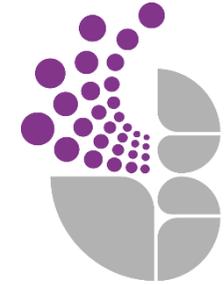


# The Academic Curriculum



**ABBAYFIELD  
SCHOOL**  
*Creative  
Education  
Trust*

The intent of our academic curriculum is to deliver **Powerful Knowledge** to our students. At Creative Education Trust this is not contextualised as ‘the knowledge of the powerful’, but specialised knowledge in a range of subject disciplines. This will include both disciplinary knowledge and substantive knowledge within each area of study. This curriculum is not only designed to endow children with the social assets, skills and cultural capital needed to succeed and achieve, but also to instil in our children the power and confidence to question, synthesise and scrutinise in a range of disciplines, a variety of social contexts and in their own lives. Beyond a range of academic qualifications, the intended impact of this curriculum is for our students to be able to integrate into any social, academic or professional environment, as well as to question, instigate change or lead within those environments.

Below you will find a detailed overview of what Year 10 students are learning in each of their subjects in Half Term 5 and 6 (Easter – July)

**Year 10 Curriculum – Summer Term 2020-21 - To support parents and students.**

Subject	Summer Term Topics
English	<p><b>Half Term 5: 20<sup>th</sup> Century Literary Prose</b></p> <p>Students will extend their knowledge of modern texts for the paper one section A, using the exam criteria to produce an analytical writing response in order to identify, understand and analyse how writer’s use:</p> <ul style="list-style-type: none"> <li>• Character, structure, setting (dramaturgy) to communicate their ideas.</li> <li>• Context of production and reception over time</li> <li>• Ideas in the texts convey the context and setting of society at the time</li> <li>• Methods to engage readers and create meaning (Language and structure)</li> <li>• Ideas that are developed throughout a whole text</li> <li>• Ideas, which can be linked and discussed to formulate a perceptive and critical argument.</li> </ul> <p><b>Half Term 6: Spoken Language Unit</b></p> <p>Students will extend their knowledge of the English Language paper 2 writing task and Spoken Word task. They will be able to understand and use the requirements of the exam criteria to be able to produce an evaluative, written response. They will be extending their prior knowledge of non-fiction texts in order to be able to write and present to an audience with knowledge of:</p>

- Vocabulary and sentence structure for quality, purpose and effect.
- Accurate spelling and punctuation
- How to communicate clearly, effectively and with imagination
- How to select and adapt tone, style and register for different forms, purposes and audiences.

Students are learning a variety of topics dependent on student ability and gaps in knowledge as a result of lockdown:

Students will cover various topics depending on the group they are in for Maths.

10x1 KWn/AEs

- Circle theorems
- Direct and inverse proportion
- Sine, cosine rule and area of non-right angled triangles

10x2 JCr

- Pythagoras, Trigonometry, Sine and Cosine rules as starters
- Counting, Accuracy, Powers and Surds
- Sampling and more complex diagrams

10x3 JBH/Tre

- Surds
- Limits of accuracy
- Circle Theorems
- 2D and 3D problems in Triangles

10x4 KPs/SHs

- Trigonometry: Ratios, finding lengths angles
- Trig: problem solving, bearings
- Construction: Triangles, Bisectors, Angles

Maths

#### 10x5 HKy

- Bearings
- Construction
- Congruency and similarity
- Probability: combined events

#### 10y1 DCa

- Pythagoras
- Trigonometry
- Congruency and Similarity
- Probability: combined events
- Construction

#### 10y2 AEs

- Surface area of prism
- Grouped data & averages
- Constructions & loci
- Curved shapes & pyramids

#### 10y3 VKi

- Direct proportion
- Inverse proportion
- Reverse percentages
- Expressing one quantity as a percent of another
- Pie Charts
- Scatter Diagrams

