
S1 COURSE OUTLINES

2014-15



NOVEMBER 2014

ST MODAN'S HIGH SCHOOL

www.stmodans.co.uk

Introduction

This document is designed to give pupils and parents a general understanding of the courses and topics covered in the Broad General Education of A curriculum for Excellence. In each curricular area Principal Teachers have outlined the main bodies of work planned for the session. The flexible nature of the broad general education phase gives teachers tremendous scope to apply their professional skills, knowledge and creativity to deliver varied, rich and rewarding educational experiences for their children. The core national expectations for the broad general education are described through the experiences and outcomes (the Es and Os) of CFE but teachers are free to interpret these to design courses which are not prescriptive but responsive to the needs and interests of our young people. The course outlines described are indicative only – teachers may choose to vary what and how they teach the Es and Os in a different way to what is described in this document. We hope you find this information useful when supporting your son or daughter.

S1 MATHS

General Course information

Our S1 Mathematics course is an extensive and engaging mix of learning areas where all pupils are exposed to experiences and outcomes at the Third and Fourth levels of CFE. Mathematics in the Broad General Education is designed to provide pupils with the opportunity to learn about a broad variety of Mathematical areas, digging deeper in to many of these, providing both challenge and enjoyment in equal measure. Pupils will realise the relevance and importance of Mathematics to the world around them and progress through learning areas with the confidence in knowledge that the skills they are learning is relevant to their life beyond school.

Prior skills and techniques will be built upon to further pupils' understanding of Mathematics, inspiring pupils to reflect their learning and become inquisitive about Mathematics and its use in everyday life.

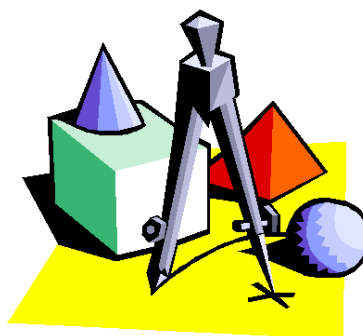
Course Outline

Pupils in S1 will work on a number of learning areas under the umbrellas of:

- Shape, Position and Movement
- Information Handling
- Number, Money and Measure

Learning areas include:

1. Working with Money
2. Negative Numbers and Coordinates
3. Measurement and relevant conversions
4. Angles, Symmetry and Transformation
5. Algebra
6. Time, Distance and Speed



Assessment

A range of assessment methods are used throughout the Mathematics course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Pupils will be given opportunities to reflect on the work they do in class and at home. Formal homework exercises are marked, graded and recorded by the teacher. On 3 occasions through the year S1 pupils will have a full written summative test, this in conjunction with other tasks and assessment evidence will be used to provide a full report on pupil progress.

Homework

Pupils can expect to be issued with regular homework exercises to support/reinforce daily class work. This homework will be issued as and when required by a class teacher but at least once per week and should be logged in the student planner. In addition to this all pupils will be required to complete a formal homework exercise at least every 2-3 weeks. These formal exercises are common across the year group and will be marked then recorded by the faculty to measure progress

Resources

Pupils will access a large variety of textbooks, worksheets, games and other activities in class to provide them with consolidation work and inspiration for further engagement and understanding.

The following websites will be beneficial in further providing consolidation work and challenge to pupils:

<http://www.mathsrevision.com/>

<https://www.mangahigh.com/en-gb/>

Each pupil will also have access to an Edmodo page for their class and can access a large variety of further resources from there.

<https://www.edmodo.com/>

More materials will be added to our website pages in due course

S1 SCIENCE

General Course Information

Our S1 Science course is an exciting mix of the three Science disciplines where pupils are exposed to challenges, experiences and outcomes at CFE Levels 3 and 4. Each of the newly devised topics of the Science Broad General Education is designed to spark imagination and creativity in our pupils whilst embedding important skills of planning, hypothesising, problem solving and evaluation. All pupils are challenged to produce work of the highest standard at a level appropriate to his/her own ability. Skills are developed throughout the course but primarily through a wide range of practical work supported by formative and summative assessment to evaluate the learning. By the end of the S1 Science course pupils will have a wide knowledge from a variety of Science topics which are interesting, informative and relevant to their lives.

Course Outline

Units/Topics

Pupils in S1 will complete 6 topics in S1; 2 of each Science discipline.

Topics include:

1. **Becoming a Scientist** – pupils will find out how to work safely in a laboratory setting and will cover basic Scientific skills using a variety of Scientific equipment. They will also research a famous Scottish Scientist.
2. **Essential Energy** – pupils will find out about different types of energy, look at how energy is changed from one form to another and look at energy sources both finite and renewable.
3. **Life on the Edge** – pupils will learn how to find out about organisms that live in the world around us. They will go outside and carry out a variety of investigations to help them to understand the interactions between living organisms.
4. **Marvellous Matter** – pupils will find out about matter, how everything is made from atoms. They will look at the periodic table of elements and carry out investigations creating and breaking down compounds.
5. **To Infinity and Beyond** – pupils will find out about our solar system, including the different planets and the conditions on each planet. They will then conduct research and produce a presentation on 'Is there life out there?'
6. **The Next Generation** – pupils will learn about how plants and animals reproduce. They will discover how this takes place and why there is a need for reproduction.

