

**English**

Long term plan Year 10 2021-22

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
6 <sup>th</sup> /7 <sup>th</sup> Inset days												
Assume this will be an induction week for students		A Christmas Carol	A Christmas Carol	A Christmas Carol	A Christmas Carol	A Christmas Carol	A Christmas Carol	A Christmas Carol	Language Paper 1 section A	Language Paper 1 section A	Language Paper 1 section A	Language Paper 1 section A
Common Assessment points							Whole class feedback window					Paper 1A Formal Assessment
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Revision of An Inspector Calls	Revision of An Inspector Calls	Language Paper 1 section B	Language Paper 1 section B	Language Paper 1 section B	Language Paper 1 section B	Revision of A Christmas Carol	Revision of A Christmas Carol	Language Paper 2 section A	Language Paper 2 section A	Language Paper 2 section A	Language Paper 2 section A
						Whole class feedback window		ACC Formal Assessment				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Language Paper 2 section A	Anthology: effects and reality of conflict Loss, absence, memory and identity	Anthology: effects and reality of conflict Loss, absence, memory and identity	Anthology: effects and reality of conflict Loss, absence, memory and identity	Anthology: effects and reality of conflict Loss, absence, memory and identity	Language Paper 2 section B	Language Paper 2 section B	Language Paper 2 section B	Speaking and Listening	Speaking and Listening	Speaking and Listening	
	Whole class feedback window							Year 10 Language Paper 2 Formal				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Assessments
Autumn	w/c 6/9	w/c 13/9	w/c 20/9	w/c 27/9	w/c 4/10	w/c 11/10	w/c 18/10	w/c 1/11	w/c 8/11	w/c 15/11	w/c 22/11	w/c 29/11	<b>Classroom Assessments:</b> Week 3: Block 1: Congruence, similarity & enlargement Week 6: Block 2: Trigonometry Week 9: Block 3: Representing Solutions of equations & inequalities Week 12: Block 4: Simultaneous Equations (set as HW); End of Autumn Term Assessment (F/H)
	Similarity						Developing Algebra						
	Congruence, similarity and enlargement			Trigonometry			Representing solutions of equations and inequalities			Simultaneous equations			
Spring	w/c 6/12	w/c 13/12	w/c 3/1	w/c 10/1	w/c 17/1	w/c 24/1	w/c 31/1	w/c 7/2	w/c 14/2	w/c 28/2	w/c 7/3	w/c 14/3	<b>Classroom Assessments:</b> Week 2: Block 1: Angles and Bearings. Week 4: Block 2: Working with circles. Week 6: Block 3: Vectors Week 8: Block 4: Ratio & fractions Week 10: Block 5: Percentages & interest Week 12: Block 6: Probability (set as HW); End of Spring Term Assesment (F/H)
	Geometry						Proportions and Proportional change						
	Angles and bearings		Working with circles		Vectors		Ratio and fractions		Percentages and Interest		Probability		
Summer	w/c 21/3	w/c 28/3	w/c 4/4	w/c 25/4	w/c 2/5	w/c 9/5	w/c 16/5	w/c 23/5	w/c 6/6	w/c 13/6	w/c 30/6	w/c 27/6	<b>Classroom Assessments:</b> Week 6: Block 1: Angles & Bearings Week 8: Block 2: Non-calculator Methods Week 10: Block 3: Types of number and sequences Week 12: Block 4: Indices and roots (set as HW); End of Summer Term Assessment (F/H)
	Delving into Data						Using number						
	Collecting, representing and interpreting data						Non-calculator methods		Types of number and sequences		Indices and roots		