	<p><u>10y4 Tre</u></p> <ul style="list-style-type: none"> <li>• Transformations</li> <li>• Revision of four operations and calculator skills</li> <li>• Probability</li> <li>• Revision of area of shapes</li> <li>• Volume of 3D shapes</li> </ul>
<p>Science</p>	<p><b>Biology: Ecology</b>  Students are learning that the Sun is a source of energy that passes through ecosystems. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis. All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions, both abiotic and biotic. These ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. Students will explore how humans are threatening biodiversity as well as the natural systems that support it. They also consider some actions needed to take to ensure future health, prosperity and well-being.</p> <p><b>Chemistry: Crude Oil and Fuels, Polymers (Triple only)</b></p> <p><b>Crude Oil</b>  Students are learning that the chemistry of carbon compounds is so important that it forms a separate branch of chemistry. A great variety of carbon compounds is possible because carbon atoms can form chains and rings linked by C-C bonds. This branch of chemistry gets its name from the fact that the main sources of organic compounds are living, or once-living materials from plants and animals. These sources include fossil fuels which are a major source of feedstock for the petrochemical industry. Chemists are able to take organic molecules and modify them in many ways to make new and useful materials such as polymers, pharmaceuticals, perfumes and flavourings, dyes and detergents.</p> <p><b>Physics: Forces</b>  Students are learning to:</p> <ul style="list-style-type: none"> <li>• Understand how forces interact in a wide range of contexts, referring to interaction pairs.</li> <li>• Know the connection between weight, mass and gravity including how to use the equation.</li> <li>• Draw freebody diagrams to show resultant force and vector diagrams (HT) to illustrate resolution of forces.</li> <li>• Know how to calculate work done</li> <li>• Know that the extension of an object is proportional to the force applied until elastic limit</li> <li>• Know how to calculate the energy stored in a stretched object.</li> <li>• (Triple) Know how to calculate moments and the effects of levers and gear systems</li> <li>• Know how to calculate pressure in a fluid and its effects, to include atmospheric pressure</li> <li>• Know how to describe motion using distance and displacement. Understand the difference between scalar and vector quantities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recall and use the speed equation, calculating average speed for non uniform motion and understanding the difference between speed and velocity</li> <li>• Draw distance time graphs and use them to determine speed, using tangents if appropriate.</li> <li>• Recall and apply the equation to calculate acceleration and find acceleration using velocity time graphs. Calculate distance travelled using velocity time graphs.</li> <li>• Know how Newtons Laws of Motion are applied</li> <li>• Know how a variety of factors affect stopping distance, thinking distance and braking distance</li> <li>• (Triple) know how to interpret graphs relating to stopping distances</li> <li>• Know how to practically calculate reaction times</li> <li>• Recall and apply the equation for momentum and know the principle of conservation of momentum</li> <li>• (Triple) know how changes in momentum affect safety and how a variety of safety features affect the rate of change of momentum, using equations to calculate momentum</li> </ul>
History	<p><b>Paper 1 – Crime and Punishment</b></p> <p>Students will learn to understand key features of Crime and punishment c1000-present, including the nature of change in crime, policing and punishment across the time periods.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Sense of Period – Crime, punishment and policing c1000-present.</li> <li>• Substantive concepts – social, political, economic, religious, attitudes in society, individuals and institutions, science and technology.</li> <li>• Disciplinary concepts –change, continuity, significance, describe, analyse, evaluate. Similarity, difference, causation, consequence.</li> <li>• C1000-c1500 Crime and Punishment in Medieval England: nature of crimes in Anglos-Saxon, Norman and later Medieval period.</li> <li>• Changing definitions of crime, punishment, policing as a result of key events like the Norman Conquest.</li> <li>• Concept of social crimes like poaching.</li> <li>• Attitudes in society toward crime</li> <li>• Nature of law enforcement and nature</li> <li>• Role of church in courts and trials.</li> <li>• C1500-1700 Crime and Punishment in Early Modern:</li> <li>• Continuity and changes from Middle Ages – how changes are linked to changes in society like Heresy and treason.</li> <li>• Changing definition of crime in 16<sup>th</sup> century, e.g vagabonds and witches with an understanding of why these crimes were criminalised.</li> <li>• Nature of law and punishment, e.g Bloody code and transportation.</li> <li>• Case studies of Gunpowder plot and Matthew Hopkins to draw out significance of key factors like science, technology and religion.</li> <li>• C1700-1900 Crime and punishment in 18 and 19th centuries:</li> <li>• Study continuity and change in nature of crimes including highway robbery, poaching and smuggling and the attitudes towards these. Plus, the ending of witchcraft and treatment of Tolpuddle Martyrs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Changing nature of law enforcement – Fielding Brothers and the development of the police including the CID.</li> <li>• Changing nature of punishments and views on the purpose of punishment, e.g end of transportation, bloody code, public execution. Also, prison reform – work of Howard and Fry.</li> <li>• Case studies- of Pentonville and Peel to show changing attitudes to punishment.</li> <li>• C1900- present Crime and punishment in Modern Britain:</li> <li>• Analyse change and continuity in nature of crimes like identity fraud and smuggling.</li> <li>• Changing definitions of crime in drug, race and car crime.</li> <li>• How new crimes are affected by changes in attitudes and technology.</li> <li>• Role of authorities and local communities in law enforcement, e.g neighbourhood watch.</li> <li>• Changing role of the modern police and use of science and technology.</li> <li>• Attitudes to punishments to include the abolition of the death penalty, changes to prisons.</li> <li>• Case studies: conscientious objectors in both Wars to explain changing definitions of crime. Derek Bently and his significance in the abolition of the death penalty.</li> <li>• Whitechapel c1870-1900 crime, policing and the inner city:</li> <li>• Whitechapel environment – events, places, individuals and their significance in developments.</li> <li>• Local context of Whitechapel, poverty, discontent and crime.</li> <li>• Awareness of problems of housing and overcrowding and the attempts to improve them like in the Peabody Estate.</li> <li>• Understand the level of poverty and provision of workhouses like South Grove and the lack of employment as a link to crime in this area.</li> <li>• Nature of population – issues and tensions including lodge houses, pubs, immigrant communities from Ireland and Eastern Europe, plus the arrival of the Jews.</li> <li>• Organisation of policing in Whitechapel and how the environment made it hard to police and problems like alcohol.</li> <li>• Developments in technologies of detective investigation.</li> </ul>
<p>Geography</p>	<p><b>Half Term 5 Theme: Paper 1: Urban issues (continued)</b></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Know the difference between HICs, LICs and NEEs.</li> <li>• Know a case study of a LIC/NEE city – reasons for growth, opportunities and challenges this creates, strategies for improving quality of life.</li> </ul> <p><b>Half Term 6 Theme: Paper 2: Complete Urban Issues. Paper 3: Fieldwork (Human/Physical)</b> and unfamiliar fieldwork questions</p> <ul style="list-style-type: none"> <li>• Students will know a case study of major city in the UK. This will include:</li> <li>• Population change in the UK and a named city</li> <li>• Location and importance of a named UK city</li> <li>• Cultural change in a named UK city</li> <li>• Urban regeneration in a named UK city</li> </ul>