Each topic will last approx. 6 weeks.

Assessment

How and when are pupils assessed?

A range of assessment methods are used throughout the Science course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. At the end of each topic all pupils will be asked to complete a full written end-of-topic assessment which will be used in conjunction with all other assessment evidence to report on pupil progress.

Homework

Format

Homework will often be given out on sheets or question booklets and will constitute a variety of questions testing knowledge and problem solving skills. Pupils may also be asked to complete a Science Diary where, in their own words, they will present information about an experiment or activity they have conducted in class, a mindmap or facts for revision.

Frequency

All pupils will be required to complete at least 2 formal homework exercises per topic in addition to regular additional homework exercises to support/reinforce daily class work as and when required. These additional homework tasks will be issued as and when required but pupils should expect at least one homework task per week which should be recorded in the student planner

Resources

S1 Documents available in class and electronically through our website:

Becoming A Scientist:

[Bar Graph Problem Sheet](#)

[Solubility Problem Sheet](#)

[Famous Scientist Report](#)

Essential Energy:

[Types of Energy Exercise](#)

[Energy Exercise 1](#)

Life on The Edge:

[Freshwater Ecosystems](#)

[Pond Animal Exercise](#)

Marvellous Matter:

[Atoms and Molecules](#)

[Elements and Compounds](#)

To Infinity and Beyond:

[Weight and Mass](#)

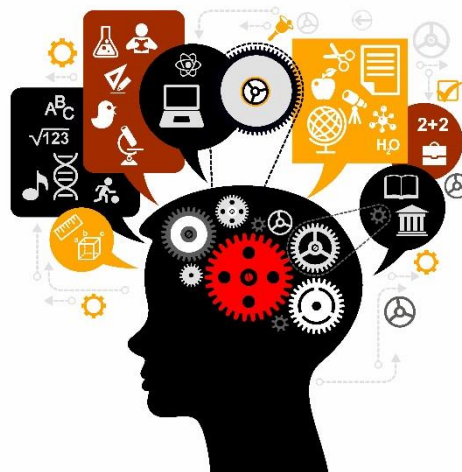
[Conduction and Convection](#)

Is There Life Out There? (Research Project)

The Next Generation:

[Seed Dispersal Worksheet](#)

[The Menstrual Cycle Worksheet](#)



How can parents help?

Parents/carers can help by speaking to the young person about their homework. Ask them to explain what they were doing in class and what they have found out and test them on the work recorded in the class jotter

S1 TECHNICAL

General Course Information

Our S1 technical course is an exciting mix of the skills involved in Design and Manufacture and Graphic Communication where pupils are exposed to challenges, experiences and outcomes at CFE Levels 3 and 4. Each of the topics of the Technical Broad General Education is designed to spark imagination and creativity in our pupils whilst embedding important skills of planning, hypothesising, problem solving and evaluation. All pupils are challenged to produce work of the highest standard at a level appropriate to his/her own ability. Skills are developed throughout the course but primarily through a wide range of practical work in the workshop and ICT skills in the computer suite supported by formative and summative assessment to evaluate the learning. By the end of the S1 Technical course pupils will have a wide knowledge from a variety of Technical topics which are interesting, informative and relevant to their lives.

Course Breakdown

Units/Topics

Pupils in S1 will complete a range of topics where they will be involved in design and manufacture of objects, develop drawing skills both by hand and using computer packages;

Topics include:

1. Tower of Hanoi
2. Keyring
3. Magic Wood
4. Environmental drawings
5. Orthographics
6. Pictorial drawings
7. Rendering
8. Development of box

Each topic will last approx. 5 weeks.

Assessment

How and when are pupils assessed?

A range of assessment methods are used throughout the Technical course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. At the end of each topic all pupils will be asked to complete a full written end-of-topic assessment which will be used in conjunction with all other assessment evidence to report on pupil progress.

Homework

Format

Homework will be given to look and comment on the design of everyday objects. The pupils may also be asked to download free software packages to enhance their skills.

Frequency

All pupils will be required to complete at least 2 homework exercises per term.

How is it issued?

Pupils will be asked to note their homework in their planner.

Resources

Websites

S1 Documents will be made available in class and electronically through our website.

How can parents help?

Parents/carers can help by asking the young person about their homework. They can ask them to explain what they were doing in class and what they have found out.

