

**KEY STAGE 4**  
**at**  
**The British School - Muscat**

**Curriculum Information and  
Subject Guides for GCSE Students**

# Key Stage 4 ASDAN Youth Award Level 3

## **Aim**

- To provide a framework for the development, assessment and accreditation of personal and social skills in preparation for adult life, through an activity based curriculum. Successful completion of the Bronze/Silver Award can help to yield evidence towards Entry Level units and qualification to an award equivalent to GCSE

## **Structure**

- Students need to complete credits, showing evidence of action planning.
- Students can develop knowledge of "key skills" at preparatory level and must provide a portfolio of evidence to demonstrate awareness at that level and to document the completion of all of the activities undertaken.

## **Assessment Method**

- The assessment is through means of a portfolio completed by the student which is then sent off for external moderation to assess the competency of each student against set criteria for that module.

## **Students choose challenges from the following modules:**

- Information Handling
- Sport and Leisure
- The Environment
- Health and Survival
- Technology
- Expressive Arts
- Home Management
- Number Handling
- World of Work
- Wider World Beliefs and Values
- The Community

# The KS4 English Curriculum

## **AQA English Literature**

## **AQA English Language**

These core subjects are integrated into one teaching area and there are coursework pieces which will count towards both GCSE's.

### **English Language**

This course consists of 20% oral assessment, 20% written coursework and 60% examination. Students study a variety of texts and genres including non-fiction, Shakespeare text, media texts, a pre 1914 novel and poetry. Pupils will analyse, compare and discuss these texts examining language, context, structure and effectiveness using a variety of learning styles.

### **English Literature**

The English Literature course consists of 30% written coursework and 70% examination. A number of texts will be covered such as prose, poetry, a modern play and short stories.

Texts studied will vary according to the teaching groups but will include such texts as:

Drama	-	"An Inspector Calls" "The Crucible" "Talking Heads"
Poetry	-	Pre 1914 Anthology collection. Poetry from Different Cultures. Two Twentieth Century poets.
Novels	-	"Of Mice and Men" "Lord of the Flies" "To Kill a Mockingbird" "Daz 4 Zoe" "Talking in Whispers"

# KS4 Modern Foreign Languages

## French and/or German as a Foreign Language

The course aims to develop students' ability to understand and communicate effectively in the target language.

Attention is given to four different skill areas:

1. Speaking
2. Listening and understanding
3. Reading and understanding
4. Writing

The course comprises a final examination in all four skills. In these examinations the focus is on the use of authentic materials and the students are already familiar with the majority of test-types used.

Homework will include some written work, preparation for oral work and regular vocabulary learning.

Students are expected to become relatively fluent and accurate in using the language and must, to some extent, be able to initiate language and to express their feelings, interests and ideas. They must be able to extract information from situations covering a wide range of structures and unfamiliar vocabulary.

There are two tiers of assessment (Higher – Grades A\* - E and Foundation – Grades C – G). Students will be entered for one of the two tiers in each of the skill areas. The tiers may vary between the skills. Decisions on tiers to be taken will be made towards the end of the course and will be based on the student's performance throughout the course.

All students should be prepared to develop an effective understanding of and communication in the target language set in its cultural context.

The target language will be the principal means of communication in the lessons.

# The KS4 Geography Curriculum

Year 10	Year 11
<ol style="list-style-type: none"> <li>1. Physical Geography:               <ul style="list-style-type: none"> <li>○ Rivers</li> <li>○ Glaciation</li> <li>○ Coasts</li> </ul> </li> <li>2. Human Geography:               <ul style="list-style-type: none"> <li>○ Population</li> <li>○ Settlement</li> </ul> </li> <li>3. Economic Geography:               <ul style="list-style-type: none"> <li>○ Agriculture</li> <li>○ Industry</li> </ul> </li> <li>4. Natural World:               <ul style="list-style-type: none"> <li>○ Weather and climate</li> <li>○ Vegetation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Managing Tourism:               <ul style="list-style-type: none"> <li>○ World growth</li> <li>○ Study of coastal resort</li> <li>○ Study of mountain resort</li> <li>○ Sustainable tourism</li> </ul> </li> <li>2. Managing Hazards:               <ul style="list-style-type: none"> <li>○ Tropical storms</li> <li>○ Impact of a hurricane</li> <li>○ Impact of a cyclone</li> <li>○ Responses to eruptions</li> <li>○ Responses to earthquakes</li> </ul> </li> <li>3. Coursework.</li> </ol>

Geography GCSE at BSM follows the **Edexcel Examination Board Specification 'A'**. This provides a balance between **Human, Physical and Environmental Geography** in each year and encourages students to develop their knowledge and understanding of a wide range of themes and issues within the context of the work they must do.

