Safety signage and equipment

				
Toxic symbol			Explosive symbol	

## Yr 10 Level1/2 Hospitality & Catering Spring Half term 2- Food safety in Hospitality and Catering

<p><b>Summary- Position in the Curriculum</b> You will learn how employees and customers are kept safe in hospitality and catering businesses, and how food is stored, prepared and served safely.</p>																	
<b>Terminology</b>	<b>Core Knowledge</b>																
<b>Food intolerance</b>	<p><b>Microbes need the following to grow:</b> the right temperature, moisture, food to eat, time to grow and the correct level of acid or alkali.</p>																
<b>Food allergy</b>	<p><b>Food handlers can stop microbes making food unsafe by:</b> preventing cross contamination, cooking food to a high temperature, cooling food to a low temperature, freezing food in a freezer, drying food, covering and storing food correctly and preserving food.</p>																
<b>Bacteria</b>	<table border="1"> <tr> <th>Bacteria name</th> <th>Usually found in:</th> </tr> <tr> <td>Bacillus cereus</td> <td>Meat, cream pastries, fresh herbs, cooked rice</td> </tr> <tr> <td>Campylobacter</td> <td>Meat, poultry, untreated milk</td> </tr> <tr> <td>E. coli</td> <td>Meat, untreated milk</td> </tr> <tr> <td>Salmonella</td> <td>Meat, poultry, eggs, untreated milk</td> </tr> <tr> <td>Listeria</td> <td>Unwashed salads, pate</td> </tr> <tr> <td>Staphylococcus aureus</td> <td>Cold meats, cheese, untreated milk</td> </tr> <tr> <td>Clostridium perfringens</td> <td>Hands, runny nose, wounds/cuts</td> </tr> </table>	Bacteria name	Usually found in:	Bacillus cereus	Meat, cream pastries, fresh herbs, cooked rice	Campylobacter	Meat, poultry, untreated milk	E. coli	Meat, untreated milk	Salmonella	Meat, poultry, eggs, untreated milk	Listeria	Unwashed salads, pate	Staphylococcus aureus	Cold meats, cheese, untreated milk	Clostridium perfringens	Hands, runny nose, wounds/cuts
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<b>Microbes</b>	<p>Tiny living things, some of which cause food poisoning.</p> <p>Tiny plants and animals that you can only see under a microscope.</p>																
<b>Pathogens</b>	<p>Something that makes people ill.</p>																
<b>Toxins</b>	<p>Another name for poisons.</p>																
<b>Cross-contamination</b>	<p>How microbes are spread from one place onto some food.</p>																
<b>Moulds</b>	<p>Tiny plants similar to mushrooms.</p>																
<b>Allergen</b>	<p>Food that causes an allergy. A severe allergic reaction is called anaphylaxis.</p>																
	<p><b>Preparing for Assessment</b> Revision and self-study questions are below.</p> <p>Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.</p> <ol style="list-style-type: none"> <li>1. What is the difference between a food allergy and food intolerance.</li> <li>2. Describe steps food handlers can take to stop microbes from growing.</li> <li>3. What is cross-contamination? Describe four steps that can be taken to prevent it.</li> <li>4. Name 4 bacteria that are usually found in food. Describe what can be done to prevent them causing food poisoning.</li> <li>5. Who carries out inspections on businesses where food is sold and what happens during the inspection?</li> </ol>																

<b>Food probe</b>	<b>An EHO visit</b>	<b>Most common food allergens</b>	<b>Allergic reaction hives.</b>	<b>Mould growing on food</b>
				



## Yr 10 Level1/2 Hospitality & Catering Summer Half term 1- The importance of nutrition

### Summary- Position in the Curriculum

You will now focus on the importance of nutrition and how cooking methods impact nutritional value. This will help prepare you for coursework in year 11.

