TURTON SCHOOL

YEAR 9
PATHWAY
2019 - 2020

Building on the knowledge of the past to help the children of today meet the challenges of the future

Welcome to Year 9 Choices

Over the past few years at Turton we have been working hard with the students to increase the challenge of learning in our classrooms. We know that our students will have to be able to easily recall from a broad and deep knowledge base in order to achieve high results in exams at 16 and 18. Our year 8 students are studying hard and are focused on their studies, practising and repeating work they have covered to thoroughly embed their learning. In order to continue the development of learning we are now asking students to make some choices about the subjects they study in year 9. There will still be a choice of Pathway prior to the start of year 10, and all students will have a full choice of all subjects, irrespective of their subject choices in year 9.

The choices made now will enable students to spend more time on each subject studied in year 9, so developing a deeper knowledge base in preparation for future learning.

We are asking students to make three choices now. They will need to choose two subjects from Art, Drama, Music and Technology (Food, Resistant Materials or Textiles), and to choose one subject from PE, Dance, ICT and Computer Science. All students will continue to have lessons in Maths, English, French or Spanish, History, Geography, Faith and Ethics, core PE and Science.

In summary each student will receive the following hours of lesson time in subjects during year 9:

Subject	Hours taught per week
English	4
Maths	4
Science	3
French or Spanish	3
History	2.5
Geography	2.5
Faith and Ethics	1
PE (core for all students)	1
Two of Art, Drama, Music or Technology (Food RM or Textiles)	1.5 1.5
One of PE, Dance, ICT or Computer Science	1

To help students make these subject choices there is information on the following pages about what will be studied in year 9. In addition students and parents will be able to talk to subject staff at the curriculum meeting on Monday 25th March. Subject staff will also be talking to students in assembly, and will discuss choices in the relevant lessons. We are asking students to make their choices by 26th April.

What next?

Welcome to the choices for your year 9 curriculum. Take the time to look over the next few pages.
Use the opportunity to speak to subject staff on the curriculum evening and in lessons.

You need to select **two** subjects from the **yellow** pages (pages 4-7) and **one** subject from the **red** pages (pages 8-11) by Friday 26th April.

Some important dates

Monday 25th March - Curriculum Evening. This is to explain the whole process to your parents, and give them the opportunity to find the answers to any general questions they might have. **You are welcome to join your parents at this meeting** and then visit the subject areas around school to gather more information.

Tuesday 23rd April – You will be able to begin to submit your Option choices online.

Friday, 26th April - This will be the last day for submitting your final choice of subjects online.

Wednesday, 5th September - Year 9 lessons start!

Art & Design

Contact: Miss Lindsey Gray (Head of Art Department)
Mr Marcus Oliveira (Head of Graphics)

Why study Art & Design?
Our Creative Industries are the fastest growing part of the UK's economy. In 2017 the Creative Industries generated £92 billion and the creative sector returns more money per year to the UK treasury than automotive, oil, gas, aerospace and life science industries combined. With approximately 139,000 people employed in Art & Design based jobs in the North West of England alone, and Media City UK on our doorstep in Manchester – a leading international hub for the creative and digital sectors – there has never been a better time to pursue Art & Design.

Summary of the subject content covered and skills gained:
Year 9 students will have opportunities to explore traditional and contemporary media and techniques on a carousel in both Art & Design and Graphic Design throughout the year. Students will be expected to demonstrate critical and contextual understanding, by looking at the work of other artists, designers and/or craftspeople and develop their own ideas into individual, personalised outcomes. Students may develop their artistic skills through: exploratory and observational drawings, painting, printmaking, three-dimensional sculpture/relief work, photography, typography, mixed-media collage and/or textiles. This will also include the use of digital media via the use of photographic and Photoshop techniques. Areas covered in Year 9 will be the ideal foundation for students wishing to pursue Art & Design subjects at GCSE level.