Students engage in a variety of learning experiences over the two years including video presentations, class debates and research projects and all students take part in a field trip in Year 11.

Geographical skills are a very important part of the course and students learn how to read Ordnance Survey maps, interpret satellite images and draw accurate graphs and diagrams, as well as plan and carry out fieldwork activities, amongst many other skills.


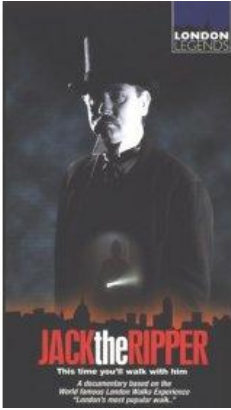


The Examination Board Specification is structured into six units of work: **four compulsory 'core' units**, entitled **Physical, Natural, Human and Economic Geography**, and two out of four **'optional'** topics, from which we have chosen **'Management of Tourism'** and **'Hazard Management'**.

The four core units are assessed in one examination paper and the two optional ones are examined in another. Students are given many opportunities to practice examination-style questions throughout the course in formal assessments which supplement the very considerable amount of ongoing assessment designed to aid in the teaching and development of skills, knowledge and understanding.

There is also a very important **coursework assignment worth 25%** of the total examination. Students must devise a set of geographical questions or hypotheses and then collect primary data to investigate these. The data must be collected as part of a fieldwork task which can be done as an individual, small group or whole-class exercise. So far a fieldtrip based along the coastal environment of Muscat has been used for whole-class data collection which provides students with everything they need to produce an outcome potentially worth maximum marks. This is done in November or December so as to take advantage of cooler weather whilst avoiding clashes with internal examinations.

# The KS4 History Curriculum

## GCSE EDEXCEL : Modern European and World History Syllabus A

Year 10	Year 11
<p data-bbox="191 432 544 464">Nazi Germany c1930 – 1939</p> <p data-bbox="191 491 581 522">The Vietnam War c1963 – 1975</p> <p data-bbox="191 554 784 585">Source analysis coursework on 'Jack the Ripper'</p>  	<p data-bbox="836 432 1406 491">The Rise and Fall of the Communist state: the Soviet Union 1928 – 1991</p> <p data-bbox="836 522 1271 554">Superpower Relations 1945 - 1990</p> <p data-bbox="836 585 1425 644">Research coursework on Enigma and Bletchley Park</p>  

Year 10 students study for Paper 2 which is a 2 hour 45 minute examination.

Year 11 students only study the content for Paper 1 which is a 2 hour examination.

The 2 coursework assignments are worth 25% in total. Each are only 1,500 words.

# The KS4 Business Studies Curriculum

## What am I going to study? What's it all about?

This subject is valuable to all students and is useful for almost any type of career. It provides a sound understanding of how companies work and are organised in the real world, and it will teach you to distinguish between fact and opinion.

In Year 10 you will examine the economic environment within which a business operates, and how it fixes its objectives. You can expect some ding-dong battles here as, for example, some students will favour ditching the pound and adopting the euro, whilst others will argue strongly for rejection of the euro.

You will study the subject of human resources, and look at a wide range of topics ranging from western Trade Union practice to Japanese motivational techniques. Expect more battles here as some will argue, for example, that "greed is good", whilst others will argue that businesses have duties to employees and society.

You will go on to examine marketing in some depth, and will be required to complete a major assignment on a marketing topic.

In Year 11 you will study finance learning, incidentally, how to spot fraud and sharp practices. After that you will look at production methods, ranging from current methods in use in the western world to Japanese "Kaizen" production systems. You will also examine the use of sophisticated ICT systems in businesses to improve productivity.

At the beginning of Year 11 you will have started a 1,500 word assignment based on your Year 10 marketing assignment. This coursework is for the examination board and carries 25% of the total marks available.

There is a terminal examination set in 2 tiers – Foundation and Higher that carry 75% of the total marks available.