Red Text - Recall from KS3    Bold Text - Higher GCSE content																																																
Week 1			Week 2			Week 3			Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10		Week 11		Week 12																							
Autumn	Similarity												Developing Algebra																																			
	Congruence, similarity and enlargement						Trigonometry						Representing solutions of equations and inequalities						Simultaneous equations																													
	<b>Enlarge a shape by a positive integer scale factor</b> <b>Enlarge a shape by a fractional scale factor</b> <b>Enlarge a shape by a negative scale factor</b> Identify similar shapes <b>Work out missing sides and angles in a pair of given similar shapes</b> use parallel line rules to work out missing angles Establish a pair of triangles are similar <b>Explore areas of similar shapes (1)</b> <b>Explore areas of similar shapes (2)</b> <b>Explore volumes of similar shapes</b> <b>Solve mixed problems involving similar shapes</b> Understand the difference between congruence and similarity Understand and use conditions for congruent triangles <b>Prove a pair of triangles are congruent</b>						Explore ratio in similar right-angled triangles Work fluently with the hypotenuse, opposite and adjacent sides Use the tangent ratio to find missing side lengths Use the sine and cosine ratio to find missing side lengths Use sine, cosine and tangent to find missing angles <b>Calculate sides in right-angled triangles using Pythagoras' Theorem</b> Select the appropriate method to solve right-angled triangle problems Work with key angles in right-angled triangles (1) & (2) <b>Use trigonometry in 3-D shapes</b> <b>Use the formula <math>\frac{1}{2}ab \sin C</math> to find the area of a triangle</b> <b>Understand and use the sine rule to find missing lengths</b> <b>Understand and use the sine rule to find missing angles</b> <b>Understand and use the cosine rule to find missing lengths</b> <b>Understand and use the cosine rule to find missing angles</b> Choosing and using the sine and cosine rules (1) & (2)						Understand the meaning of a solution <b>Form and solve one-step and two-step equations</b> <b>Form and solve one-step and two-step inequalities</b> Show solutions to inequalities on a number line Interpret representations on number lines as inequalities <b>Represent solutions to inequalities using set notation</b> <b>Draw straight line graphs</b> Find solutions to equations using straight line graphs <b>Represent solutions to single inequalities on a graph</b> <b>Represent solutions to multiple inequalities on a graph</b> <b>Form and solve equations with unknown of both sides</b> Form and solve inequalities with unknown of both sides Form and solve more complex equations and inequalities <b>Solve quadratic equations by factorisation *</b> (*Also foundation tier. Higher cover now, Core will cover in Year 11) <b>Solve quadratic inequalities in one variable</b>						Understand that equations can have more than one solution Determine whether a given (x,y) is a solution to a pair of linear simultaneous equations Solve a pair of linear simultaneous equations by substituting a known variable Solve a pair of linear simultaneous equations by substituting an expression (1) & (2) Solve a pair of linear simultaneous equations using graphs Solve a pair of simultaneous equations by subtracting equations Solve a pair of simultaneous equations by adding equations <b>Use a given equation to derive related facts</b> Solve a pair of simultaneous equations by adjusting one equation Solve a pair of simultaneous equations by adjusting both equations Form a pair of simultaneous equations from given information Form and solve a pair of simultaneous equations from given information <b>Determine whether (x,y) is a solution to both a linear and quadratic equation</b> <b>Solve a pair of simultaneous equations (one linear, one quadratic) using graphs</b> <b>Solve a pair of simultaneous equations (one linear, one quadratic) algebraically</b> <b>Solve a pair of simultaneous equations involving a third unknown</b>																													
	Week 1			Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8			Week 9			Week 10			Week 11			Week 12														
Spring	Geometry												Proportions and Proportional change																																			
	Angles and bearings				Working with circles				Vectors				Ratio and fractions				Percentages and Interest				Probability																											
	<b>Use cardinal directions and related angles</b> <b>Draw and interpret scale diagrams</b> Understand and represent bearings Measure and read bearings Make scale drawings using bearings Calculate bearings using angle rules Solve bearings problems using Pythagoras and trigonometry <b>Solve bearings problems using the sine and cosine rules</b>				<b>Recognise and label parts of a circle</b> Calculate fractional parts of a circle Calculate the length of an arc Calculate the area of a sector <b>Circle theorem: Angles at the centre and circumference</b> <b>Circle theorem: Angles in a semicircle</b> <b>Circle theorem: Angles in the same segment</b> <b>Circle theorem: Angles in a cyclic quadrilateral</b> Understand and use the volume of a cylinder and cone Understand and use the volume of a sphere Understand and use the surface area of a sphere Understand and use the surface area of a cylinder and cone <b>Solve area and volume problems involving similar shapes</b>				Understand and represent vectors Use and read vector notation Draw and understand vectors multiplied by a scalar Draw and understand addition of vectors Draw and understand addition and subtraction of vectors <b>Explore vector journeys in shapes</b> <b>Explore quadrilaterals using vectors</b> <b>Understand parallel vectors</b> <b>Explore collinear points using vectors</b> <b>Use vectors to construct geometric arguments and proofs</b>				Compare quantities using a ratio Link ratios and fractions Share in a ratio (given total or one part) Use ratios and fractions to make comparisons Link ratios and graphs Solve problems with currency conversion Link ratios and scales Use and interpret ratios of the form 1 : n and n : 1 Solve 'best buy' problems Combine a set of ratios Link ratios and algebra Ratio in area problems Ratio in volume problems Mixed ratio problems				<b>Convert and compare fractions, decimals and percentages</b> <b>Work out percentages of amounts (with and without a calculator)</b> <b>Increase and decrease by a given percentage</b> <b>Express one number as a percentage of another</b> Calculate simple and compound interest Repeated percentage change <b>Find the original value after a percentage change</b> Solve problems involving growth and decay <b>Understand iterative processes</b> Solve problems involving percentages, ratios and fractions				<b>Know how to add, subtract and multiply fractions</b> <b>Find probabilities using equally likely outcomes</b> <b>Use the property that probabilities sum to 1</b> Using experimental data to estimate probabilities Find probabilities from tables, Venn diagrams and frequency trees <b>Construct and interpret sample space for more than one event</b> Calculate probability with independent events Use tree diagrams for independent events Use tree diagrams for dependent events <b>Construct and interpret conditional probabilities (Tree diagrams)</b> <b>Construct and interpret conditional probabilities (Venn diagrams and two-way tables)</b>																											
	Week 1			Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8			Week 9			Week 10			Week 11			Week 12														
Summer	Delving into Data												Using number																																			
	Collecting, representing and interpreting data												Non-calculator methods												Types of number and sequences												Indices and roots											
	<b>Construct histograms</b> <b>Interpret histograms</b> Find and interpret averages from a list Find and interpret averages from a table Construct and interpret time series graphs Construct and interpret stem-and-leaf diagrams <b>Construct and interpret cumulative frequency diagrams</b> <b>Use cumulative frequency diagrams to find measures</b> <b>Construct and interpret box plots</b> Compare distributions using charts and measures <b>Compare distributions using complex charts and measures</b> Construct and interpret scatter graphs Draw and use a line of best fit Understand extrapolation												<b>Mental/written methods of integer/decimal addition and subtraction</b> <b>Mental/written methods of integer/decimal multiplication and division</b> <b>The four rules of fraction arithmetic</b> Exact answers <b>Rational and irrational numbers (convert recurring decimals here)</b> <b>Understand and use surds</b> <b>Calculate with surds</b> <b>Rounding to decimals places and significant figures</b> <b>Estimating answers to calculations</b> Understand and use limits of accuracy <b>Upper and lower bounds</b> Use number sense Solve financial maths problems Break down and solve multi-step problems												<b>Understand the difference between factors and multiples</b> <b>Understand primes and express a number as a product of its prime factors</b> <b>Find the HCF and LCM of a set of numbers</b> Describe and continue arithmetic and geometric sequences Explore other sequences <b>Describe and continue sequences involving surds</b> <b>Find the rule for the nth term of a linear sequence</b> <b>Find the rule for the nth term of a quadratic sequence</b>												<b>Square and cube numbers</b> Calculate higher powers and roots <b>Powers of ten and standard form</b> <b>The addition and subtraction rules for indices</b> Understand and use the power zero and negative indices Work with powers of powers <b>Understand and use fractional indices</b> <b>Calculate with numbers in standard form</b>											

