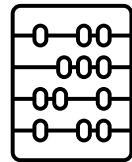
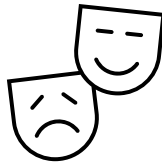
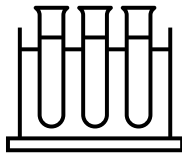
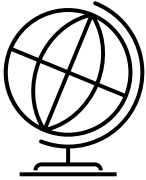


Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 9

Term: Summer

Contents

Purpose of Booklet

Subjects:

English

Maths

Science

Geography

History

RS

Computing

French*

Spanish*

German*

DT*

Food*

Textiles*

Drama

Music

PE

Art

*Students only study one from French, Spanish and German.

*Students study each of DT, Food and Textiles on rotation throughout the year.

Purpose of Booklet

This booklet is intended as part of our legal obligation to provide appropriate work to students who are not able to attend school.

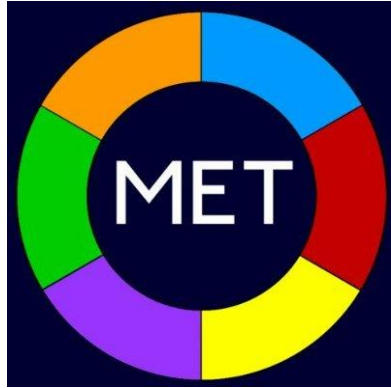
This could include students who are suspended, having an additional SEND learning need or a medical condition.

The booklet should allow families (and students) to fully understand which topics are being covered each term and in each subject.

These booklets, in conjunction with our Knowledge Organisers, will enable families to be much more familiar with the curriculum their children are studying.

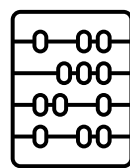
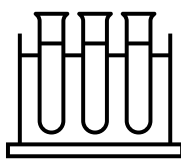
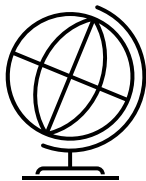
The booklet is not intended to replace the learning that goes on in the classroom, and any links and tasks provided in this booklet will not be the exact ones being taught and delivered in class.

Within each subject area in this booklet, you will find a summary of the learning being covered (including skills and knowledge), links to online learning resources that match with the curriculum and some suggested tasks and activities.



Bristol Metropolitan Academy

English



[Return to contents
page](#)

English

Summary of Learning: Romeo and Juliet

Poetry:

- Invisible Kisses by Lemn Sissay
- Valentine Carol Ann Duffy
- Come. And be my Baby – Maya Angelou
- The Poison Tree – William Blake

Big Questions:

- How does Shakespeare present the timeless themes in the text?
- How are these themes explored by writers of other forms?
- How does Shakespeare use methods to achieve effects in the play?

Students will know...

1. Shakespeare's World – Elizabethan, gender roles and representation, patriarchal society, family, societal expectations, feud.
2. Characters – Lovers, fathers, father figures, mothers, friends, enemies, victims, villains, tragic hero, tragic character.
3. Themes – Love (familial love, fraternal and platonic love, romantic love), hate, power, conflict, honour, family, fate, destiny, duality, trust, toxic masculinity.
4. Language – Motif, symbolism, metaphor, simile, Biblical allusions, meter and rhyme, sonnet, dramatic irony, foreshadowing, soliloquy, prologue.
5. Performance – Tragedy, prologue and chorus, representations of characters over time, film adaptations.
6. Wider significance – Shakespearean tragedy, gender and sexuality, conflict.

Students will be able to...

- Show a developed understanding of how writers use language to present characters, themes and ideas
- Offer interpretation and evaluation of texts to develop views clearly
- Developed and detailed explanation of the effects of the writer's choices of language and structural features
- Use subject terminology accurately with deliberate purpose
- Make a range of points exemplified by relevant references from the text and might offer alternative interpretations
- Identify the effects of a range of writer's methods supported by apt and selective terminology
- Explain relevant contextual factors



English Sources of work:

The Play Itself:

Shakespeare's *Romeo and Juliet*: The primary source of information for any task about the play is, of course, the text itself.