The five areas of study are:

- **Business Activity and the Changing Environment**
- **Human Resources**
- **Accounting and Finance.**
- **Marketing**
- **Production**

# The KS4 Information & Communication Technology Curriculum

## Why study GCSE Information & Communication Technology?

This is a full GCSE course involving both coursework and examination. AQA Specification B (3522).

Coursework 60% - candidates are required to submit reports on two coursework tasks, one from each of the following areas: -

- Communication and handling information
- Controlling, measuring and modelling information

Written paper 40% (1 paper) – two hours structured questions, some requiring longer written responses set in context.

The specification encourages the investigation and study of ICT in a variety of contexts: home, school, recreation, community, business and industry. In these contexts, candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of ICT systems.

## Who can study GCSE Information Technology?

Any student who is capable of GCSE work, do not need any previous knowledge of the subject.

## What is involved?

You will solve problems using the following software packages:

1. Word processing
2. Desktop publishing
3. Spreadsheets and charts
4. Database management programs

You will also learn some ICT theory, which will be tested by an externally set exam.

## How will you learn?

You will learn through a series of real life contexts – for example ICT in a supermarket such as Tesco's, and ICT in an Estate Agents' office. During lessons each student will have the individual use of a computer.

## **Course Content**

Areas of study include:

- ICT systems and applications
- The use of ICT to find, collect, process and present information
- Software and Hardware
- Using ICT to solve problems
- The effects of using ICT

Pupils will choose, use and design information and communication systems to carry out a range of tasks and to solve problems, making effective use of appropriate principles and techniques.

They will develop a broad and balanced experience of the range of information and communication systems and their applications and an understanding of their capabilities and limitations.

As an integral part of your studies you will develop a good understanding of a wide range of ICT topics and terminology, for example: multimedia, animations, music, bar-codes, satellite communications, operating systems, modems, weather satellite systems, data protection, viruses, networks, electronic banking and much more.

# The KS4 Science Curriculum

All students should receive a broad, balanced science education during Key Stage 4. We feel that the courses we offer are very relevant to the student's everyday experiences and follow on well from our current Year 9 course. All students will be encouraged to reach their maximum potential and will be well prepared for external examination at the end of the Key Stage. Students who successfully complete this course will find it an excellent preparation for A level. Those who do not wish to pursue A Level will have more than adequate knowledge and skills base in Science for any alternative courses they may wish to take.

The courses are designed to provide opportunities for our students to:

Acquire a systematic body of scientific knowledge and the skills to apply this in new and changing situations in a range of domestic, industrial and environmental contexts.

## **The Edexcel 360Science is a new portfolio of qualifications;**

It assesses:

- knowledge and understanding of science and how Science works
- application of skills, knowledge and understanding
- practical, enquiry and data-handling skills.

## **GCSE Science – 100/5544/7**

It comprises of:

This is equivalent to a single science GCSE; the work for which most of our students will complete in year 10.

Assessment is

- 10% internal assessment based on practical skills. The teacher will assess students' ability to :
  - follow instructions to collect scientific data from primary and secondary sources (including ICT resources and tools)
  - work accurately and safely to make observations and to take readings (including ICT resources and tools)
  - present their data clearly.
- 30 % will be based on three assessment activities; one biology, one chemistry and one physics, each lasting 45 minutes. The assessment activity will be a structural style question paper assessing How Science Works in the context of a particular topic.
- 60% based on six multiple choice tiered papers each worth 10%. There are two biology, two chemistry and two physics tests. Each test is based on two topics within the specification. The test requires the student to answer 24 questions in 20 minutes.

## **GCSE Additional Science – 100/5545/9**

This in conjunction with GCSE science will be equivalent to the current double GCSE Science. The student will be awarded two grades which may be different and will reflect their performance on the GCSE Science topics and the GCSE Additional Science topics. The work for GCSE additional science will be taught at the end of year 10 and through year 11. Assessment is:

- 10% internal assessment based on practical skills. The teacher will assess students' ability to :
  - follow instructions to collect scientific data from primary and secondary sources (including ICT resources and tools)
  - work accurately and safely to make observations and to take readings (including ICT resources and tools)
  - present their data clearly.
- 30 % will be based on three assessment activities; one biology, one chemistry and one physics. The assessment activity will be a structural style question paper assessing How Science Works in the context of a particular topic.
- 30% based on three multiple choice tiered papers each worth 10% (one biology, one chemistry and one physics test, each lasting 45 minutes). Each test is based on the four topics within the specification for that branch of science. The test requires the student to answer 24 questions in 20 minutes.
- 30% based on three structured papers each worth 10% (one biology, one chemistry and one physics test). Each written test is 30 minutes and is based on the four topics within the specification for that branch of science.