## SCIENCE

Long term plan Year 10 SCIENCE 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
		B1 Cells recap Osmosis Practical	B1 Cells Recap Food tests Practical CMP and DIRT	C1 Atomic Structure and Periodic Table	C1 Atomic Structure and Periodic Table	C1 Atomic Structure and Periodic Table (2)  P1 Energy (3)	P1 Energy	P1 Energy	P1 Energy (2)  B2 organisation (3)	B2 organisation	B2 organisation	
	Assessment points identified											
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	B2 organisation (1)  C2 Structure and Bonding	C2 Structure and Bonding	C2 Structure and Bonding (2)  P2 Electricity (3)	P2 Electricity	P2 Electricity	P2 Electricity (2)  B3 Infection and response (3)	B3 Infection and response	B3 Infection and response (3)  C3 Quantitative Chemistry (2)	C3 Quantitative Chemistry	P3 Particle Model of Matter	P3 Particle Model of Matter	B4 Bioenergetics
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	B4 Bioenergetics	C5 Energy Changes	Energy Changes  Paper 1 revision	Paper 1 Revision	P4 Atomic Structure	P4 Atomic Structure	P4 Atomic Structure	DIRT from Mocks	C4 Chemical Change	C4 Chemical Change	C4 Chemical Change	B7 Ecology DIRT and CMP

No child left behind

Art

Long term plan Year 10 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
HBR 2 lessons	Topic – Drawing Focus – Introduction to grades of pencil and mark making.	Topic – Drawing Focus - Introduction to grades of pencil and mark making.	Topic – Drawing Focus - To explore how scribble can be used to create shape and form.	Topic – Drawing Focus - To explore how scribble can be used to make a more detailed drawing. Artist Link – Henry Moore	Topic – Drawing Focus - To explore how tonal shading can be used to create shape and form.	Topic – Drawing Focus - To explore how tonal shading can be used to make a more detailed drawing	Topic – Drawing Focus - To explore how cross-hatching can be used to create shape and form.	Topic – Drawing Focus - To explore how cross hatching can be used to make a more detailed drawing	Topic – Drawing Focus - To explore how stippling can be used to create shape and form.	Topic – Drawing Focus - To explore how stippling can be used to make a more detailed drawing	Topic – Drawing Focus - To explore how drawings can be created expressively with ink and stick.	Topic – Drawing Focus - To explore the use of chalk as a negative drawing method.
KGA 1 lesson	Topic – Shoes Focus – Introduction to the work of Mark Schwartz. Shoe drawing.  Artist link – Mark Schwartz	Topic – Shoes Focus — Introduction to the work of Mark Schwartz. Shoe drawing. Students create samples of the techniques and experiments with combinations of the materials.  Artist link – Mark Schwartz	Topic – Shoes Focus - create an A2 copy of a Mark Schwartz painting, using wax resist, Brusho and ink.	Topic – Shoes Focus – create an A2 copy of a Mark Schwartz painting, using wax resist, Brusho and ink.	Topic – Shoes Focus - Create a sketchbook presentation about the work of Mark Schwartz.	Topic – Shoes Focus - Create a sketchbook presentation about the work of Mark Schwartz.	Topic – Shoes Focus – Make a detailed painting of a shoe/shoes.	Topic – Shoes Focus - Make a detailed painting of a shoe/shoes	Topic – Shoes Focus - Make a detailed painting of a shoe/shoes	Topic – Shoes Focus - Make a detailed painting of a shoe/shoes	Topic – Shoes Focus – Use Photoshop/Word to: a) Stretch a design to elongate/warp the image  b) Change the colours.	Topic – Shoes Focus - Students should create at least three different design ideas from their ICT designs.
	Assessment points identified				Assessment Point 1 AO1 Artist presentations and analysis				Assessment Point 2 AO3 Recording from observation			
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
HBR 2 lessons	Topic – Drawing Focus - To explore the use of ink and bleach as a negative drawing method.	Topic – Drawing Focus - To reflect on the most effective drawing skills used to create an independent response.	Topic – Drawing Focus - To reflect on the most effective drawing skills used to create an independent response.	Topic – Drawing Focus - To reflect on the most effective drawing skills used to create an independent response.	Topic – Drawing Focus - To reflect on the most effective drawing skills used to create an independent response.	Topic – Portraiture Focus – Facial features	Topic – Portraiture Focus – Facial features	Topic – Portraiture Focus – Drawing/painting hair	Topic – Portraiture Focus - A tonal drawing of a celebrity.	Topic – Portraiture Focus - A tonal drawing of a celebrity.	Topic – Portraiture Focus - Create a watercolour version of the face already studied as a tonal drawing	Topic – Portraiture Focus – Create a watercolour version of the face already studied as a tonal drawing.
KGA 1 lesson	Topic – Shoes Focus - Students should create at least three different design ideas from their ICT designs.	Topic – Shoes Focus - Create an A2 version of the best of their designs bringing together all of their experiments.	Topic – Shoes Focus - Create an A2 version of the best of their designs bringing together all of their experiments.	Topic – Shoes Focus - Create an A2 version of the best of their designs bringing together all of their experiments.	Topic – Shoes Focus – Create an A2 version of the best of their designs bringing together all of their experiments.							
	Assessment Point 3 AO2/AO1 Experimentation and development				Assessment Point 4 End of project assessment All AOs					Assessment Point 5 AO3 Recording from Observation		
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week 2 further artist analyses, section coies and sketchbook presentations of artists relating to the theme/subject matter chosen.
	Topic – Portraiture Focus – Explore the work of a portrait artist working in colour and produce a sketchbook presentation and a sample of their celebrity in that style.	Topic – Portraiture Focus – Explore the work of a portrait artist working in tone/ink and produce a sketchbook presentation and a sample of their celebrity in that style.	Topic – Portraiture Focus – Explore the work of a portrait artist working with pattern and produce a sketchbook presentation and a sample of their celebrity in that style.	Topic – Portraiture Focus – Explore the work of a portrait artist working in mixed media and produce a sketchbook presentation and a sample of their celebrity in that style.	Topic – Portraiture Focus – Create a selection of thumbnail designs and an A4 final design for a mixed media portrait.	Topic – Portraiture Focus – Create an A2 mixed media celebrity portrait using a mixture of the styles of the artists studied.	Topic – Portraiture Focus – Create an A2 mixed media celebrity portrait using a mixture of the styles of the artists studied.	Topic – Portraiture Focus – Create an A2 mixed media celebrity portrait using a mixture of the styles of the artists studied.	Topic – Personal Project Focus – Introduction to the themes, deciding on a theme Developing ideas and creating a moodboard.	Topic – Personal Project Focus - Developing ideas and creating a moodboard and Statement of Intent	Topic – Personal Project Focus – Artist analysis, section copy and sketchbook presentation of an artist relating to the theme/subject matter chosen.	
				Assessment Point 6 AO1/AO2			End year assessment	End Year Assessment All AOs				