S1 ENGLISH

General Course Information

English in S1 offers a challenging, enjoyable and enriching experience for our youngest pupils. Within the broad parameters of Drama, Poetry, Prose (fiction and non-fiction) and Media, S1 pupils can expect to begin to be immersed in the world's greatest literature – from the Bible to Shakespeare to the best of today's writers and journalists...and loads in between. Our Broad General Education syllabus is designed to stimulate an interest and love for the wonders of the English language in all its forms – everything from Reading and Listening to Talking and Writing about books, language, film and media. From S1, pupils are encouraged to be open-minded, creative and confident in working with others. Independent learning is developed through meaningful and purposeful homework tasks. Progress is assessed formatively, using Third Level Experiences & Outcomes, and success criteria shared with pupils to maximise ownership of learning. Assessment evidence is recorded, and held in a portfolio and/ or in special 'Excellence jotters, which follow each young person till the end of S3, by which time progress, areas of strength and areas for further development are very much in evidence.

Course outline

There are two main contexts for learning in S1 English:

- **Drama 'Hamlet' (Aug-Nov)** – a study of Shakespeare's most complex (yet frighteningly human) play of murder, revenge, treachery and conscience. Pupils engage with the play through the text and Kenneth Branagh's exquisite 1996 film. Activities and assessment opportunities might include writing Hamlet's Diary; role-play and acting out; learning and reciting a soliloquy; writing a newspaper article; exploring Shakespeare's life/times/theatre; creating a ghost story; devising a 'missing scene'; examining the power of dramatic irony and other stagecraft; appreciating the poetry of Shakespeare's language; looking at imagery...the possibilities are endless...and infinitely varied. Our annual Elizabethan Experience in November is a cross-curricular afternoon of all things Elizabethan. Pupils enjoy showcasing their 'Elizabethan' work from English, Modern Languages, Maths, Art and Science in one afternoon, and are engaged in a wide variety of fun and enriching activities, including birds of prey, astronomy, food and drink of the era...again, an inexhaustive list of possibilities.
- **Poetry or Prose or Media** (teacher choice Nov/Dec) – possibilities here might include Nicola Morgan's 'Fleshmarket' (set in the era of Burke and Hare); 'Coraline'; advertising; Greek Myths; Dickens's 'A Christmas Carol'; seasonal short stories and poetry...

In Term 2, as follows:

- **Scottish Context (Jan-Mar):** Poetry or Prose or Media (teacher choice). No prescription, but past topics have included Robert Louis Stevenson poetry; 'Treasure Island'; the poetry of Burns; short stories by Scottish writers; research on a Scottish theme...
- **Poetry or Prose or Media Mar/April):** could be a follow up to the Scottish context (a novel to follow poetry; a film study on a different theme; creative writing based on a literary text, etc).

Assessment

Teachers choose and plan which Es&Os they aim to assess in any given topic. These are spread over the four modes of Reading, Writing, Talking and Listening, and success criteria shared and agreed by teacher and class. Assessment is formative, used to help pupils develop skills, capacities and attributes within the BGE; most assessment is undertaken by the class teacher but opportunities for self- and peer assessment are created to encourage an ethos of respectful collaborative working and ownership of learning. Teachers are mindful of individual needs and use professional judgement and discretion at all times. Pupil/teacher discussion on progress and learning takes place on an informal, ongoing basis but opportunities for more formal discussion/reflection are created at Tracking Update times, and at the end of a term.

Homework

Format

- **Daily:** (from early September). Personal Reading of fiction for Reading Olympics (class book or own); pupils set own manageable targets of pages/minutes per evening.
- **Weekly:** reading quality journalism (from late September).
- **Fortnightly:** Language and Literacy Booklet (from late September). Exercises on spelling, punctuation and grammar.
- **Monthly:** Sept-Oct and Nov-Dec approximately. Two Booklets (Shakespeare and Dickens, respectively). A selection of reading and writing tasks, as directed by class teacher.
- **Monthly:** Jan/Feb and Mar/April approximately. Two Booklets (Robert Burns and Oscar Wilde respectively). A selection of reading and writing tasks, as directed by class teacher.
- **Miscellaneous:** completion of work begun in class; specific programmes to watch, discussions at home, research tasks, wider reading, writing tasks, etc...as appropriate, to complement learning and teaching covered in class. Pupils can expect at least one specific homework task (in addition to those listed above) each week which should be recorded in the student planner

Resources

Some resources are listed below. Click on the links or access them through our website. More resources will be added to our web pages in due course

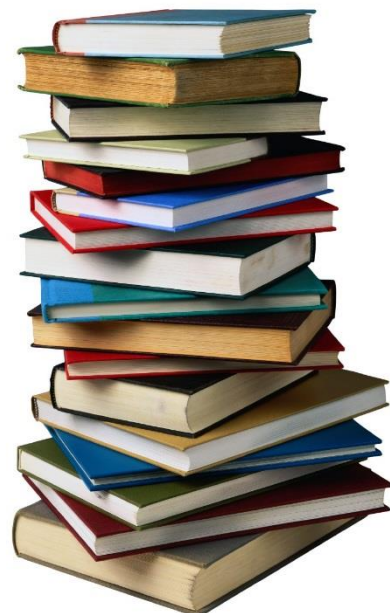
[Hamlet Summary](#)

[BBC Pinball \(creativity tools\)](#)

[Funbrain Reading \(learning games\)](#)

[Grammar](#)

[Spelling](#)



How can parents help?