	<ul style="list-style-type: none"> <li>• Environmental challenges in a named UK city</li> <li>• Rural/urban differences in UK</li> <li>• Features of urban sustainability</li> </ul>
French	<p><b>Half Term 5 Theme: Where I live/Region</b></p> <p>Students are learning to be able to discuss:</p> <ul style="list-style-type: none"> <li>• School subjects, rules, facilities, opportunities</li> <li>• Comparing English/French school</li> <li>• Healthy/unhealthy living</li> <li>• Extra-curricular activities</li> <li>• School exchange,</li> <li>• Success at school</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• Direct object pronouns</li> <li>• Verbs of obligation</li> <li>• The imperfect tense</li> <li>• Using 3 tenses + timeframes</li> <li>• The pronoun <i>on</i></li> <li>• The imperative</li> </ul> <p><b>Half Term 6 Theme: Consolidation</b></p> <p>Students are learning to be able to discuss:</p> <ul style="list-style-type: none"> <li>• Friends and family</li> <li>• Leisure time</li> <li>• Festivals/ traditions and celebrations</li> <li>• My region</li> <li>• Holidays</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Present, perfect, imperfect, near future</li> <li>• En+ present participle</li> <li>• Comparatives, superlatives</li> </ul>

- Venir de+ infinitive
- Conditional
- Demonstratives

**Half Term 5 Theme: Town and Region**

Students are learning to discuss:

- Places in a town
- Shops and souvenirs
- Regions and what you can do there
- Giving pros and cons about your town.
- Shopping for clothes and presents.

This includes:

- se puede / se pueden + infinitive. The future tense
- Si + present, + future. Demonstrative adjectives. The conditional
- Irregular verbs in the conditional
- so..., so much..., so many...