No child left behind

No child left behind

Art

Long term plan Year 10 Nurture 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
Lesson		BTEC Introductory Certificate A1 Being Organised Introduction to the unit <b>Focus:</b> Prioritising tasks	BTEC Introductory Certificate A1 Being Organised <b>Focus:</b> Prioritising tasks	BTEC Introductory Certificate A1 Being Organised <b>Focus:</b> Planning your time	BTEC Introductory Certificate A1 Being Organised <b>Focus:</b> Using devices to help with organisation	BTEC Introductory Certificate A1 Being Organised Focus: Filing and folders	BTEC Introductory Certificate A1 Being Organised Focus: Filing and folders	BTEC Introductory Certificate A1 Being Organised Focus: Filing and folders	BTEC Introductory Certificate A1 Being Organised Focus: Using a planner Focus: Using a planner	BTEC Introductory Certificate A1 Being Organised Focus: Using a planner	BTEC Introductory Certificate A1 Being Organised <b>Focus:</b> Meeting deadlines	BTEC Introductory Certificate A1 Being Organised <b>Focus:</b> Meeting deadlines
2sson		Topic – Creating an Art Image AD5 Focus – Introduction to the Unit Introduction to key movements, styles, and artists – historical and contemporary.	Topic – Creating an Art Image AD5  Focus – – Introduction to the Unit Introduction to still life – historical and contemporary.	Topic – Creating an Art Image AD5  Focus – Introduction to the Unit Focus -Shoes Create mind maps a) based on shoes as a still life object  Introduce the shoe paintings of: Van Gogh Andy Warhol Fiona Wilson	Topic Creating an Art Image AD5  Focus - Create a sketchbook presentation /mini-portfolio about the work of Mark Schwartz and other show designers.	Topic – Creating an Art Image AD5 Focus - Create a sketchbook presentation about the work of Mark Schwartz and other show designers.	Topic – Creating an Art Image AD5 Focus – Practical skills and experimentation Introduction to the work of Mark Schwartz. Students create samples of the techniques and experiments with combinations of the materials. <b>Artist link –</b> Mark Schwartz Andy Warhol Fiona Wilson Van Gogh	Topic – Creating an Art Image AD5 Focus – Skills Development  Mark making Create an A2 copy of a Mark Schwartz painting, using wax resist, Brusho and ink.	Topic – Creating an Art Image AD5 Focus – Skills Development  Create an A2 copy of a Mark Schwartz painting, using wax resist, Brusho and ink.	Topic – Creating an Art Image AD5 Focus – Drawing  Drawing techniques	Topic – Creating an Art Image AD5 Focus – Drawing  Drawing techniques  Make a detailed drawing of a shoe/shoes	Topic – Creating an Art Image AD5 Focus – Drawing  Drawing techniques  Make a detailed drawing of a shoe/shoes
	Assessment points identified					Assessment Point 1 Artist presentations and analysis					Assessment Point 2 Recording from observation	
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
1 lesson	BTEC Introductory Certificate A1 Being Organised  <b>Focus:</b> Meeting deadlines	BTEC Introductory Certificate A1 Being Organised  <b>Focus:</b> Meeting deadlines	BTEC Introductory Certificate A1 Being Organised  <b>Focus:</b> Meeting deadlines	BTEC Introductory Certificate A1 Being Organised  <b>Focus:</b> Meeting deadlines	BTEC Introductory Certificate A1 Being Organised  <b>Focus:</b> Meeting deadlines	BTEC Introductory Certificate A1 Being Organised  <b>Focus:</b> Meeting deadlines	BTEC Introductory Certificate A1 Being Organised  Assignment	BTEC Introductory Certificate A1 Being Organised  Assignment	BTEC Introductory Certificate A1 Being Organised  Assignment	BTEC Introductory Certificate A1 Being Organised  Assignment	BTEC Introductory Certificate A1 Being Organised  Assignment	BTEC Introductory Certificate A1 Being Organised  Assignment
2 lessons	Image AD5 Focus – Painting  Painting techniques  Samples of painting techniques.	Image AD5 Focus – Painting  Painting techniques  Make a detailed drawing of a shoe/shoes	Image AD5 Focus – Painting  Painting techniques  Make a detailed drawing of a shoe/shoes	Topic – Creating an Art Image AD5 Focus – Use Photoshop/Word to: a) Stretch a design to elongate/warp the image b) Change the colours	Topic – Creating an Art Image AD5 Focus - Students should create at least three different design ideas from their ICT designs	Topic – Creating an Art Image AD5 Focus - Students should create at least three different design ideas from their ICT designs	Topic – Creating an Art Image AD5 Focus – Create an A2 version of the best of their designs bringing together all of their experiments.	Topic – Creating an Art Image AD5 Focus – Create an A2 version of the best of their designs bringing together all of their experiments.	Topic – Creating an Art Image AD5 Focus – Create an A2 version of the best of their designs bringing together all of their experiments.	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10
			Give out Assignment Brief AD5			Start of Assignment Brief A1			Assessment Point 4 End of project assessment All AOs AD5 Hand in date			
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
1 lesson					2/5 May bank holiday							J2J starts 3 weeks + enrichment week Start A2 Core Unit (30 GLH) Developing a Personal Progression Plan. Final A1 submission
2	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	Topic- Creating a Mood Board AD10	
	Final AD5 submission			Assessment Point 6 AO1/AO2			End year assessment Hand in date for A1	End Year Assessment Hand in date for A1				