 Free Full Text (Original Play)

Project Gutenberg

Offers a completely free version of the full play (original Shakespearean language).

👉 **Great if you need the actual text** for reading or quoting.

MIT Shakespeare

Clean, simple layout of the full play with acts and scenes clearly organised.

 Study Guides & Analysis

SparkNotes

One of the most popular student sites:

Scene-by-scene summaries

Themes, quotes, and characters

Essay ideas

CliffsNotes

Similar to SparkNotes, with slightly different explanations—useful for comparison.

BBC Bitesize

Especially useful if you're in the UK:

GCSE-focused explanations

Themes, characters, and context

Short, easy-to-understand sections

 Modern English & Easier Versions

No Fear Shakespeare

Shows original text side-by-side with modern English translation—perfect if the language feels difficult.


 Video Explanations

Crash Course

Engaging videos explaining plot, themes, and context in a fun way.

YouTube (search “Romeo and Juliet summary”)

Many short summaries, character breakdowns, and revision videos.

 Professional Theatre (High Quality – subscription)

[Watch National Theatre *Romeo & Juliet*](#)

From the National Theatre

Stars **Josh O'Connor** and **Jessie Buckley**

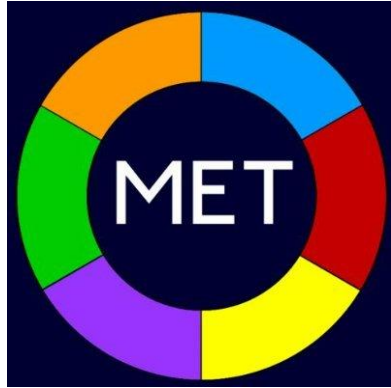
Filmed creatively inside the theatre during lockdown

Considered a **top-quality modern production**

English

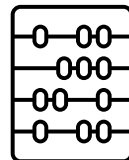
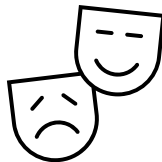
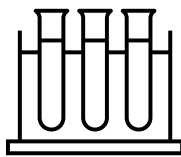
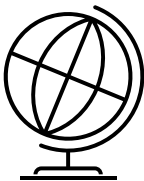
Sources of work:

1. **Analyse the Balcony Scene (Act 2, Scene 2)**
Explain how Shakespeare presents love. Include quotes and language analysis.
2. **Write Juliet's Diary Entry**
Imagine Juliet writing after meeting Romeo. Include her thoughts, feelings, and fears.
3. **Modern Rewrite**
Rewrite a scene (e.g. the first meeting) in modern language or set it in today's world.
4. **Character Profile: Romeo or Juliet**
Describe their personality, development, and key quotes.
5. **Who is to Blame?**
Write a paragraph explaining who caused the tragedy (Romeo, Juliet, Friar Lawrence, fate, etc.).
6. **Theme Essay: Love vs Hate**
Explore how Shakespeare presents conflict between love and hate.
7. **Quote Analysis**
Pick 3–5 important quotes and explain their meaning and effect.
8. **Perform a Scene**
Act out a short scene and think about tone, body language, and emotion.
9. **Director's Notes**
Explain how you would stage a key scene (lighting, costume, acting style).
10. **Alternative Ending**
Write a new ending where the tragedy is avoided—what changes?



Bristol Metropolitan Academy

Maths



[Return to contents
page](#)

Maths

Summary of Learning:

APRIL				MAY				JUNE	
Wk31	Wk32	Wk33	Wk34	Wk35	Wk36	Wk37	Wk38	Wk39	Wk40
HOLIDAY		Linear nth term	Recognise Fibonacci, quadratic & geometric Quadratic nth term	Straight line graphs Graphical solutions, parallel & sketch		Rearranging formulae	HOLIDAY	Units, compound measures	Reteach AP3 Written Assessment
JUNE			JULY		HOLIDAY				
Wk41	Wk42	Wk43	Wk44	Wk45					
Reteach AP3 Written Assessment	Direct & inverse proportion		Transformations	Plan & elevation Surface area					