Spanish

**Half term 6 Theme: Identity/Culture**

Students are learning to discuss:

- mealtimes,
- daily routine
- illnesses
- food and festivals

This includes:

- Reflexive verbs
- Estar and tener for illnesses.
- The passive and avoiding the passive.
- Irregular verbs in the preterite tense (tener, poner, poder, venir, traer, decir).
- Expressions followed by the infinitive (para, al, sin, antes de, después de ...)

<p>Computer Science</p>	<p><b>Half Term 5:</b> Students are learning about <b>Programming Fundamentals</b>. They will learn:</p> <ul style="list-style-type: none"> <li>• To be able to identify, explain and use the various programming fundamentals</li> <li>• To be able to describe the various data types and use them appropriately</li> <li>• To be able to identify and use additional programming techniques</li> <li>• The use of variables, constants, operators, inputs, outputs and assignments</li> <li>• The use of the three basic programming constructs</li> <li>• The common comparison and arithmetic operators</li> <li>• The common Boolean operators AND, OR and NOT</li> <li>• The use of data types and the ability to choose suitable data types for data in a given scenario</li> <li>• The use of basic string manipulation</li> <li>• The use of basic file handling operations</li> <li>• The use of records to store data</li> <li>• The use of SQL to search for data</li> <li>• The use of arrays when solving problems</li> <li>• How to use sub programs to produce structured code</li> </ul> <p><b>Half Term 6:</b> Students are learning about <b>Programming</b>. They will learn:</p> <ul style="list-style-type: none"> <li>• To be able to investigate a problem and create, test and evaluate a solution within a programming project</li> <li>• To put into practice programming skills in Python.</li> </ul>
<p>IT (Media)</p>	<p><b>Half Term 5 &amp; 6: R082 Creating Digital Graphics</b></p> <p>Students will be developing their first mandatory piece of coursework for the iMedia pathway using a range of digital graphics packages and planning tools. They will be provided with a choice of exam board scenarios to select from and use a range of skills and understanding to:</p> <ul style="list-style-type: none"> <li>• Research how knowledge and skills for that units are applied in industry and will have to use a variety of primary and secondary sources of information.</li> <li>• Analyse a client brief and demonstrate they can apply of range of industry standard planning documents.</li> <li>• Apply the skills to create industry standard products based on the client brief. They will learn to document their work.</li> <li>• Evaluate work there and have created and how it meets the client needs.</li> </ul>

<p>Art</p>	<p><b>Half Term 5</b></p> <p><b>Theme: Cubism Project (GCSE Portfolio Unit 1)</b></p> <p>Students are learning to be able to confidently select relevant secondary sources to produce sensitive, articulate and detailed observational work that demonstrates an embedded knowledge of the formal elements. They will be learn to critically analyse artists' work and produce a thought provoking visual analysis in a refined way. Students will be able to exploit the qualities of materials independently and skilfully through experimentation and be able to critically evaluate and articulate the outcome.</p> <p><b>Half Term 6</b></p> <p>Students will complete their final outcome for Cubism and evaluate the project.</p> <p><b>Theme: Ordinary and/or Extraordinary (GCSE Portfolio Unit 2)</b></p> <p>Students will start exploring the theme through observational work using first hand and secondary sources. They will experiment with a wide variety of media and will continue to develop their analytical skills introduced during the previous project.</p>
<p>Construction</p>	<p><b>Half Term 5:</b> Students will be learning about Health and safety on a construction site.</p> <p>They will be preparing for their written examination (Unit 1) through past papers from WJEC. They will also be completing booklets on job knowledge. Students will then take the exam at end of term.</p> <p><b>Half Term 6:</b> Consolidation of work completed this academic year. Introduction to portfolio, we will study some exemplars to ensure students know how to complete their own portfolio and what should be included in it. Weather permitting, we will do some practical work on the bricklaying module.</p>
<p>Graphics</p>	<p><b>Theme: Identity</b></p> <p>Students are continuing to explore the theme of Identity and considering a range of routes within this that they may wish to explore.</p> <p>Students will learn to generate ideas from a range of contextual sources including the work of artists and designers. Students will explore and make use of a range of a range of art media and processes. They will learn how to use the basics of Photoshop to communicate their ideas. Students will use drawing and other means in order to record ideas as their work progresses.</p> <p>This term, students will developing their ideas towards a final outcome at the end of the term.</p>