No child left behind



Drama

Long term plan Year 10 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-7-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
Continual assessment/recordings of work & milestone reviews. * Summative assessment/whole school date.	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
CFL 2 lessons	Topic – Component 2 Focus – Introduction to course components and vocal skills (link to ‘Mugged’). LAA	Topic – Component 2 Focus – Explore and develop vocal & physical skills (linked to ‘Mugged’). LAA	Topic – Component 2 Focus – Explore and develop interpretative skills (linked to ‘Mugged’). LAA	Topic – Component 2 Focus – Explore and develop characterisation (linked to ‘Mugged’). LAA	Topic – Component 2 Focus – Develop characterisation & vocal skills > introduction to and focus on Blood Brothers.  Record workshop – LAA & C	Topic – Component 2 Focus – To develop & apply physical/vocal/ Interpretative skills when rehearsing and performing (linked to Blood Brothers).  Record workshop – LAA & C  Yr10 Settling in Reflection point	Topic – Component 2 Focus – Logbook – ‘Milestone 1’ Audit > based on previous workshops (lessons 1-6). Set SMART target 1.  Milestone 1 Logbook – LAA & C	Topic – Component 2 Focus – Explore and develop characterisation (linked to Blood Brothers). LAA	Topic – Component 2 Focus - Explore and develop skills and techniques during the rehearsal process. LAA	Topic – Component 2 Focus - Explore and develop skills and techniques during the rehearsal process. LAA	Topic – Component 2 Focus – Logbook, Milestone 2- LAA, Workshops: Skills Development – Diary & Audit 2 and considering progress linked to SMART Target 1.  Milestone 2 Logbook LAA & C	Topic – Component 2 Focus - Explore and develop skills and techniques during the rehearsal process (focus on the ‘stylistic qualities’). LAA
IFO 1 lesson		Topic – Component 1 Focus – Introduction to the unit, recap ‘Teachers’. Write a summary of the play and personal statement. LAA	Topic – Component 1 Focus – Explore and create a slide based on Themes in Teachers. LAA	Topic – Component 1 Focus – Explore and create a slide based on practitioners’ styles in Teachers. LAA	Topic – Component 1 Focus – Explore and create a slide based on the practitioner. LAA	Topic- Component 1 Focus – Explore and Create a slide based on Creative Intention and purpose in Teachers. LAA	Topic – Component 1 Focus – Actors roles, skills and responsibilities – in general and in Teachers. LAA	Topic – Component 1 Focus – Actors roles, skills and responsibilities – in general and in Teachers. LAA	Topic – Component 1 Focus -: Examine the skills required by the actors in a given clip. LAA	Topic – Component 1 Focus -: Examine the skills required by the actors in a given clip. LAA	Topic – Component 1 Focus – Explore/discuss processes used in performance. LAB	Topic – Component 1 Focus – Explore/discuss processes used in performance. LAB
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
CFL 2 lessons	Topic – Component 2 Focus - Explore and develop skills and techniques during the rehearsal process and in performance of a short extract (as a mini- assessment). LAA & B	Topic – Component 2 Focus – Logbook, Complete Milestone 2- LAA, Workshops: Skills Development – Diary & Audit 2 and considering progress linked to SMART target 1. Set SMART target 2.  Complete Milestone 2 Logbook LAA & C	Topic – Component 2 Focus – Apply skills and techniques in rehearsal. LAB	Topic – Component 2 Focus - Apply skills and techniques in rehearsal. LAB	Topic – Component 2 Focus - Apply skills and techniques in rehearsal. LAB And, begin Milestone 3 Logbook - review initial rehearsals. LAC	Topic – Component 2 Focus –Continue Milestone 3 ‘Initial rehearsals review’. LAC And, apply skills and techniques in rehearsal & performance. LAB	Topic – Component 2 Focus - Apply skills and techniques in rehearsal and performance. This includes a ‘mock’ assessment. LAB	Topic – Component 2 Focus - Apply skills and techniques in rehearsal. This includes a ‘Mock assessment’. LAB And, review initial workshops, including contributions to the rehearsal process/mock performance review. Also, set SMART target 3. Milestone 3 Logbook – LAB & LAC	Topic – Component 2 Focus - Apply skills and techniques in rehearsal and performance. This includes ‘summative assessment 1’. LAB  Summative Assessment - performance LAB (extract 1).	Topic – Component 2 Focus - Apply skills and techniques in rehearsal. LAB	Topic – Component 2 Focus - Apply skills and techniques in rehearsal. LAB	Topic – Component 2 Focus - Apply skills and techniques in rehearsal. LAB
IFO 1 Lesson	Topic- Component 1 Focus: Examine non-performance role (e.g. Costume designer) including responsibilities and skills, illustrating how the roles contribute to performance. LAA & B	Topic- Component 1 Focus: Examine non-performance role (e.g. Set designer) including responsibilities and skills, illustrating how the roles contribute to performance. LAA & B	Topic – Component 1 Focus – Introduction to the unit, recap ‘Blood Brothers’. Write a summary of the play and personal statement. LAA	Topic – Component 1 Focus – Explore and create a slide based on Themes in Blood Brothers.. LAA	Topic – Component 1 Focus – Explore and create a slide based on practitioners’ styles in Blood Brothers. LAA	Topic – Component 1 Focus – Explore and create a slide based on the practitioner. LAA	Topic- Component 1 Focus – Explore and Create a slide based on Creative Intention and purpose in Blood Brothers. LAA	Topic – Component 1 Focus – Actors roles, skills and responsibilities – in general and in Blood Brothers. LAA	Topic – Component 1 Focus -: Examine the skills required by the actors in a given clip. LAA	Topic- Component 1 Focus: Examine non-performance role (e.g. Costume designer) including responsibilities and skills, illustrating how the roles contribute to performance. LAA & B	Topic- Component 1 Focus: Examine non-performance role (e.g. Set designer) including responsibilities and skills, illustrating how the roles contribute to performance. LAA & B	Topic – Component 1 Focus - Examine professional repertoire and work independently to complete /refine PowerPoint, using relevant feedback and checklists. LAA  Begin to compare Teachers and Blood Brothers. LAB