Students with an interest in the creative, practical subjects are encouraged to choose Art & Design for an enjoyable and personalised curriculum in Year 9.

What courses the subject can lead into in Year 10:
GCSE Art, Craft & Design
GCSE Fine Art
GCSE Graphic Design

Art & Design opens the door to the following career paths:
Advertising, Architecture, Fashion Design, Graphic Design, Video Games Design, Interior Design, Photographer, Animator, Hair & Make-up Design
The Art & Design course will teach valuable, transferable skills. Students will develop problem solving, creative thinking, investigation, research and communication skills, and gain the ability to develop, refine and present their ideas.

Drama

Why study Drama?

Drama develops communication and listening skills, which are both considered essential for most careers.

Summary of the subject content covered and skills gained:

'TEECHERS' - JOHN GODBER: Multi role-playing, stock characters and direct address are challenging techniques developed in this scheme. Godber describes Teechers as 'A comedy that is deadly serious', exploring the political themes of class, education and being a teenager, so inviting students to explore the possibility of subverting a genre to create specific dramatic aims and objectives in the devising work that follows.

ROLES AND RESPONSIBILITIES IN THE THEATRE: Students research the roles and responsibilities of theatre makers as well as developing their understanding of staging configurations to further inform their own performance and design work.

VERBATIM: Students will be taught the theoretical aspects of Verbatim Theatre, which is creating a performance based on the real words spoken by people who have experienced or witnessed an event. Students will then be challenged to apply their theoretical knowledge to a piece of work which they will devise based on a theme or issue of their choice. Students will be asked to work in a non-naturalistic way, drawing on their experience of Brechtian Theatre earlier in the course. Students will develop their creativity, problem solving and communication skills throughout the devising section of the scheme and then will further develop their evaluative skills when they watch their own work and the work of others at the end of the scheme.

SCRIPTS IN PRACTICE: A range of texts from various cultures and eras will be explored and performed by students, this prepares students well for the 'Texts in Practice' unit of the Drama GCSE where students perform extracts from contrasting works.

BLOOD BROTHERS: Students will complete a scheme of work based on the highly acclaimed musical Blood Brothers by Willy Russell. As well as practically exploring sections of the text students will also be asked to research and consider the social context of the piece as well as approaching the text through the eyes of a director to explain how sections should be performed. In these written tasks, students will critically analyse extracts of the play and make suggestions about acting, design and technical elements to achieve specific theatrical aims and intentions. Another aspect of the scheme will be evaluating the work of performers from a live (recorded) version of the production, again this will be in the form of written tasks.

Blood Brothers is the set text for GCSE Drama and the tasks set mirror the kind of work that students will undertake in Y10 and 11, giving them a valuable insight in to the GCSE specification.
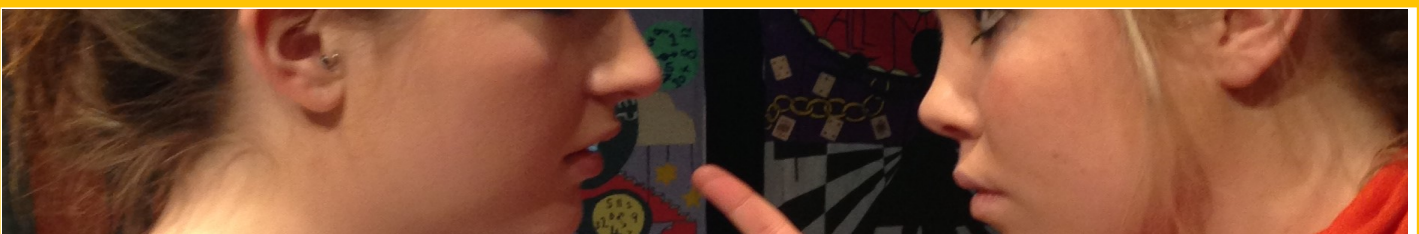
Music

Contact: Mr J Parkinson (Head of Music)

Why study music?