YR 9 Maths Topics

- 1) Rounding, Estimation & Error Intervals
- 2) Indices
- 3) Standard Form
- 4) Algebra: Expand, Factorise (Double Brackets)
- 5) Basic Rearranging (Identities)**
- 6) Using Percentages (Reverse Percentages)
- 7) Maths & Money
- 8) Probability & Frequency Trees (Probability Tree Diagrams)**
- 9) Statistical Measures
- 10) Averages from Frequency Tables (Box-plots)
- 11) Angles in Parallel Lines
- 12) Bearings
- 13) Constructions & Loci
- 14) Substitution & Use of Formulae
- 15) Solving equations (Simultaneous Equations)
- 16) Inequalities (Composite)
- 17) Linear n^{th} Term
- 18) Recognising Fibonacci, Quadratic & Geometric (Quadratic n^{th} Term Sequences)
- 19) Straight Line Graphs (Graphical Solutions, parallel & sketch)
- 20) Rearranging Formulae**
- 21) Units & Compound Measure
- 22) Direct & Inverse Proportion
- 23) Scale Diagrams, Maps (Similarity)
- 24) Transformations
- 25) Plans & Elevation (Surface Area)

Possible Tasks:

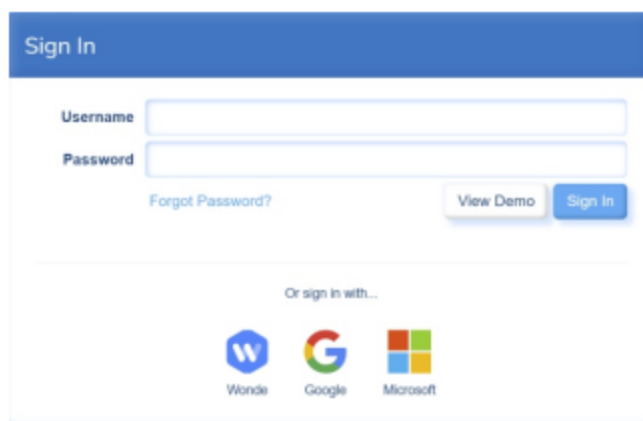
Complete the tasks on [MathsWatch](#)

Logging into MathsWatch:

First things first, let's log in

Please navigate to vle.mathswatch.co.uk using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



The screenshot shows the 'Sign In' page for MathsWatch. It features a blue header with the text 'Sign In'. Below the header, there are two input fields: 'Username' and 'Password'. To the right of the 'Password' field, there is a link for 'Forgot Password?' and a 'Sign In' button. Below the input fields, there is a 'View Demo' button. At the bottom of the page, there is a section titled 'Or sign in with...' with three icons: 'Wonde', 'Google', and 'Microsoft'.

Login details:

USERNAME: firstnamelastname@bristolmet

PASSWORD: mathswatch

(all lower case, no spaces)

For more information on how to use MathsWatch, please read through the Student/Parent guide [here](#).

Term 5 – Sources of work

[Nth term rule](#)

[Special sequences](#)

[Finding the nth term of quadratic sequences](#)

[Coordinates](#)

[Straight line graphs](#)

[Gradient of a line](#)

[Equation of a straight-line \$y = mx + c\$](#)

[Perpendicular lines](#)

[Drawing quadratic graphs](#)

[Cubic and reciprocal graphs](#)

[Rearranging simple formulae](#)

[Rearranging difficult formulae](#)

Term 6 – Sources of work

Direct and inverse proportion:

[Introduction to proportion](#)

[Direct proportion](#)

[Inverse proportion](#)

[Direct and inverse proportion](#)

[Real life proportion questions](#)

[Real life proportion questions with a calculator](#)

Transformations:

[Translations](#)

[Reflections](#)

[Rotations](#)

[Enlargements](#)

[Enlargements – negative and fractional scale factors
\(extension\)](#)

[Combining transformations](#)

Shapes and surface area:

[Plans and elevations](#)

[Cuboids – surface area](#)

[Prisms – surface area](#)

[Triangular prisms](#)

Maths Possible Tasks:

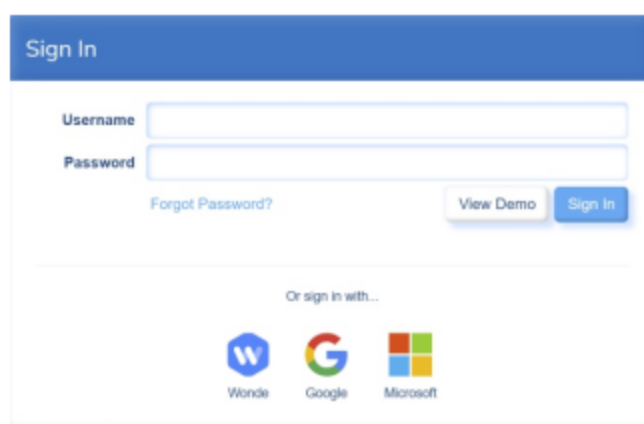
Complete the tasks on mathswatch

Logging into mathswatch

First things first, let's log in

Please navigate to vle.mathswatch.co.uk using your preferred browser (we do recommend Google Chrome but IE, Safari and others should work just as well).

You will be presented with this login page:



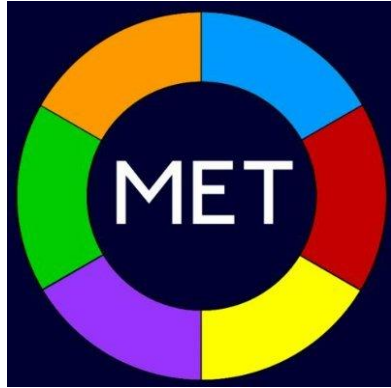
The screenshot shows the 'Sign In' page for Mathswatch. It features a blue header with the text 'Sign In'. Below the header, there are two input fields: 'Username' and 'Password'. To the right of the 'Password' field, there are two buttons: 'View Demo' and 'Sign In'. Below the input fields, there is a link for 'Forgot Password?'. At the bottom of the page, there is a section titled 'Or sign in with...' with three icons: 'Wonde', 'Google', and 'Microsoft'.

Login details:

USERNAME: firstnamelastname@bristolmet

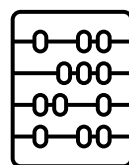
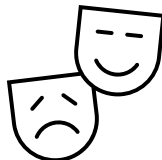
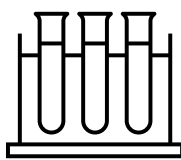
PASSWORD: mathswatch

[Student guide:](#)



Bristol Metropolitan Academy

Science

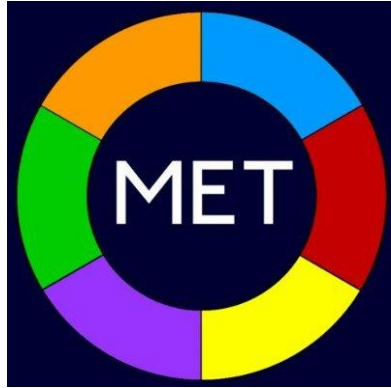


[Return to contents
page](#)

Science

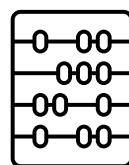
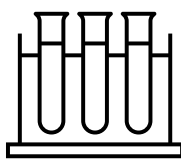
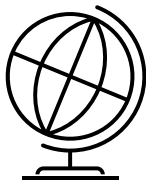
Make notes from videos, complete section quiz
(Left of page)

Term	Year 9 GCSE 9-1	BBC bitesize link (cover the topic and do the test)	Revision guide pages FOUNDATI ON	Revision guide pages HIGHER
Term 5	Physics paper 1 topic 3 conservation of energy	https://www.bbc.co.uk/bitesize/topics/z39ww6f	156-164	156-163
	Physics paper 1 topic 2 Motion and forces	https://www.bbc.co.uk/bitesize/topics/z82ttv4 https://www.bbc.co.uk/bitesize/topics/zcw22nb	145-155	145-155
Term 6	Biology topic 2 Cells and control	https://www.bbc.co.uk/bitesize/topics/zpg997h	20-25	20-25
	Biology topic 3 Genetics	https://www.bbc.co.uk/bitesize/topics/zxyggdm	26-31	26-31
	Biology topic 4 Natural selection and genetic modification	https://www.bbc.co.uk/bitesize/topics/zcw22nb	32-38	32-38



Bristol Metropolitan Academy

Geography



[Return to contents
page](#)

Geography

Summary of Learning:

Sustainable Citizens:

- Sustainable homes
- Waste management
- Sustainable cities: Bristol and Masdar
- Project Neom
- 'Isn't it bigger than just me'?