For some students there may be the opportunity to carry out extension units and obtain 3 separate sciences; GCSE Biology 100/5546/0, GCSE Chemistry 100/5547/2 and GCSE Physics 100/5548/4. In addition to the GCSE Science and GCSE Additional Science topics, students will need to study two extension topics and sit an additional one hour structured examination per Science subject based on the extension topics.

There is no limit to the number of multiple choice and structured tests that can be re-sat. The highest mark counts. Multiple choice papers are available in November, March and June. The Structured papers are available in January and June.

The assessment activities and internal assessment of practical skills will be carried out throughout the course but students will be given prior notification of the assessment activities.

Students will need to demonstrate their ability to communicate clearly and logically, using specialist vocabulary and conventions.

A satisfactory knowledge of mathematics is essential in order to fully appreciate the course.

The units of study are:

**Qualification structure: unit titles**

	Unit number		Topic title
<b>GCSE Science</b>	B1	a	1. Environment 2. Genes
		b	3. Electrical and Chemical Signals 4. Use, Misuse and Abuse
	C1	a	5. Patterns in Properties 6. Making Changes
		b	7. There's One Earth 8. Designer Products
	P1	a	9. Producing and Measuring Electricity 10. You're in Charge
		b	11. Now You See it, Now You Don't 12. Space and its Mysteries
<b>GCSE Additional Science</b>	B2		1. Inside Living Cells 2. Divide and Develop 3. Energy Flow 4. Interdependence
	C2		5. Synthesis 6. In Your Element 7. Chemical Structures 8. How Fast? How Furious?
	P2		9. As Fast as You Can! 10. Roller Coasters and Relativity 11. Putting Radiation to Use 12. Power of the Atom
<b>Extension units</b>	B3		1. Biotechnology 2. Behaviour in Humans and Other Animals
	C3		3. Chemical Detection 4. Chemistry Working for Us
	P3		5. Particles in Action 6. Medical Physics

	Unit number		Topic title
GCSE Biology	B1	a	1. Environment 2. Genes
		b	3. Electrical and Chemical Signals 4. Use, Misuse and Abuse
	B2		1. Inside Living Cells 2. Divide and Develop 3. Energy Flow 4. Interdependence
	B3		1. Biotechnology 2. Behaviour in Humans and Other Animals
GCSE Chemistry	C1	a	4. Patterns in Properties 5. Making Changes
		b	6. There's One Earth 7. Designer Products
	C2		5. Synthesis 6. In Your Element 7. Chemical Structures 8. How Fast? How Furious?
	C3		3. Chemical Detection 4. Chemistry Working for Us
GCSE Physics	P1	a	9. Producing and Measuring Electricity 10. You're in Charge
		b	11. Now You See it, Now You Don't 12. Space and its Mysteries
	P2		9. Fast as You Can! 10. Roller Coasters and Relativity 11. Putting Radiation to Use 12. Power of the Atom
	P3		5. Particles in Action 6. Medical Physics

# The KS4 Design Technology Curriculum

The British School offers two Design and Technology subjects,

**Design and Technology – Graphic Products,  
Design and Technology – Resistant Materials.**

- **Resistant Materials.** Working in wood, metal and plastics to create designed prototypes e.g. shelves, cupboards, lights, storage units, automata, etc.
- **Graphic Products.** Working in wood, paper, and plastics to create designed models e.g. exhibition stands, restaurant design, packaging design and pop-up book design.

Both of the two year courses require that the students study their area of focus. They learn about mass manufacturing techniques in the different materials, material properties and how they affect material choice and design, ergonomic influences upon design and appropriate use of tools and techniques when working in the different materials. They will learn this by designing and manufacturing products in the workshop and learning theory of manufacture.

The course is assessed by each student handing in one piece of coursework and sitting one written examination.

- The coursework

This represents 60% of the total marks. It is started during the second year of the course. Each student will use the design process to create and then produce a 3D product in Resistant Materials, and both a 3D and 2D outcome in Graphic products. In both courses the product will be supported by a design folder of about 15 pages of A3. This coursework is called the 'Design and Make Task'. It is a major part of the Design and Technology course and it represents approximately 40 hours work. The design folder is sent to the U.K. for moderation along with photos of the completed product.