No child left behind

	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5 Monday 2 <sup>nd</sup> Bank holiday	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
CFL 2 lessons	Topic – Component 2 Focus – Logbook, corrections and feedback.  <a href="#">Milestone 1-3 Logbook LAC</a> And, Apply skills and techniques in rehearsal. <a href="#">LAB</a>	Topic – Component 2 Focus - Apply skills and techniques in rehearsal & performance.  <b>Summative Assessment - performance LAB (extract 2)</b>	Topic – Component 2 Focus - Milestone 3 & 4 Logbook. <a href="#">LAC – linked to LAB.</a>	Topic – Component 2 Focus - Milestone 3 & 4 Logbook. <a href="#">LAC – linked to LAB.</a>	Topic – Component 2 Focus - Milestone 3 & 4 Logbook. <b>Complete LAC - Hand in date 4.5.22</b>	Topic – Component 2/3 Focus – Develop skills and techniques linked to a practitioner (E.g. Brecht)	Topic – Component 2/3 Focus – Develop skills and techniques linked to a practitioner (E.g. Brecht)	Topic – Component 2/3 Focus – Develop skills and techniques linked to a practitioner (Artaud)	Topic – Component 2/3 Focus – Develop skills and techniques linked to a practitioner (Artaud)	Topic – Component 3 Focus – Mock scenario ‘Responding to a brief’. <b>Data capture – whole school.</b>	Topic – Component 3 Focus – Mock scenario ‘Responding to a brief’.	J2J starts 3 weeks + enrichment week  Topic- Component 1 Focus: Examine non-performance roles (e.g. Costume & Set designers) including responsibilities and skills, illustrating how the roles contribute to performance.  Compare the interrelationships between Teechers, Blood Brothers & The Curious Incident’. LAA & B  <b>Hand in x3 PowerPoints. Deadline – 15<sup>th</sup> July</b>
IFO 1 lesson	Topic – Component 1 Focus - Examine professional repertoire and work independently to complete /refine PowerPoint, using relevant feedback and checklists. <a href="#">LAA</a>  Begin to compare Teechers and Blood Brothers. <a href="#">LAB</a>	Topic – Component 1 Focus - Examine professional repertoire and work independently to complete /refine PowerPoint, using relevant feedback and checklists. <a href="#">LAA</a>  Begin to compare Teechers and Blood Brothers. <a href="#">LAB</a>	Topic – Component 1 Focus - Examine professional repertoire and work independently to complete /refine PowerPoint, using relevant feedback and checklists. <a href="#">LAA</a>  Begin to compare Teechers and Blood Brothers. <a href="#">LAB</a>	Topic – Component 1 Focus – Introduction to the unit, recap ‘Teechers’. Write a summary of the play and personal statement. <a href="#">LAA</a>	Topic – Component 1 Focus – Explore and create a slide based on Themes in ‘The Curious Incident’. <a href="#">LAA</a>	Topic – Component 1 Focus – Explore and create a slide based on practitioners’ styles in ‘The Curious Incident’. <a href="#">LAA</a>	Topic – Component 1 Focus – Explore and create a slide based on the practitioner. <a href="#">LAA</a>	Topic- Component 1 Focus – Explore and Create a slide based on Creative Intention and purpose in ‘The Curious Incident’. <a href="#">LAA</a>	Topic – Component 1 Focus – Actors roles, skills and responsibilities – in general and in ‘The Curious Incident’. <a href="#">LAA</a>	Topic – Component 1 Focus – Actors roles, skills and responsibilities – in general and in ‘The Curious Incident’. <a href="#">LAA</a>	Topic – Component 1 Focus -: Examine the skills required by the actors in a given clip. <a href="#">LAA</a>	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
Engineering Design	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Clock project intro brief & spec – moodboard  R105 – Design briefs, specs & user requirements:  Design cycle	Clock project – secondary research – product analysis – ACCESS FM  R105 – Design briefs, specs & user requirements:  Identify & Design	Clock Project - Evaluation of research, design specification  R105 – Design briefs, specs & user requirements:  Error Proof & Validate	Clock Project - 2D design ideas  R105 - Design briefs, specs & user requirements:  Ergonomics & anthropometric data	Clock Project - Rendering  R105 - Design briefs, specs & user requirements:  User requirements	Clock project - Isometric  R105 - Design briefs, specs & user requirements:  Production methods	Clock project - Oblique/ 2 point perspective  R105 - Design briefs, specs & user requirements:  Modern production processes – automation/ JIT	Clock project - Sketch up  R105 - Design briefs, specs & user requirements:  Stock forms and standard components	Clock project - 2D design engineering drawings  R105 - Design briefs, specs & user requirements:  Design for manufacturing assembly	Clock project - Manufacture  R105 - Design briefs, specs & user requirements:  Life cycle analysis	Clock project – manufacture  R105 - Design briefs, specs & user requirements:  Durability, resilience and Tolerances	Clock project – manufacture  R105 - Design briefs, specs & user requirements:  Iconic designs
	Assessment points identified		Research		Design spec		Design ideas		CAD		manufacture	
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
Engineering Design			3/1/22 Bank hol									
	Clock project - manufacture  R105 – Design briefs, specs & user requirements:  New and emerging technologies	Clock project - Evaluation  R105 – Design briefs, specs & user requirements:  Market pull, Technology push	R106 – Product analysis & research  LO1 -Commercial production methods  R105 – Design briefs, specs & user requirements:  Product requirements	R106 – Product analysis & research  LO1 - Impact of manufacturing processes  R105 – Design briefs, specs & user requirements:  Production costs	R106 – Product analysis & research  LO1 - End of life considerations  R105 – Design briefs, specs & user requirements:  Sustainability	R106 – Product analysis & research  LO1 - Conformity to legislation  R105 – Design briefs, specs & user requirements:  Legislative design requirements	R106 – Product analysis & research  LO2 – primary research  R105 – Design briefs, specs & user requirements:  Safety symbols	R106 – Product analysis & research  LO2 secondary research  R105 – Design briefs, specs & user requirements:  Environmental pressures	R106 – Product analysis & research  LO2 – primary research  R105 – Design briefs, specs & user requirements:  New & emerging materials	R106 – Product analysis & research  LO2 secondary research  R105 – Design briefs, specs & user requirements:  Relationship between design brief and spec	R106 – Product analysis & research  LO2 – strengths & weakness  R105 – Design briefs, specs & user requirements:  Design cycle	R106 – Product analysis & research  LO2 – strengths & weakness  R105 – Design briefs, specs & user requirements:  User needs
		Full project			LO1 – tracker			LO2 – tracker			LO2 – tracker	
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Engineering Design					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	R106 – Product analysis & research Primary research – surveys & questionnaires  R105 – Design briefs, specs & user requirements:  DFMA	R106 – Product analysis & research Research analysis inc charts  R105 – Design briefs, specs & user requirements:  Manufacturing processes	R106 – Product analysis & research LO3 – product disassembly  R105 – Design briefs, specs & user requirements  ACCESS M	R106 – Product analysis & research LO3 – product disassembly  R105 – Design briefs, specs & user requirements:  Revision	R106 – Product analysis & research LO3 – product disassembly 2  R105 – Design briefs, specs & user requirements:  Revision	R106 – Product analysis & research  LO3 – product disassembly 2  R105 – Design briefs, specs & user requirements:  Revision	R105 exam prep – revision    R105 – Design briefs, specs & user requirements:  Revision	R105 exam prep – revision  1 hr paper    End year assessment	R106 – Product analysis & research  LO3 – durability, safety & Maintenance    End Year Assessment	R106 – Product analysis & research  LO3 – instructions, tools, PPE and H&S    Full R106 tracker completed.	R106 – Product analysis & research finishing and printing	
		LO1 & LO2 trackers filled in – tracker				LO3 – tracker	End year assessment	End Year Assessment			Full R106 tracker completed.	