Your support is invaluable and greatly appreciated by us. You can get involved in your child's English learning and development in any number of the following ways:

- Read, Write, Talk and Listen at home as much as possible...the natural way to boost literacy skills...
- Celebrate language and languages! English, Scots, Urdu, Polish...wherever your linguistic roots lie...keep these alive in your home, in books, newspapers, conversations at the dinner table...all literacy is good literacy...☺
- Take an interest – younger pupils love to share their learning (this tendency disappears by S3 so make the most of it).
- Consider buying or subscribing to a quality newspaper...and discussing its contents.
- Help your child to use technology smartly – download a dictionary app, BBC/Sky News, Kindle app...and remember that most of these are relatively inexpensive...if not free ☺
- Speak to us if there is an issue...no matter how small it might seem. And don't hesitate to ask for help or advice.

S1 SOCIAL SUBJECTS

General Course Information

Through Social Subjects young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

Children and young people as they participate in experiences and outcomes in Social Subjects:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers



Course Outline

Pupils in S1 will complete 4 topics from a choice of units based on the broad themes of Scottish Identity, Ideology, Human Rights, Physical & Human Environment, Conflict and Cooperation, World of Work

Topics include:

- **Wars of Independence OR Jacobites**
- **Route A or B** – simulated exercises building a road OR Dogs (rights and responsibilities)
- **Social Responsibility** – an interdisciplinary project across a range of different school subjects. Our focus is 'Mary's Meals'
- **Map work**- Brazil Rainforest(Physical/Human environment of a rainforest)
- **Remembrance** – exploring the 1st and 2nd World Wars and those who fought in them
- **Kettles' Koffee** – setting up your own coffee business

Each topic will last approx 7/8 weeks with the exception of Social Responsibility and Remembrance (approx 1 week each)

Assessment

Throughout the S1-S3 course pupils will have specific Key Assignments to complete in class and/or home.

Teachers can gather evidence as part of day-to-day learning, as children and young people describe and record, explore and analyse sources, interpret and display information, talk and debate with peers and adults, undertake investigations and present their thinking orally, in writing or in a multimedia format. Specific assessment tasks will be valuable in assessing progress at key points in the course

These key assignments include

- Newspaper Report on Jacobites or Wars of Independence
- Extended piece of Writing: Speech or Letter
- South America Report
- End of Unit Assessment on Map Work
- Creation of an assessed 'World of Work' Presentation

Homework

Due to the diverse nature of the Social Subjects, especially in S1-S3, independent study at home will take on a variety of exercises and tasks. The classroom teacher will provide homework when they feel it is appropriate and fits in with the work of the class and the needs of the pupils but will be issued at least once per week to all pupils who should record it in the student planner

Here are some examples of activities that pupils in the Social Subjects Faculty will be expected to do to reinforce learning in the classroom or in preparation for future learning.

- **Traditional "ink exercise"** homework tasks based on exam-style questions
- Completing a task on their own.
- **'Tweet Sheet' Summary:** Pupils have to sum up the main points of the lesson in 140 characters.
- **'Sum it Up':** Pupils should summarise key learning concepts in 20 words.
- **'Question Time':** Pupils should prepare a question and answer for a recap as a starter activity for the previous lesson.
- **'WWW and EBI: What Went Well and Even Better If':** Pupils are asked to write a review their progress at the end of the week including what they have done well this week and what they think they need to improve upon.
- **'I Want to Know':** Pupils have to write down a question that they want to find out from the next lesson or a question that they are struggling with.
- **'News Round':** Pupils are encouraged to watch the News or to read the newspaper over the weekend to encourage discussion at the start of the week.
- Pupils may be also issued with more formal homework during topics as and when necessary and will be given deadlines for submission, e.g. relevant worksheets, re-drafts of letter/newspaper articles etc.

Essential to all the Social Subjects is the need for pupils to learn about the world they live in by watching, listening and reading about their world. This should involve:

- reading quality newspapers e.g. The Sunday Herald
- researching the internet: e.g. BBC
- watching news and current affairs on TV e.g. Channel 4 News
- Watching documentaries on TV/Internet e.g. The History Channel
- Listening to the radio. E.g. Radio 4 The Today Programme
- Having a conversation with friends, family and relatives about current affairs, history or business. It's amazing what you can learn from your parents!