- The terminal examination

This carries 40% of the total marks. There are two tiers of entry with a separate paper for each tier. The examination is 1½ hours long and will cover three areas of learning

1. Preparing, processing and finishing materials and manufacturing commercial products.
2. Classification and selection of materials, selection of components and market influences.
3. Product analysis, design and market influences.

These GCSEs are designed to progress directly to the Advanced Subsidiary (AS) and then on to the Advanced GCE in Design and Technology and provide a good foundation for the study of Manufacturing and Engineering

# The KS4 Physical Education Curriculum

## PE for Leisure

Through year 10 and 11, all students are given the option to participate in a wide range of activities on offer. Research has proven that at this level and age, students are more likely to participate in a wide range of activities on offer. Research has proven that at this level and age, students are more likely to participate in Physical Recreation if given a choice of activities. It is also the intention of the PE Department to encourage participation for all and to provide an incentive for future adult participation when they leave school.

Activities range from the following:

Football	-	Netball	-	Basketball
Volleyball	-	Dance	-	Aerobics
Table-tennis	-	Hockey	-	Swimming

Through these lessons, students are motivated to participate regardless of ability, and encouraged to show initiative and independence in the organisation of the activity and themselves. Umpiring and refereeing become a focus in the majority of the games activities which students are keen to develop.

This option also allows students to follow the separate GCSE course in Physical Education.

## GCSE Physical Education

The syllabus covers the GCSE Full Course Physical Education. The Short Course is available for those students for whom the Full Course is inappropriate. Both the courses build upon the knowledge, understanding and skills established by the national curriculum through both theoretical and practical elements.

Students with the direction of staff will have the opportunity to select four activities from the full range of national curriculum areas.

The GCSE examination consists of two parts; a theory paper worth 40%, which has common elements to both the courses, and a continuous practical assessment worth 60%.

The assessment objectives are as follows:

- Physical performance, including the ability to interrelate planning, performing and evaluation whilst undertaking activity.
- Analysis and improvement of performance.
- Knowledge and understanding of
  - a. factors affecting performance
  - b. the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques
  - c. reasons for participating in physical activity.

The theory part of the course is divided into three sections covering the following aspects of the subject:

- Anatomy and Physiology
- Factors affecting participation in Physical Activity
- Safety aspects of Physical Activity

# The KS4 Dance Curriculum

This course will encourage candidates to;

- Develop understanding and appreciation of a range of dance styles
- Develop aesthetic and artistic sensibility to dance works
- Develop the knowledge, skills and understanding needed to perform, choreograph and appreciate dance including an awareness of its artistic contexts.
- Develop life-skills and attributes including decision making, critical and creative thinking, aesthetic sensitivity and the ability to co-operate with others.

The course is broken down as follows;

<b>Performing Arts: Dance</b>	
<b>Written Paper</b>	<ul style="list-style-type: none"> <li>• <b>20% of the total marks</b></li> <li>• <b>2 Hour short and extended answer exam paper – externally marked</b> <ul style="list-style-type: none"> <li>▪ <i>Section A – short answer questions on syllabus content</i></li> <li>▪ <i>Section B – questions based on study of set work in contrast to 4 other studied works</i></li> </ul> </li> </ul>
<b>Practical exam</b>	<ul style="list-style-type: none"> <li>• <b>20% of the total marks</b></li> <li>• <b>Set Study</b> <ul style="list-style-type: none"> <li>▪ <i>Set by exam board. Taught and assessed internally</i></li> </ul> </li> </ul>
<b>Performance &amp; Choreography</b>	<ul style="list-style-type: none"> <li>• <b>60% of the total marks</b></li> <li>• <b>3 elements to this aspect</b> <ul style="list-style-type: none"> <li>▪ <i>Performance of in a duo/group dance (2-3mins) – taught and assessed internally (20%)</i></li> <li>▪ <i>Choreography of a solo/group dance (1-1.5mins) – by student, assessed internally (30%)</i></li> <li>▪ <i>Expanded program note (10%)</i></li> </ul> </li> </ul>

## Year 10

The main emphasis in year 10 is developing dance, performance and choreographic skills. This will be essentially practical, but there will be, throughout the year, the study of choreographies. By viewing professional works, students will be able to get ideas in movement, set design, musical accompaniment and choreographic devises.