<b>Terminology</b>	<b>Definitions</b>	<b>Core Knowledge</b>	<b>Preparing for Assessment</b>																								
<b>Balanced diet</b>	A diet that provides a person with the right amount of nutrients for their needs.	Everyone has their own nutritional needs, which will vary depending on their; <ul style="list-style-type: none"> <li>• Gender</li> <li>• Age</li> <li>• Level of activity</li> <li>• Health and condition</li> <li>• Body size</li> </ul> The environment. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Example</b> Teenagers have growth spurts and are very active so have high energy needs. Increased appetites mean larger portion sizes are needed.</p> </div>	Revision and self-study questions are below.  Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.																								
<b>Nutrients</b>	Natural chemical elements in food that are essential for body growth, function and health.																										
<b>Basal metabolic rate (BMR)</b>	The rate at which a person uses energy when resting.	People follow different diets for a range of reasons. Some of these are cultural, religious, ethical. because of a health condition they have (such as coeliac disease)	6. Explain what a balanced diet is. 7. Describe the factors which affect a person's nutritional needs.																								
<b>Nutrition</b>	The study of what people eat and how all the nutrients in foods work together in the body.	It is important to get enough water as it controls body temperature, is needed for chemical reactions in the body, removes waste products, keeps mucus membranes moist, keeps skin moist among other things.	8. Explain why we need vitamin D and name 3 foods that contain it.																								
<b>Good nutrition</b>	Eating a wide variety of foods (mainly plant foods), that are mostly unprocessed (whole foods) and drinking plenty of water.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Nutrient</th> <th>Some food sources</th> <th>Main functions</th> </tr> </thead> <tbody> <tr> <td>Vitamin A</td> <td>Liver, carrots, milk</td> <td>Healthy eyes &amp; skin</td> </tr> <tr> <td>Vitamin B</td> <td>Bread, fish, broccoli</td> <td>Releases energy</td> </tr> <tr> <td>Vitamin C</td> <td>Oranges, blackcurrants</td> <td>Helps body absorb iron and healthy connective tissues</td> </tr> <tr> <td>Vitamin D</td> <td>Milk, oily fish</td> <td>Strong bones &amp; teeth</td> </tr> <tr> <td>Calcium</td> <td>Yoghurt, milk</td> <td>Strong bones &amp; teeth</td> </tr> <tr> <td>Iron</td> <td>Dark green vegetables</td> <td>Healthy red blood cells</td> </tr> <tr> <td>Sodium (salt)</td> <td>Cheese, salted nuts</td> <td>Keeps water balance in the body correct.</td> </tr> </tbody> </table>	Nutrient	Some food sources	Main functions	Vitamin A	Liver, carrots, milk	Healthy eyes & skin	Vitamin B	Bread, fish, broccoli	Releases energy	Vitamin C	Oranges, blackcurrants	Helps body absorb iron and healthy connective tissues	Vitamin D	Milk, oily fish	Strong bones & teeth	Calcium	Yoghurt, milk	Strong bones & teeth	Iron	Dark green vegetables	Healthy red blood cells	Sodium (salt)	Cheese, salted nuts	Keeps water balance in the body correct.	9. Some people follow different diets due to a health condition. Name one health condition that affects what you can eat and list the types of food a person with the condition can and cannot eat.
Nutrient	Some food sources	Main functions																									
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<b>Energy needs</b>	The average amount of food energy needed by individuals, usually measured in kilocalories (kcal)																										
<b>PAL</b>	This means physical activity level, and is the amount of energy we use for physical activity each day.		10. Explain, with examples, what a balanced diet is.																								

<b>The Eatwell guide</b>	<b>Foods high in vitamin A</b>	<b>Foods high in vitamin D</b>	<b>Whole foods</b>	<b>Ultra-processed foods</b>
				

## Yr 10 Level1/2 Hospitality & Catering Summer Half term 2

### Summary- Position in the Curriculum

You will learn about the factors affecting menu planning and how to plan production. This will help you plan dishes for your coursework next year.

<u>Terminology</u>	<u>Definitions</u>	<u>Core Knowledge</u>	<u>Preparing for Assessment</u>
<b>Contingency</b>	A backup plan to deal with an emergency situation.	<ul style="list-style-type: none"> <li>When planning a meal, a business needs to think carefully about:                             <ul style="list-style-type: none"> <li>Customers</li> <li>The effect on the business</li> <li>How the menu would be prepared</li> <li>The dishes</li> </ul> </li> </ul>	Revision and self-study questions are below.
<b>Sequencing</b>	Also known as dovetailing. This means fitting together different stages of the production plan. Into a logical order	<p>The benefits of careful meal planning are:</p> <ul style="list-style-type: none"> <li>It will meet customers' needs and wants</li> <li>It will make the business successful</li> <li>You will have ingredients on time and contingencies in place</li> <li>You will be able to prepare meals on time.</li> </ul>	Answer 1 per week for Self-Study, you can draw on your notes, this organiser, your memory and your own research.
<b>A' la carte</b>	A menu where the dishes are listed and priced separately.	<b>Food production has a major effect on the environment</b> as all the stages such as packaging, transporting and processing all produce greenhouse gases. You can minimise the effect on the environment by using locally grown ingredients, using items with little packaging, avoiding open freezers and fridges too often, making sure that you cook food efficiently and limiting the waste you produce.	<p>11. Explain, with examples, why restaurants need contingency plans.</p> <p>12. Produce a speciality menu for children.</p> <p>13. Explain what the difference is between a Table d'hôte and Table d'hôte menu.</p>
<b>Cyclic menu</b>	A set of menus with limited choices that are changed every week, two weeks or monthly.		
<b>Table d'hôte</b>	A set of menus with limited choices, which has a set price for the meal (e.g. 2 or 3 course meal)	<b>Special diets:</b> Menus should offer dishes that suit people with special diets e.g. dairy free, gluten free, nut free, high fibre, vegan, religious dietary laws.	14. What is meant by sensory needs? Think of a dish and describe how you could make it appeal to people's sensory needs.
<b>Du Jour menu</b>	A menu that changes each day or is only served on a certain day of the week.	<b>Sensory needs:</b> eating food is one of life's pleasures and to enjoy it, all the body's senses (sight, smell, taste, touch and sound) need to work together. Menus should be planned so that food is appetising and appealing.	
<b>Speciality menu</b>	A menu for target groups of people (e.g. children and pensioners)	<b>Sequencing:</b> The order in which different stages in the production of dishes for a menu needs to be carefully worked out. You have to consider things like how much time it will take to cook each dish.	15. Discuss the ways food production can negatively affect the environment.
<b>Meal menu</b>	Menu choices for specific meals		

<b>Dining table</b>	<b>Menu</b>	<b>Waiter</b>	<b>Buffet</b>	<b>A balanced meal</b>
				
				

**Notes**