<p>Food</p>	<p><b>Half Term 5:</b></p> <p>Students are learning to apply skills and knowledge associated with meat, fish, poultry and eggs and carbohydrates.</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Theory of <b>NUTRITION</b> to focus on the sources, functions, symptoms of excess &amp; deficiency of macronutrient protein.</li> <li>• Differences between low and high biological value proteins.</li> <li>• Theory related to protein complementation</li> <li>• <b>PRACTICAL</b> related to how carbohydrates react to heat.</li> </ul> <p><b>Half Term 6:</b></p> <p>Students are learning to apply skills and knowledge associated with alternative proteins. Investigating the science of 'how food works'</p> <p>This will include:</p> <ul style="list-style-type: none"> <li>• Theory of <b>NUTRITION</b> to focus on the sources of alternative proteins.</li> <li>• Theory related to protein complementation and alternative proteins specifically.</li> <li>• Mini food investigation, hypothesis, prediction, experiment. Outcome.</li> </ul>
<p>PE Core</p>	<p>Students are learning to tackle complex and demanding physical activities. They will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Students will be taught to use and develop a variety of tactics and strategies to overcome opponents in team and individual games. They will further develop their technique and improve their performance in other competitive sports. They will take part in a range of environments which present intellectual and physical challenges, which encourage them to work in a team, building on trust and developing skills to solve problems, either individually or as a group. They will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</p>
<p>PE GCSE</p>	<p>Students are learning about health, fitness and well-being, including:</p> <ul style="list-style-type: none"> <li>• Physical, mental and social benefits of exercise</li> <li>• Impact of a sedentary lifestyle</li> <li>• Effects of living an active lifestyle</li> <li>• Importance of a balanced diet</li> <li>• Risks of dehydration</li> <li>• Calorie intake and energy balance</li> </ul>

	<p>Students learning will also include:</p> <ul style="list-style-type: none"> <li>• <b>Practical Performance (Component 3)</b> They will learn to demonstrate skills in isolation/unopposed situations and demonstrate skills in a formal/competitive situation while under pressure.</li> <li>• <b>PEP (Component 4)</b> They will learn to develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period.</li> </ul>
<p>Media</p>	<p><b>Half Term 5 – Non-exam assessment (NEA)</b></p> <p>Students are given a brief to follow as they produce their own media products. Currently, students choose between magazines or film promotional material. Magazine – if students are creating a magazine it can be focused on either the film or music genre. Film promotion - if students are completing the film promotional material they will create a DVD cover and film poster for a new film in either the coming-of-age or action genre</p> <p>In this unit of work students will be completing their own research based on their NEA brief, evaluating existing media products, and then creating their own original and unique media products</p> <p><b>Half Term 6 – Non-exam assessment (NEA)</b></p> <p>Students are given a brief to follow as they produce their own media products. Currently, students choose between magazines or film promotional material. Magazine – if students are creating a magazine it can be focused on either the film or music genre Film promotion - if students are completing the film promotional material they will create a DVD cover and film poster for a new film in either the coming-of-age or action genre</p> <p>In this unit of work students will be completing their own research based on their NEA brief, evaluating existing media products, and then creating their own original and unique media products.</p>
	<p><b>Half Term 5:</b></p> <p>Students are learning to understand and evaluate different sociological explanations of crime and deviance. This includes:</p> <ul style="list-style-type: none"> <li>• Difference between crime and deviance</li> <li>• Social construction of crime and deviance</li> <li>• Difference between formal and informal social control</li> </ul>