There are 2 reasons for studying music:

- Enjoyment and ability! Music can often be a breath of fresh air. It's quite different from other subjects and it gives you the chance to express yourself and be creative. If it's an area you already have skills in or just something you really enjoy – take it.

- Most employers agree that creativity and the ability to interact with others is something that they particularly value. Successful musicians are able to think creatively; they are able to organise and demonstrate commitment and dedication. Music develops interests and skills that are with you for life.

Summary of the subject content covered and skills gained:

Performing – We will be working on lots of practical ensemble projects. You will get the chance to use your favoured instrument more as part of the lessons. For example, drummers will be able to focus mainly on that instrument. So, rather than projects where everyone in the class normally covers the same topic (eg. a 6 week topic on ukulele) year 9 music lessons will see far more opportunity to work in mixed ensembles where pupils will have different roles and different tasks using a variety of instruments.

Listening – Here we will be listening to a really wide range of musical styles. We will cover pop, rock, classical and film music. We will learn how to identify musical features as we listen and to label them correctly using relevant terminology. Different types of music notation will be covered so that pupils can understand the basics of a sax part, guitar tab or drum notation. There will be lots of short listening activities which will often lead on to a performance or composition lesson.

Composition – There will be more opportunity to experiment and be creative in the new Year 9 music course. We will be composing using your favoured instrument. So, if your best instrument is the guitar, the keyboard or the flute, we will have you making up music for that instrument. There will be projects where you will create ensemble pieces to play in groups or bands. We will use instruments, voices, jampods, loop stations, PCs and a variety of composition and recording software.

Who should take music? Where does Y9 music lead?

Pupils who already have skills and experience playing instruments or singing should definitely opt for music so they can really develop these skills in a more focussed environment in year 9. Pupils who are really starting to get into music at the moment in year 8 and really enjoy what music lessons have to offer should also definitely consider music.

The skills you will gain in creativity, self-discipline, teamwork, self-expression and self-confidence will then be beneficial to whatever you decide to do next. Naturally the course will also provide an ideal preparation for those who wish to continue on to a GCSE music course in Year 10 and beyond.

Technology

Contact: Mrs S Murphy (Head of Technology)

Why study Technology?

Design and Technology provides a unique contribution to the development of you, as a young person, by preparing you to participate in, think about and to intervene creatively to improve the quality of tomorrow's rapidly changing technologies. It provides exciting opportunities to develop your capabilities through combining your designing and making skills with knowledge and understanding and in creating quality outcomes and becoming informed users of products. If you choose to study Technology you will decide whether to specialise in Food or in Design & Technology (Textiles and Resistant Materials). Both courses will spend half the time on theory and half on practical.

Summary of the subject content covered and skills learnt.

Food Preparation and Nutrition

You will look at and understand how different cultures, religions, lifestyles and traditions effect and influence a persons' choice and selection of ingredients and food products. You will be working in stimulating contexts which will provide you with a range of opportunities to experiment with local ethos, the selected community and wider world. You will become aware of the ingredients and products cultures have to offer. You will be able to know and understand how technology and travel has influenced our personal tastes and selection of food products. You will develop your knowledge of functional properties, chemical processes and nutritional content of food and drink. You will be able to create dishes specifically for special dietary needs with a complete understanding of the food science of nutrition. You will learn during practical sessions how to improve your food preparation/cooking skills and consider industrial techniques that will enable you to showcase your creative design and making. You will explore ranges of ingredients and processes from different culinary traditions to inspire new ideas or modify existing recipes, helping you to produce high quality food products.