Resources

A wide range of resources are useful in studying social subjects. Throughout this year the Social Subjects faculty will be uploading these to our website for pupil and parent access. Please check our webpages regularly for updates.

How can parents help?

Buy quality newspaper or encourage your child to access free new websites eg Guardian Newspaper is free and interactive online

S1 MODERN LANGUAGES

General Course Information

Our S1 Modern Languages Course is an exciting course which aims to prepare our young people for life in a modern, multi-cultural society while fostering an awareness and appreciation of European languages and culture.

In line with the National agenda on the 1 plus 2, which outlines that all pupils will be exposed to mother tongue plus 2 languages by the end of S3, our pupils study three periods of French and one period of Spanish each week. Throughout this course, pupils have the opportunity to develop the four skills of Listening, Reading, Talking and Writing in a variety of different ways while also developing core Skills for Learning Life and Work such as ICT and collaborative working skills. Our curriculum allows pupils to access the experiences and outcomes at CFE Levels 3 and 4. Each topic is progressive and builds upon prior learning. Learning is interactive, accessible, challenging and uses the most up to date and engaging resources to give our young people real purpose to their learning. S1 pupils also take part in Interdisciplinary learning such as Social Responsibility and the Elizabethan Experience which enables pupils to forge links with language learning and the broader curriculum. Our learning environment provides challenge for all but at the same time takes into consideration the values, needs and abilities of all learners. As such, all pupils are challenged to produce work of the highest standard at an appropriate level. Skills development is ongoing and is supported by formative and summative assessment to evaluate learning.

By the end of S1 in French, pupils should be able to speak and write about themselves, their family and their school in an extensive way. They should also be able to access appropriate Reading and Listening activities on these topics. In Spanish, pupils should be able to engage in basic conversation and write about themselves in a basic way.

Course Outline

Units/Topics

- **Je me Présente:** August until October
- **Les Animaux/Social Responsibility/Elizabethan Experience:** October until December
- **Ma Famille:** January until Mid March
- **Ma Vie Scolaire:** Mid March until May

Assessment

Pupils are assessed both formatively and summatively throughout the course. Formal assessment for each topic takes place at the end of the unit and each assessment focuses on one of the four skills of Talking, Reading, Writing or Listening although will also incorporate Literacy, Numeracy, Health and Well Being and Skills for Learning Life and Work. Pupil work will be assessed by the teacher, self-corrected or shared and marked by peers. Teachers will discuss progress with young people during tracking update periods and next steps will be established. Assessment evidence is collated in SMART Folders and moves with pupils as they progress through the Broad General Education.

Homework

The Modern Languages Department recognises the importance of homework as an integral part of the S1 Curriculum. Homework issued in the Modern Languages Department relates directly to the topic/skill currently being developed in class. All homework, whether learning or written, is designed to underpin and reinforce understanding of learning. All pupils must record homework in their homework planners. Homework may take the form of learning/memorising/revising (vocabulary and grammar), Reading/Writing tasks or preparation for Listening and Talking activities. Homework will be issued every lesson and will be marked through a combination of Teacher and Peer Marking. Homework will be taken from booklet issued to all pupils, language websites outlined in Pupil Planner and supplementary materials provided by class teacher. Homework tasks should take around 20 minutes

Resources

Booklet issued in class

Class jotter

Websites (see below) – to access these log on to our school webpages

- Linguascope Beginner/Intermediate (username *stmodan05* and password *wisdom*)
- Español- extra(username *stmodan05* and password *losandes*)
- Francais-extra
- Languages Online
- Hello Mylo
- BBC Learning Clips
- French and Spanish Music

How can parents help?

Please help support your young person by encouraging them to complete homework tasks, access interactive websites and ask for help if required.



S1 RELIGIOUS EDUCATION

General Course Information

RE in S1 offers a challenging, enjoyable and enriching experience for our youngest pupils. Our Broad General Education syllabus is designed to stimulate an interest – everything from Reading and Listening to Talking and Writing. From S1, pupils are encouraged to be open-minded, creative and confident in working with others. Independent learning is developed through meaningful and purposeful class work and homework tasks. Progress is assessed formatively, using Third Level Experiences & Outcomes from This Is Our Faith, and success criteria shared with pupils to maximise ownership of learning. Assessment evidence is recorded, and held in a portfolio which follow each young person till the end of S3, by which time progress, areas of strength and areas for further development are very much in evidence.



Course Outline

The S1 Course consists of the following Units:

- Unit 1 - The Mass
- Unit 2 - The Word of God
- Unit 3 - Advent & Christmas
- Unit 4 - Judaism
- Unit 5 - Mother Teresa
- Unit 6 - Lent & Easter
- Unit 7 - Called to Love
- Unit 8 - Sacraments
- Unit 9 - The Gospel of Mark
- Extra Unit - Places of Worship
- S1 Smart – Personality Shields
- S1 Social Responsibility – Racism

Assessment

How and when are pupils assessed?