## Year 11

The main emphasis in Year 11 is to learn the set study, group performance dance and to study in more depth four dance works in comparison to the set dance work. This year is more intensive and will unite all the skills and choreographic devises learnt in year 10. This year will finalise with a practical and written examination.

# The KS4 Mathematics Curriculum

The course aims to enable students to develop a positive attitude towards mathematics. They will apply problem solving techniques to real life situations, meet appropriately challenging work and also acquire a firm foundation for further study.

The 2007 UK scheme consists of two tiers: Foundation and Higher. Students will follow a course appropriate to their abilities.

Students will submit two tasks one algebraic, one statistical that will assess Using and Applying Mathematics, each task accounts for 10% of the final grade. The other 80% will consist of two examination papers, one of which is a non-calculator paper.

From September 2008 the requirement for two tasks as coursework has been discontinued. The exam consists of 2 papers, one with a scientific calculator and one without.

It is expected that candidates will be in a possession of a ruler, compasses, angle measurer and a calculator. A scientific calculator is needed, for example a model such as Casio FX 8L.

The Calculator should include SIN, COS, TAN but otherwise should be as simple as possible (not graphical).

Students should demonstrate the ability to work co-operatively, independently, logically and practically. This should lead them to appreciate the place and the role of Mathematics in society.

# The KS4 Drama Curriculum

## What am I studying?

There is an introductory module that introduces key drama skills that have been touched on in Year 9.

The course is divided into a number of modules, which cover four practical components:

- Scripted Performance
- Devised Performance
- T.I.E. presentation
- Improvisation

The practical element is assessed internally and videoed and then moderated by an external verifier in Year 11.

There is also a mark given for preparation work and for written response to the process of development. – 60%

Students have to have a go at all types of performance but submit their best 2 pieces for final assessment.

The majority of lessons are practical and students undertake much of their work in groups, therefore **GOOD ATTENDANCE AND AN ABILITY TO WORK CO-OPERATIVELY IN GROUPS IS A MUST FOR THIS COURSE!**

Students are also required to visit the theatre, at least twice during the course or study 2 texts. At BSM I am working towards 2 theatre visits that will be used for the exam. Pupils must produce explanatory notes (2 sides of A4). – 40%

## Some questions to ask yourself:

- Is my attendance good?
- Can I work well in a group?
- Am I willing to attend theatre trips outside of school hours?
- Have I got the courage to perform practically?
- Can I keep a detailed written record of practical work?

**Who can I talk to for more information?**      Head of Department

# The KS4 Music Curriculum

Music is a practical and creative subject. All students will be given the opportunity to develop their own musical skills, tastes and aspirations. They will be encouraged to listen, compose and to perform in the widest variety of styles which should not only take account of their preferences, but should also encourage them to broaden their horizons.

The syllabus has been designed to allow candidates to show what they know, understand and can do by listening, performing and composing.

## Summary of content and weighting: -

Part or component	Requirements	Weighting
<b>Paper one</b> Solo Performing	Candidates will perform one solo piece with or without accompaniment in any tradition or style.	30%
Performing during the course	Candidates will perform/direct two pieces (including composition 1) with a free choice of style and with the opportunity to perform on a second instrument.	
<b>Paper two</b> Composition 1	One composition, written to a brief, based on one of the Areas of Study (see below)	30%
Composition 2	One composition, written to a brief based on a different Area of Study (see below)	
<b>Paper three</b> Listening and Appraising	Written paper 1 hour 30 minutes. Candidates to answer questions on all four Areas of Study	40%

## Areas of study: -

### Area of study 1

Repetition and contrast in Western Classical Music 1600-1899 through the study of: -  
ground bass, variations, ternary form, rondo

### Area of study 2

New directions in Western Classical Music 1900-present through the study of: - serialism, minimalism, experimental music, electronic music.

### Area of study 3

Popular song in context through the study of: -  
12 bar blues, reggae, club dance remix, songs from musicals.

### Area of study 4

Rhythms, scales and modes in music from around the world through the study of: - gamelan music, Indian raga, African drumming, music which draws together at least 2 different cultures

# The KS4 Art & Design Curriculum

**GCSE Art & Design is about having an adventurous and enquiring approach to art and design and developing the skills to express it. Pupils will:**

- develop an understanding of past and contemporary art and design and be able to produce a personal response embracing a range of ideas.
- develop a working knowledge of the materials, practices and technology of art and design.
- develop the skills to investigate, analyse and experiment using art, craft and design.
- develop imaginative powers and skills to express ideas, feelings and meanings.
- develop an understanding of the language and conventions of art and design and an understanding of the place of art, craft and design in history and in society.