Design and Technology —Textiles

In Textiles you will look at the development of Fashion from 1910 to 1930, considering the impact on textiles of the technological revolution occurring at this time. You will learn specialist construction techniques to enhance your making skills, create skilful swatches and samples to generate inspiration boards in preparation for your design work. You will design and create a unique product which embraces all the research, historical knowledge, iconic designers, and technical skills, with a fusion of innovative concepts. You will also gain an in -depth knowledge of Industrial practice and the impact of textiles on the environment

Design and Technology — Resistant Materials

In Resistant Materials you will develop an awareness of the technological impact that telephones and radios have had on society. Over the year you will develop your knowledge of marking out tools, equipment and processes including use of templates and understanding the use of x, y, z co-ordinates in CAD and CAM systems. You will enhance your making skills with tools and equipment that are used for cutting and shaping and use different methods of applying a finish. You will develop an understanding and knowledge of basic electrical systems and create a working circuit for a lamp. Finally you will develop a broad range of knowledge of materials, components and technologies and practical skills to develop an imaginative, commercially viable product using the laser cutter.

Where will this lead you?
You will develop the skills to be able to study GCSE Food Preparation and Nutrition or GCSE Design Technology.

Computer Science

Contact: Mr M Rifai (Head of Computing)

Why study Computer Science?

GCSE Computer Science is a popular GCSE option covering the knowledge and application of skills necessary for a career in the IT industry. In addition to leading to different 'IT' based qualifications, it is a 'skill for life'. Last year 80% of all available apprenticeships in Manchester had some 'IT' element to them.

Year 9 Computer Science gives students the chance to really lay the foundations of the GCSE in Computer Science. The subject will be split into two main elements of theory and practical content.

Summary of the subject content covered and skills gained:

The theory content will be learnt in an interactive way, with the addition of written tasks and homework. The content will concentrate on the four main GCSE theory topics of:

- Hardware – the physical parts of the computer, their functions and their importance.

- Software – the programs used by the computer, different types and functions.

- Networks – joining computers together to share resources, different types and the specific hardware needed.

Algorithms and Binary – the problem solving and mathematics that under-pin the subject.
The second element of the course are the skills involved in the subject. This will mostly comprise of programming projects which will allow students to really explore their ability to program. The practical skills learnt will be:

- Python programming – using 'Python', the chosen programming language for various mini projects, to enhance the student's skills in the language.

- Visual Basic – Creating and coding interfaces and forms

Students will be working 50% of the time using the computers and 50% of the time studying theory.

What courses the subject can lead into in year 10:

Computer Science GCSE or IT Technical Award

Dance

Contact: Mrs L Haygarth (Head of Dance)

Why study Dance?

GCSE Dance offers a comprehensive study of Dance in its physical, aesthetic and cultural context. Students are given the opportunity to select this as an option in Year 9 to broaden their experiences in these avenues. In addition to extending their subject knowledge, GCSE Dance promotes healthy and active lifestyles, team work and creativity, not too dissimilar to aspects of their Physical Education lessons.

Summary of the subject content covered and skills gained:

Thinking as a GCSE student

You will be learning about GCSE dance terminology by considering:

Unpacking the constituent features of dance

Studio practice: environment, warm-up, cool down technique etc.

Choreographic process: Stimuli, motif, motif development

Group choreography and performance

Dance appreciation – both student work and work of the professionals

Unpacking the work of professionals

You will take an in depth look at four key practitioners and their impact on the dance world as part of this topic and will study:

Repertoire from a selection of choreographers that feature on the anthology

The background and training of each practitioner

Unpack the key features of the choreographic style of each practitioner

Contextual information that connects the developments in dance to the practitioners

What defines classical and modern dance

An overview of modern dance history

Duet/Trio performance

Testing the water

During the final term you will work on projects that will culminate in three final assessments similar to those that you will experience at the end of the GCSE Dance course. This will help the you to understand and fully prepare for the examination. You will be graded using the GCSE assessment criteria and will unpack the requirements of each unit in order to maximise your potential. The term will take you through a variety of teaching styles and approaches but will ultimately culminate in three final assessments in Performance, Choreography and a theoretical assessment: written paper

How we will be learning (Learning approaches)

You will learn predominantly through practical work. Lessons encompass a variety of teaching styles; these include individual, pair and group work. Active learning includes watching excerpts of professional works, your own and other student work, research tasks, drawing, analysing, discussion and presentations.