## Y10 Add title of course here

Long term plan 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
Y10 Hospitality and Catering	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Leave blank	Unit 1 AC1.1 Structure of the industry Venues and ratings	Diets - Soup and scones practical  Unit 2: AC1.1 and AC1.2	Unit 1 AC1.1  Suppliers	Commodities – Bread  Unit 2: AC 2	Unit 1: AC1.2 Roles in the industry Front of house and kitchen brigade	Coagulation – leek and haddock quiche practical Unit 2: AC2	Unit 1: AC1.3 Working conditions Unit 1: AC1.4 Factors to success	Combination – chicken pie practical Unit 2 AC1.4 -3.5	Unit 1: AC1.1 – AC1.4 Recap	Skills- Mash and stewing Cottage pie practical  Unit 2: AC1.4 -3.5	Unit 1: AC2.1 Kitchen operations and equipment
	Assessment points identified						Assessment-Time planning			Assessment Unit 1.1		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
Y10 Hospitality and Catering			3/1/22 Bank hol									
	Skills- frying Fajitas/ enchiladas Practical Combination Vitamins	Unit 1: AC2.2 Operations of front of house	Layering/baking Gateaux – practical layering and coating	Unit 1/2: AC2.3 Meeting customer requirements	Quick frying – Beef stroganoff With rice practical	Unit 1 AC2.1 -3 Re-cap	Diets Vegan brownie practical Unit 2 AC1.2	Unit 1 AC3.1 Personal safety and responsibility	Skills – pastry Vanilla slice Setting a filling  Unit 2 AC2.1	Unit 1 AC3.2 Risks to personal safety	Nutrients – Apple crumble and custard sauce  Unit 2 AC1.1 -1.4	Unit 1 AC3.3 Personal safety recommendations
	Assessment AC1.1 -3.1/3.3		Assessment – storage			Assessment AC2.1 -3			Assessment – time planning			
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Y10 Hospitality and Catering					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Nutrients cooking methods – Pasta bolognaise practical	Unit 1 AC3.1-3 Recap	Homemade pasta sauce – combination cooking Lasagne practical	Unit 1 AC4.1 -2 Food related causes of ill health Allergies	Sauces/diets  Fish pie practical	Unit 1 AC 4.3 – 4.4 Food safety legislation, symptoms and types of foods	Paper steaming  Salmon en papillote practical	Re- cap and assessment AC1.1 – 4.5	Boning of leg Chicken with soy and honey glaze		Mincing and moulding - Burgers with brioche and relish	
		Unit 1 Ac3.1-3 Assessment			Assessment planning?				Assessment knife skills and hygiene	Assessment knife skills and hygiene	Assessment knife skills and hygiene	

No child left behind

Music

Long term plan Year 10 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days							Assessment Window Opens				
	Unit 2 – Music Product and Unit 7 – Music sequencing. General Skill development and course introduction	Unit 2 – Music Product and Unit 7 – Music sequencing. General Skill development and course introduction	Unit 2 – Music Product and Unit 7 – Music sequencing. General Skill development and course introduction	Unit 2 – Music Product and Unit 7 – Music sequencing. General Skill development and course introduction	Unit 2 – Music Product and Unit 7 – Music sequencing. General Skill development and course introduction	Unit 2 – Music Product and Unit 7 – Music sequencing. General Skill development and course introduction	Unit 2 – Music Product and Unit 7 – Music sequencing. General Skill development and course introduction	Unit 2 – Music Product Focus – Understanding the brief  Unit 7 – Introducing Music Sequencing Focus – Understanding the brief	Unit 2 – Music Product Focus – Understanding the brief  Unit 7 – Introducing Music Sequencing Focus – Understanding the brief	Unit 2 – Music Product Focus – Research into various Products  Unit 7 – Introducing Music Sequencing Focus – Initial introduction of basic functions	Unit 2 – Music Product Focus – Research into various Products  Unit 7 – Introducing Music Sequencing Focus – Initial introduction of basic functions	Unit 2 – Music Product Focus – Research into various Products  Unit 7 – Introducing Music Sequencing Focus – Initial introduction of basic functions
	Assessment points identified						Music Assessment					
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Unit 2 – Music Product Focus – Identification of Product and individual roles  Unit 7 – Introducing Music Sequencing Focus – Sequencing MIDI	Unit 2 – Music Product Focus – Identification of Product and individual roles  Unit 7 – Introducing Music Sequencing Focus – Sequencing MIDI	Unit 2 – Music Product Focus – Identification of Product and individual roles  Unit 7 – Introducing Music Sequencing Focus – Sequencing MIDI	Unit 2 – Music Product Focus – Identification of Product and individual roles  Unit 7 – Introducing Music Sequencing Focus – Sequencing MIDI	Unit 2 – Music Product Focus – Planning for final product  Unit 7 – Introducing Music Sequencing Focus – Use of functions, quantise and effects	Unit 2 – Music Product Focus – Planning for final product  Unit 7 – Introducing Music Sequencing Focus – Use of functions, quantise and effects	Unit 2 – Music Product Focus – Planning for final product  Unit 7 – Introducing Music Sequencing Focus – Use of functions, quantise and effects	Unit 2 – Music Product Focus – Planning for final product  Unit 7 – Introducing Music Sequencing Focus – Use of functions, quantise and effects	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log
		Music Assessment						Music Assessment				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week (* TBC)
	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log	Unit 2 – Music Product Focus – Final product preparations and completion of individual role(s)  Unit 7 – Introducing Music Sequencing Focus – Completing final sequence – updating log	Unit 2 – Music Product Focus – Preparation for submission  Unit 7 – Introducing Music Sequencing Focus – Preparation for Submission	Unit 2 – Music Product Focus – Preparation for submission  Unit 7 – Introducing Music Sequencing Focus – Preparation for Submission	Unit 2 – Music Product Focus – Preparation for submission  Unit 7 – Introducing Music Sequencing Focus – Preparation for Submission	Unit 2 – Music Product Focus – Preparation for submission  Unit 7 – Introducing Music Sequencing Focus – Preparation for Submission	Unit 2 – Music Product Focus – Preparation for submission  Unit 7 – Introducing Music Sequencing Focus – Preparation for Submission	Unit 2 – Music Product Focus – Resubmission period  Unit 7 – Introducing Music Sequencing Focus – Resubmission period	Unit 2 – Music Product Focus – Resubmission period  Unit 7 – Introducing Music Sequencing Focus – Resubmission period	
		Music Assessment					End year assessment			*Formal Unit Assessment		