Knowledge:

- To know what sustainability is and see examples of projects and schemes that are sustainable.
- To apply the concept of sustainability to real life and our own lives.

Key Words:

Carbon footprint | sustainability | grey water | incineration | waste

Human Exploitation:

- What are your human rights?
- The fast fashion industry
- The true cost of an iPhone
- Sherpas on Everest
- European migration

Knowledge:

- To know how the fashion industry can be more sustainable.
- To know the impact of situations on humans globally.

Key Words:

Human Rights | ethical fashion | fast fashion | exploitation | migration

Skills:

- Use of divided bar charts
- Use of line graphs
- Analysis of data (eg food miles)

Geography Sources of work:

[Transport in Cities - BBC Bitesize pages on sustainable city transport](#)

[Waste Disposal - BBC Bitesize pages on waste disposal](#)

[Urban Sustainability - BBC Bitesize pages on improving sustainability in London](#)

[Website to learn about the features of Masdar City](#)

[Website to learn about Project Neom](#)

[Food Resources - BBC Bitesize pages on food production and food insecurity](#)

[Sustainable Food Resources - BBC Bitesize pages on food sustainability](#)

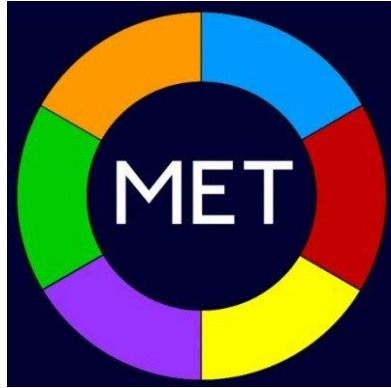
[Fast Fashion - detailed overview from the RGS](#)

[Fast Fashion - from BBC Bitesize](#)

[Migration - BBC Bitesize pages in migration](#)

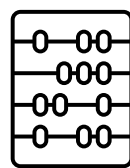
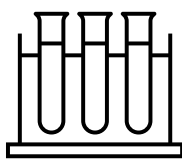
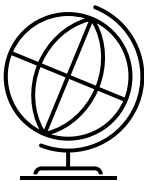
Geography Possible Tasks:

- Write out definitions of the key words in the summary of learning.
- Draw a diagram of a home and label on it all the ways that it could be made sustainable. Think about water, electricity, building materials etc.
- Look at 10 food items in your fridge or cupboards. Try to find on the labels which country they have come from. Use Google maps to work out the distances these foods have travelled.
- Try to design a meal/dinner party with the lowest amount of food miles you can find (eg locally grown food/food grown in the UK).
- Have a look through 10 items of clothing in your house – check the labels and see if you can find a country in which they were made.
- Use the websites on Masdar City and Project Neom to create an overview of how to make cities sustainable.



Bristol Metropolitan Academy

History



[Return to contents
page](#)

History

Summary of Learning:

1960's: A decade of Revolution?

Causes of the Bristol Bus Boycott

Race Relations Acts of 1965 and 1968.

How did life change for Women in Britain in the 1960's?

How did life change for LGBTQ+ people in Britain in the 1960's?

How did life change for people with disabilities in Britain in the 1960's?