What courses the subject can lead into in year 10:

Dance GCSE

Information Technology

Contact: Mr M Rifai (Head of Computing)

Why study Information Technology?
'IT' is still the largest growing employment sector in the UK. It is always a good option to take for any student who wants to keep their options open, and learn some important skills.
The Year 9 IT will contain units that lead into the IT Technical Award in Year 10. The Year 10 IT Technical Award will be an option for any students who wish to pursue a career in the IT industry, and who wish to study in a more practical way. Unlike other GCSE's which are all assessed by exam only, the course will be assessed with 60% coursework and 40% theory.

Summary of the subject content covered and skills gained:
The units covered will centre on the theory and the practical skills necessary for the qualification. The theory units will include:

- Hardware – the physical parts of the computer, their functions and their importance.
- Networks – joining Computers together to share resources, different types and the specific hardware needed.
- Cyber Safety – advising about how individuals can stay safe online and how to protect their digital footprint.
- Information Management – How businesses collect, store and use information.

The practical skills will include 'Creative' and 'Data management' units that will help students to broaden their skills in the software that would be needed for studying the IT Technical Award in Year 10. These units will include:

- Animation software
- HTML and Web-design
- Spreadsheets

How we will be learning (Learning approaches):
In line with the assessment for the IT Technical Award students will use practical skills for 60-70% of the time. The rest of the time will be spent on the written and theory content of the course.
This mini option gives students the skills and the knowledge needed to make a strong start to the IT Technical Award and also give them useful skills for other subjects and careers.

What courses the subject can lead into in year 10:
IT Technical Award, GCSE Art Graphics, GCSE Media Studies

Physical Education

Contact: Mr L Carr (Head of PE)

Why study Physical Education?
Physical Education offers you a well-rounded and full introduction to the world of PE, sport and sport science by developing an understanding of how the mind and body works in relation to performance in physical activity. It will build on the understanding developed so far within KS3, supporting a smooth transition to GSCE PE and GCSE Sciences.
Everyone will have one hour per week of core PE, to develop fitness levels. Choosing this option allows you to study PE for an additional hour per week, encouraging you to become more competent, confident and expert in sporting techniques and to be able to apply these techniques across different sports and physical activities. The subject will also develop important transferable skills, including numeracy, communication and an understanding of practical performances.

Summary of the subject content covered and skills gained:
Topic 1 An introduction to the structure of the skeletal system
Function of the skeleton
Structure of the skeleton and joints

Topic 2 An introduction to the structure of the muscular system
Location of muscles
Muscle working in antagonistic pairs
Classification of muscle fibres

Topic 3 An introduction to the structure of the cardiovascular system
Functions of the cardiovascular system and transportation of blood

Topic 4 An introduction to the structure of the respiratory system
Structure of the respiratory system
Gaseous exchange

Topic 5 An introduction to physical training
Components of fitness and fitness testing
Training methods
Principles of training

Topic 6 An introduction to performance enhancing drugs in sport
Looking at different types of performance enhancing drugs and their functions

Topic 7 An introduction to energy use and diet
Components of diet

What courses the subject can lead into in year 10:
It will build on the understanding developed so far within KS3, supporting a smooth transition to GSCE PE and GCSE Sciences.

Options' Form

Fill in this provisional course choice sheet as a practice
for the online form you will complete in April

Choices for Year 9 2019/20

NAME _____ FORM _____

The choices I have made are:

Tick two choices	
Art & Design	
Drama	
Music	
Technology (Food, RM or Textiles)	

Tick one choice	
Computer Science	
Dance	
Information Technology	
Physical Education	