Y10 Photography

Long term plan 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
AQA – Photography GCSE	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	<b>Portriature</b> Introduce and explore portraiture photographers - independet research	<b>Portriature</b> Introduce and explore portraiture photographers - independet research	<b>Portriature</b> Examine and analyse the work of a portraiture photographer analysis	<b>Portriature</b> Examine and analyse the work of a portraiture photographer analysis	<b>Portriature</b> Experiment and recreate photographer photos	<b>Portriature</b> Experiment and recreate photographer photos	<b>Portriature</b> Exend observational ddrawing - recording	<b>Portriature</b> Exend observational ddrawing - recording	<b>Portriature</b> Develop an ability to produce a concept and photoshoot planning	<b>Portriature</b> Develop an ability to produce a concept and photoshoot planning	<b>Portriature</b> Explore and experiment with portraiture photoshoot	<b>Portriature</b> Explore and experiment with portraiture photoshoot
	Assessment points identified			AO 1 Assessment								AO 3 Assessment
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
AQA – Photography GCSE			3/1/22 Bank hol									
	<b>Portriature</b> Experimentation Paint	<b>Portriature</b> Experimentation Paint	<b>Portriature</b> Experimentaion Mixed Media	<b>Portriature</b> Experimentaion Mixed Media	<b>Portriature</b> Experimentation Photoshop	<b>Portriature</b> Experimentation Photoshop	<b>Portriature</b> Experimentation Paint	<b>Portriature</b> Portraiture final outcome	<b>Portriature</b> Portraiture final outcome	<b>Portriature</b> Portraiture final outcome	<b>Portriature</b> Portraiture final outcome piece	<b>Portriature</b> Portraiture final outcome piece
						AO 3 Assessment						AO 4 Assessment
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
AQA – Photography GCSE					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO3: Record ideas, observations and insights relevant to intentions as work progresses.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO3: Record ideas, observations and insights relevant to intentions as work progresses.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO3: Record ideas, observations and insights relevant to intentions as work progresses.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	<b>NEA Unit 1</b> <b>Paper/Concealment/ Creative Landscape</b>  AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	
		AO 1 Assessment				AO 3 Assessment				AO 2 Assessment		



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
AQA – Textiles GCSE	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	AO1 – Introduction to structures theme.  Mind map and mood board of structures.	AO1 - Structure's theme photography Still Life and outside structures.	AO1 - Photography evaluation and independent theme developed.	AO1 - Photography development - Patterns & Colour  Mood board.	AO1 Sketchbook updates	AO2 Artist study  Tucks sample  Twisted Tucks	AO2 Development of tucks.	AO2 Smocking samples	AO2 Development of smocking samples	AO3 Design ideas	AO1 – Weaving artist study and paper weaves.	AO2 - Loom weaving and development of weave.  Design idea.
	Assessment points identified				Teacher assessed piece.					Teacher feedback point		
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
AQA – Textiles GCSE			3/1/22 Bank hol									
	AO1/2 Pleat artist study  Detailed drawing in pencil.  Paper pleats	AO2 Simple fabric pleats.  Development of pleats.	AO2/3 Historical context Ruffles	AO2/3 Development of historical sample	AO1/2 Textures  Artist study – Texture drawings  Shibori, shirring & crashing.  Free-machine embroidery on dissolvable fabric.	AO2/3 Mark-Making on fabric.  Development of textural samples.	AO2/3 Shapes  Drawing from mood board  Stencil and screen-print	AO2/3 Repeating patterns from screen-print.  Developed heat press sample.	Sketchbooks updated.	AO3 Theme development board  Detailed artist study	AO3 Theme development ideas	AO2 Sample development board.
		Teacher assessment of project so far.							Teacher assessment			
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
AQA – Textiles GCSE					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	AO4 Development of bodice.	AO3/4 Final idea board.	AO2 Development of fabrics for final piece.	AO4 Development of final piece.	AO4 Development of final piece.	AO4 Development of final piece.	AO4 Development of final piece.	AO4 Development of final piece.	AO4 Pattern development and Photoshop visuals.	AO4 Progressed ideas board.	Detailed textile art drawing piece – linked to theme or additional time for pupils to complete final piece.	
		Teacher Assessed Piece					End year assessment	End Year Assessment				Final Project Assessment.

No child left behind