<p>Sociology</p>	<ul style="list-style-type: none"> <li>• Functionalist view</li> <li>• Marxist view</li> <li>• Feminist view</li> <li>• Interactionist view</li> </ul> <p><b>Half Term 6:</b></p> <p>Students are learning to understand patterns of crime. This includes:</p> <ul style="list-style-type: none"> <li>• Main statistical data</li> <li>• Class and crime</li> <li>• Gender and crime</li> <li>• Ethnicity and crime</li> <li>• Age and crime</li> <li>• The prison system</li> <li>• Violent crime and sentencing</li> <li>• Media reporting of crime</li> </ul>
<p>Business Studies</p>	<p>Students are completing Component 3: Examination Unit. This includes:</p> <ul style="list-style-type: none"> <li>• Elements of the promotional mix and their purposes</li> <li>• Targeting and segmenting the market</li> <li>• Factors influencing the choice of promotional methods Learners will consider the factors affecting the choice of promotional method for an enterprise</li> <li>• Learners will complete, interpret and check the information on financial documents and statements. B1 Financial documents</li> <li>• Payment methods</li> <li>• Sources of revenue and costs</li> <li>• Terminology in financial statements</li> <li>• Statement of comprehensive income</li> <li>• Statement of financial position</li> <li>• Profitability and liquidity Learners will interpret statements of comprehensive income and of financial position to calculate ratios.</li> <li>• Learners will complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise.</li> <li>• Using cash flow data</li> <li>• Financial forecasting</li> <li>• Suggesting improvements to cash flow problems</li> <li>• Break-even analysis and break-even point</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners will construct and interpret a break-even chart, and recognise its limitation</li> <li>• Sources of business finance</li> <li>• Learners will consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.</li> </ul>
<p>Health and Social Care</p>	<p><b>Students are learning to understand the different types of Health and Social Care and barriers people have in accessing them</b></p> <p><b>Half Term 5:</b></p> <p>Students will explore the health and social care services that are available and why individuals may need to use them. This includes:</p> <ul style="list-style-type: none"> <li>• Gaining a knowledge of Primary, Secondary and Tertiary Health Services and an understanding of Allied Health Professionals and Social Care Services.</li> <li>• Examples of the different Health Care Services:</li> <li>• Primary – Dentist, GP Surgery or Opticians</li> <li>• Secondary – specialist medical care received from a hospital or clinic – Gynaecologist or a Cardiologist</li> <li>• Tertiary Care - End of Life Palliative Care</li> <li>• Allied Health – Occupational therapy, Dietician or Physiotherapy</li> <li>• Examples of Social Care Services:</li> <li>• Day Care Homes, Residential Homes, Foster Care and Youth centres</li> </ul> <p><b>Half Term 6:</b></p> <p>Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome. This includes:</p> <ul style="list-style-type: none"> <li>• Applying their findings from research of service provision in the local community to case studies, highlighting the distinction between Health and Social Care Services.</li> <li>• Looking at a range of different Health care and Social care services and consider how each one will support the needs of individual service users.</li> <li>• Examining how effective each service is by making direct links back to the case study.</li> </ul>
	<p>Students will revise and work on exam techniques in relation to these set works:</p> <ul style="list-style-type: none"> <li>• Within Her Eyes</li> <li>• Shadows</li> <li>• A Linha Curva</li> <li>• Emancipation of Expressions</li> </ul>

Dance	<p>Students will study the work INFRA and Artificial Things</p> <p>Students will work alongside a teacher to create a duo or Trio performance exploring a clear choreographic intent.</p> <p>Students will continue to develop physical skills in preparation for learning the set phrase 'Shift' / Breathe This will include:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Alignment</li> <li>• Strength</li> <li>• Control</li> <li>• Flexibility</li> </ul>
Drama	<p><b>Half Term 5:</b> Students will now be building upon their devised practical work as explored remotely ready to explore practically with their groups. (Component 2: 40%)</p> <p><b>Half Term 6:</b> Students are responding to feedback in order to complete final devising logs ready for submission. Students will also be introduced to Billy Elliot in preparation for their Section C piece.</p>
Music	<p><b>Half Term 5:</b></p> <p>Students are learning about solo performance. This includes:</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Fluency</li> <li>• Technical control</li> <li>• Intonation (where applicable)</li> <li>• Projection</li> <li>• Expression</li> <li>• Balance of ensemble</li> <li>• Communication with other performers</li> <li>• Stylistic awareness</li> <li>• Confidence</li> </ul>

Students are learning to develop and refine free choice composition. This includes:

- Treble and bass clef notation
- Develop more complex rhythms and compound time signatures
- Use more complex harmonic language
- Using modulations
- Develop melodies with clear shape and structure
- Organise pieces with clear shape and structure
- Compose with stylistic awareness
- Control of instruments and resources

Students are learning about AoS 3. This includes:

- Layering techniques
- Melodic and harmonic devices, including: leitmotifs; thematic transformation; chromaticism and dissonance
- Commenting critically on the relationship between music and drama
- Use of sonority, texture and dynamics to create a mood.

### **Half Term 6:**

Students are completing the first draft of free choice composition.

Students will revise AoS 1, 3 and 4 and develop their exam technique. This includes:

- Musical context
- Musical elements
- Musical styles
- Musical devices
- Instrumental and vocal playing techniques
- Use of technology