The GCSE in Art & Design follows on from what pupils have been doing at Key Stage 3. The emphasis in this GCSE is on the process of developing both ideas and work. Central to this is the work journal – similar to a sketchbook. If pupils are interested in art, craft or design and have an aptitude for the subject – creative, or ‘good at drawing’ – pupils have the skills to succeed.

## How is the course structured?

The GCSE in Art & Design contains two Papers – Paper 1 is Coursework, consisting of 2 units of work, and Paper 2 is the Externally Set Assignment – the timed test. Over the two years, pupils will have to successfully complete two units of coursework and an Externally Set Assignment (Exam).

<i>Autumn Term</i>	
<b>YEAR 10 – COURSEWORK UNIT 1 INTRODUCTION TO ‘LOCAL CULTURE’</b>	<b>YEAR 11 – COURSEWORK UNIT 2 INTRODUCTION TO ‘NATURAL FORMS’</b>
<p>Mastering the language of visual expression. The given theme of LOCAL CULTURE will begin as experimental and developmental structured learning activities. The aim of these activities are to develop skills in building visual language skills through experimental drawing activities relating to the Visual Elements (line, tone, colour, shape &amp; form, space, texture, surfaces); and generating potential ideas for personal studies relating to LOCAL CULTURE.</p> <p><i>References to artists such as Klimt, Hundertwasser, Gaudi and Islamic Art, Design and Architecture.</i></p>	<p>The given theme NATURAL FORMS will begin as broad based experimental and structured learning activities looking at different ways to record still life based on the Visual Elements. The aim of these activities are to develop skills in handling the Visual Elements; using and transforming various media; choosing and working with appropriate contexts and sources; generating potential ideas for personal in-depth studies relating to NATURAL FORMS.</p> <p><i>References to artists such as Georgia O’Keefe, Charles Renee Mackintosh, Van Gogh</i></p>
<i>Spring Term</i>	

<p align="center"><b>YEAR 10 – CW UNIT 1, PART B PERSONAL DIRECTION</b></p>	<p align="center"><b>YEAR 11 – CW UNIT 2, PART B PERSONAL DIRECTION + MOCK EXAM</b></p>
<p>DEVELOPMENTAL: Themes will be negotiated for personal in-depth development of ideas towards a planned outcome. Starter personal themes relating to LOCAL CULTURE could include: Pattern; Words and Images; Ordinary Objects; Abstraction; Entrances and Exits; Decorative Forms; Geometric Forms and Patterns; Angular Shapes and Forms; Constructivism; Carnivals and Celebrations; Diagonals, Spirals and Wavy Lines; Reflective Surfaces; Multi-cultural Society. <i>References: Students own choice.</i></p>	<p>DEVELOPMENTAL: Themes will be negotiated for personal in-depth development of ideas towards a planned outcome. Personal themes could include: Mixed Media; Decorative Forms; Damaged and Fragmented Surfaces; Layering; Changes in Scale; Expressive Qualities; Multiple Images. Personal analysis and evaluation of coursework, progressing with experimentation, composition ideas and final conclusion during a MOCK EXAM. Introduction to EXTERNALLY SET ASSIGNMENT in February. <i>References: Students own choice.</i></p>
<p align="center"><b><i>Summer Term</i></b></p>	
<p align="center"><b>YEAR 10 - CW UNIT 1, CONCLUSION PLUS CW UNIT 2, INTRODUCTION</b></p>	<p align="center"><b>YEAR 11 – EXTERNALLY SET ASSIGNMENT (EXAM UNIT)</b></p>
<p>Continuation as Spring Term. Personal analysis and evaluation of project work completed so far, progressing with experimentation, composition ideas and a final conclusion. Plus, introduction to Coursework Unit 2 based on NATURAL FORMS</p>	<p>Research; Observational drawing; Contextual Links; Analysis; Experimentation &amp; Developmental Personal Work, Final Outcome &amp; Unit Evaluation. FINAL ART EXAM (Timed test in studio during May) <i>References: Students own choice.</i></p>