Teachers choose and plan which Es&Os they aim to assess in any given topic. These are spread over the four modes of Reading, Writing, Talking and Listening, and success criteria shared and agreed by teacher and class. Assessment is formative, used to help pupils develop skills, capacities and attributes within the BGE; most assessment is undertaken by the class teacher but opportunities for self- and peer assessment are created to encourage an ethos of respectful collaborative working and ownership of learning. Teachers are mindful of individual needs and use professional judgement and discretion at all times. Pupil/teacher discussion on progress and learning takes place on an informal, ongoing basis but opportunities for more formal discussion/reflection are created at Tracking Update times, and at the end of a term

Homework

- At the end of each unit pupils will complete a homework task.
- Miscellaneous: completion of work begun in class; discussions at home, research tasks, wider reading, writing tasks, etc...as appropriate, to complement learning and teaching covered in class.

Resources

'Called to Love' Workbooks

St. Modan's RE Course Booklets

How can parents help?

Your support is invaluable and greatly appreciated by us. You can get involved in your child's Religious and Moral development in any number of the following ways:

- Read, Write, Discuss and Listen at home as much as possible to the issues covered in RE.
- Take an interest in your child's Religious and Moral Development.
- Help your child to use technology smartly.
- Speak to your child's RE teacher if you need information. And don't hesitate to ask for help or advice.

S1 ART & DESIGN

General Course Information

In S1 Art and Design, learners will have rich opportunities to be creative and to experience inspiration and enjoyment. They will explore a range of two- and three-dimensional media through practical activities, and create, express, and communicate ideas.

- **To introduce** students to as wide a range of Art and Design experiences as the department can offer.
- **To teach** the skills and develop an understanding and appreciation of a wide range of visual concepts.
- **To expand** visual awareness on both critical and analytical levels.
- **To demonstrate** the relevance of Art and Design to the environment and its effects on society.
- **To give opportunities** for self-expression and encourage creativity and imagination.



Course Outline

Three term topics include:

9. **Citizenship and Identity** - Explore pupils place in the community and how they relate to the wider world. (Nameplates, Storyboards, Animation, Self Portrait, World Culture, Diary sketchbook, Identity worksheet, evaluations, Millennium Development Goals.)
10. **The Design Process** – Design Brief (eg packaging and media), Development of Ideas (eg individual creative response – evaluating ideas) Final Solution (eg identify success and present final ideas), Evaluation (eg strengths and next steps)
11. **Mixed Media** – Chalk, charcoal, ink, pastels, paint, collage, ceramics, etc.
Printmaking. Developing Basic Perspective.

Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

[Through observing and recording, I can create material that shows accuracy of representation.](#)

EXA 3-04a

[I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.](#)

EXA 3-07a

A range of assessment methods are used throughout the course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. Formative assessment is used throughout the course in practical work discussing techniques and approaches and identifying next steps, this will be used in conjunction with all other assessment evidence showing what the pupil has learned (make, say do, write) to report on pupil progress.

Homework

Format

This can take various forms from design brief, story board, drawing task.

Frequency

All pupils will be required to complete at least 1 formal homework exercises per topic in addition to regular additional homework exercises to support/reinforce daily class work as and when required.

How is it issued?

Pupils will be given a range of worksheets for each topic. We encourage pupils to practise their drawing and painting skills regularly at home and to keep a personal sketchbook to develop their skills, collect information and explore their own ideas.

Resources

BBC Bitesize

Edmodo as directed by teacher

www.vam.ac.uk

Photo editing - pixlr.com/

Art Encyclopedia - www.artcyclopedia.com/

BBC Arts and Culture - www.bbc.co.uk/arts/0/

Art Materials - www.winsornewton.com/resource-centre/

Impressionism - www.impressionism.org/

Scholar - <http://scholar.hw.ac.uk/scotland>

SCRAN - www.scran.ac.uk/

www.bbc.co.uk/schools/gcsebitesize/design/textiles

<http://www.youtube.com/watch?v=RJvOgS2g8pk&feature=related>

<http://www.youtube.com/watch?v=bKKff0TXJR0&feature=channel>

<http://www.vam.ac.uk/page/b/botanical-illustration>

<http://www.coroflot.com/zoon-design/plants-illustration>

<http://www.theartcareerproject.com/> ART CAREERS – all you want to know

<http://www.bbc.co.uk/arts/yourpaintings/artists> SEARCH MAJOR ARTISTS

<http://www.bbc.co.uk/arts/> GOOD for what's happening in the arts

<http://www.youtube.com/watch?v=sOAsjYgTK-8> WHACKY, FUN designers

<http://designhistorytimeline.com/> INTERACTIVE design history timeline

www.nationalgalleries.org

How can parents help?

Check planner regularly and discuss homework tasks. Encourage pupils to sketch and draw.

S1 MUSIC

General Course Information

Music in S1 is all about learning and developing exciting new skills. We offer breadth, choice and enjoyment in our Broad General Education Music course. Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works.

Course Outline

Units/Topics

Topics include:

PERFORMING

- **Kodály** – Core musicianship skills are developed and built on throughout the year. During singing sessions.
- **Glockenspiel**- Introduces an instrument that is accessible and challenging using material that links with Kodály, group and individual performance
- **Keyboard** – Hand position, Notes on the Stave, Time Signatures, Chords, Rhythm
- **Singing** – To infuse a feeling of community and togetherness, boost confidence, encourage singing technique

LISTENING

- **Instruments of the Orchestra**
- **Programme Music**
- **Film Music**

COMPOSITION

- **Creative Stories**
- **Skye Boat Song**
- **Question and Answer Kodály Composition**

The image shows a musical score for a song. It features a vocal line and a piano accompaniment. The lyrics are written in Gaelic and English. The English lyrics are: 1. Let us sing to God... 2. Let us sing to God... 3. Let us sing to God... The Gaelic lyrics are: 1. Lùd sìnn... 2. Lùd sìnn... 3. Lùd sìnn... The score is in 2/4 time and G major.

Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. **EXA 3-01a**

I have experienced the energy and excitement of being part of an audience for other people's presentations/performances. **EXA 3-01b**

I can sing and/or play music from a range of styles and cultures and perform my chosen music confidently using performance directions, musical notation and/or playing by ear. **EXA 3-16a**

I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure. **EXA 3-17a**

I have listened to a range of music and can identify features and concepts. I can give constructive comments on my own and others' work, including the work of professionals. **EXA 3-19a**

Ongoing formative assessment will be part of learning to track progress and ensure pupils are progressing. This is recorded in 'Pupil Workbook' in the Assessment Log by teacher. As part of the class routines pupils will be asked to self assess by means of their "Pupil Diary". Pupils will record performance regularly and will be asked to review their performance, perform for teacher or peers. Pupils will also complete a Listening test and complete a Composition Assessment.

Homework

For each of the topics **Performing, Listening and Composition** a minimum of four homework tasks are assigned to give pupils the extra practice on the various concepts and skills.

Pupils will be given a range of worksheets for each topic.

Resources

www.educationscotland.gov.uk/learnlisteningonline/index.asp

www.musiclisteningrevision.co.uk/

- **Learning and Teaching Scotland:** This site has a wide range of support material for pupils studying music.
- **The BBC information site** and provides information on a wide range of music topics, useful to research for all students.
- **The Scottish Association for Music** site is useful for parents and musicians as it looks at modern trends in Scottish Music Education.
- **Thinkquest** provides information on basic musical terms, composers and instruments. Useful to all who study music.
- **Chordfind** and **8notes** are useful sites for all guitarists who are not sure how to find a chord on their guitar or who are looking for new music to play.
- **Learn listening** on line, an interactive resource for music students

How can parents help?

Check planner regularly and discuss class work and homework. Look over 'Pupil Workbook'.



S1 PHYSICAL EDUCATION

General Course Information

Physical Education aims to provide learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It aims to enable learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning. It also aims to enhance their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle. Learners will encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups. Learners will understand the importance of cooperation and competition and the ability to evaluate their own and others' performance.

Course Outline

Units/Topics

MOVEMENT SKILLS, COMPETENCIES AND CONCEPTS

Movement Skills e.g. Shape in Running, Jumping, Throwing

Fitness Needs (Physical and Skill Related) e.g. Speed, strength, stamina, suppleness

Strategy

Organisation of Time e.g. Types of Practice, team challenges, competitions.

COOPERATION AND COMPETITION

Help the teacher, help others e.g. organise equipment, help lay-out equipment, organise practise and play, record information, give feedback, leadership roles

Work for the benefit of others help classmates to develop, appreciate various level of ability, admire effort

Work positively e.g. recognise your 'starting point', expect to achieve, value your performance and effort, value your improvement

EVALUATING AND APPRECIATING

- Recognise and appreciate strengths and weaknesses

HOW WILL WE DO IT?

- observing others
- observing games
- recording information
- giving feedback

WHAT WILL WE LOOK AT?

- skills
- strategies
- movement
- fitness



WHERE WILL WE DO IT

- individual practices
- partner practices
- co operative practices
- competitive practices

Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. **HWB 3-21a**

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. **HWB 3-22a**

I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. **HWB 3-23a**

While learning together, and in leadership situations, I can:

- experience different roles and take responsibility in organising a physical event
- contribute to a supportive and inclusive environment
- demonstrate behaviour that contributes to fair play. **HWB 4-23a**

I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made. **HWB 3-24a**

Ongoing formative assessment as part of learning will allow the teacher to track progress and ensure pupils progress. Pupils will be recorded during performance and be asked to evaluate their own and others strengths and areas for development. Physical competencies will be assessed against agreed criteria in each activity as well as subjective judgements made on personal qualities related to cooperation and competition. Pupils will use their workbook to record personal reflection.

Homework

No formal homework is given at this stage.

Homework

Physical Education is fundamentally is a practical subject however homework tasks are given to:

- Consolidate the work undertaken in class.
- Encourage students to research sporting activities in the local and wider community.
- Explore opportunities that are available to participate in sporting activities out with school.
- Encourage pupils to develop the practice of working on their own.
- Encourage pupils to develop their investigative skills and increase their knowledge and understanding.
- Develop literacy skills and become familiar with the concepts and terminology used in PE.
- Allows pupils to become familiar with the types of questions they will come across in exams.

To reinforce the value of homework, staff will:

- Ensure pupils write homework tasks in their student planner.
- Give pupils paper copies of homework tasks.
- Review all homework promptly and use to inform learning.
- For some homework tasks, display final pieces of work on the notice-boards within the PE Department.
- Keep a record of all homework issued and returned.

Homework Tasks

S1/S2/S3

All pupils will be given homework tasks in PE. This may involve doing some research or to follow up the work that they have been doing in class. Often pupils will be given a choice of methods with which to complete this work. For example they could produce a poster, an investigation, give a talk or discuss the information that they have found out with their peers, in small groups or as a class. Pupils will be given at least one week to complete homework tasks.

Pupils in S1 and S2 will be asked to complete log books about their performance in physical activities this work will often be given as homework tasks.

Pupils can expect to receive at least one piece of formal homework per term.

Resources

www.bbc.co.uk/bitesize

www.badmintonengland.co.uk

www.youtube.co.uk

www.bbc.co.uk/sport1/hi/academy/default.stm

www.topendsports.com

How can parents help?

Encourage your child to be active.

S1 HOME ECONOMICS

General Course Information

Over the year pupils cover a range of topics to develop their understanding of a healthy diet and build good practical food skills. The pupils learn how to safely prepare a variety of different dishes developing skills which whilst useful now, also help to prepare pupils for later life. As well as delivering practical food preparation skills, the pupils' hygiene and safety awareness is raised in both a theoretical and a practical context. The skills of planning, carrying out, and evaluating are also developed.

Learners acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

Course Outline

Units include:

Getting to Know your Kitchen – Working safely and hygienically, food safety, using equipment, weigh and measure accurately, following recipes, practical exercises.

Healthy Lifestyles – The Eatwell Plate, Food and Exercise, Personal Hygiene and kitchen routines, using equipment to prepare food safely, Carry out a practical task safely and hygienically.

Magic Gadgets – Safe and Hygienic use of electrical equipment, Evaluate the effectiveness of electrical equipment, Factors influencing Design

Technologies – Use problem solving to plan and develop a soup recipe, working safely and hygienically, understand basic legal requirements on a food label, produce a soup label, follow own soup receipt, make and evaluate.

Assessment

How and when are pupils assessed?

The pupils will be assessed against the following CfE experiences and outcomes:

I can apply food safety principles when buying, storing, preparing, cooking and consuming food. **HWB 3-33a**

Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks. **HWB 4-33a**

I can practise and apply a range of preparation techniques and processes to make a variety of items showing imagination and creativity, and recognising the need to conserve resources. **TCH 3-10a**

I have gained confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. **TCH 3-10b**

I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. **TCH 4-11b**

A range of assessment methods are used throughout the course which include formative and summative strategies. Pupil work will be corrected by the teacher, self-corrected or shared and marked by peers. Formal homework exercises are marked, graded and recorded by the teacher. Formative assessment is used throughout the course in practical work discussing techniques and approaches and identifying next steps, this will be used in conjunction with all other assessment evidence showing what the pupil has learned (make, say do, write) to report on pupil progress. Evidence of learning will take the form of teacher observation, finished dishes and self and peer assessment.

Homework

Format

Unit 1 : **Savoury Salad recipe report**
Unit 2 : **Healthy Lifestyles website evaluation and report**
Unit 3 : **Home Economics related media report**
Unit 4 : **Research for Soup recipe**

Frequency

All pupils will be required to complete at least one formal homework exercises per Unit.

Pupils will be given a range of worksheets for each topic. We actively encourage pupils to practice their skills at home by using safe and hygienic practices in preparing simple dishes.

Resources

www.foodafactoflife.org.uk

www.food.gov.uk

www.nutrition.org.uk

www.tradingstandards.gov.uk

www.bbc.co.uk/food/

www.bhf.org.uk



How can parents help?

Check planner regularly and discuss food choices ie weekly shopping, lunch, dinner. Encourage child to take a safe active role in the kitchen.