Key vocabulary: Activism / Civil Rights / Decriminalisation / Equality / Legalisation / Liberation / Revolution / Second Wave Feminism



History Sources of work:

Revolution in the 1960s

Change for women in the 1960s -

<https://www.bbc.co.uk/teach/class-clips-video/articles/zvtddp3>

Change for Black people in the 1960s -

<https://www.bbc.co.uk/teach/class-clips-video/articles/zh9h6g8>

<https://www.bbc.co.uk/teach/class-clips-video/articles/zwsq8hv>

Life for young people in the 1960s -

<https://www.bbc.co.uk/teach/class-clips-video/articles/zvdjvk7>

Life for disabled people in the 1960s –

<https://blog.nationalarchives.gov.uk/tag/disability/>

History Possible Tasks:

1. Use the internet to research the Mangrove 9. Create a storyboard of the events from August 1970 to December 1971.

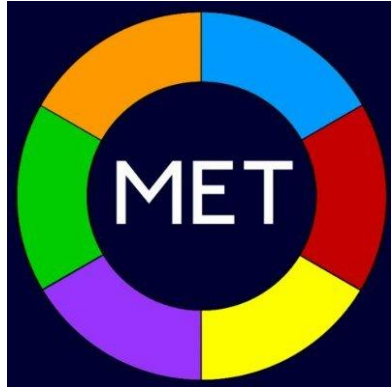
<https://www.bbc.co.uk/news/extra/jGD9WJrVXf/the-mangrove-nine-black-lives-matter#:~:text=The%20trial%20ended%20on%20Thursday,of%20all%20charges%20against%20them.>

2. Complete the Oak Academy lesson on 'The changing role of women in post-war Britain' and complete the quiz at the end:
<https://www.thenational.academy/teachers/programmes/history-secondary-ks3/units/post-war-britain-for-whom-did-the-united-kingdom-become-a-new-jerusalem/lessons/the-changing-role-of-women-in-post-war-britain#slide-deck>

3. Choose one of the following groups to research and create a presentation about how life changed for them during the 1960s. Think about legal changes, social changes and economic changes.

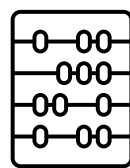
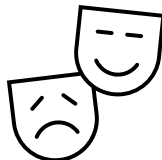
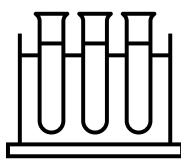
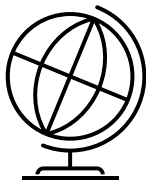
1. Women
2. People with disabilities
3. Black Britons
4. LGBTQ+ people

4. Read the museum article on the 'Swinging Sixties'. Explain why you think the decade was given this label.



Bristol Metropolitan Academy

RS



[Return to contents
page](#)

Summary of Learning: Yr9 – Religious Studies – Summer

Term 5&6 – Changemakers

For interactive home learning please join the KS3 Religious Studies Seneca class by signing up to the Seneca website and joining the class using the following code:

Seneca code: r61btn26ln

<https://www.bbc.co.uk/bitesize/articles/zc997v4>

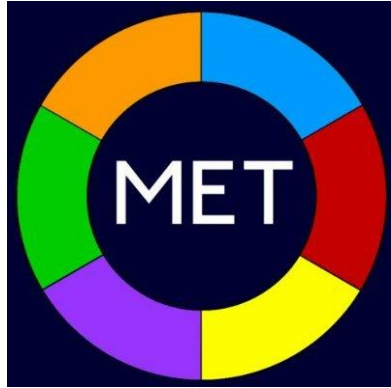
<https://www.bbc.co.uk/bitesize/topics/zjkj382>

<https://www.bbc.co.uk/bitesize/articles/zr6p3qt>

<https://www.bbc.co.uk/bitesize/articles/z42khhk>

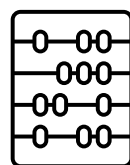
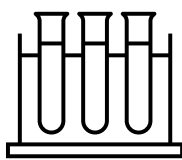
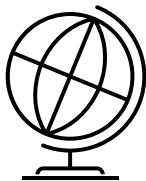
<https://www.bbc.co.uk/bitesize/guides/z93ck7h/revision/3>

- Prejudice vs Discrimination
 - Definitions and key differences between prejudice (attitudes) and discrimination (actions).
 - Historical and modern examples, including racial, gender, and religious discrimination.
 - Discussion: How do prejudice and discrimination still exist today?
- Human Rights
 - Introduction to the Universal Declaration of Human Rights (UDHR).
 - Key rights and their importance in promoting justice and equality.
 - Case studies of human rights violations and successful rights movements.
- What is Activism?
 - Defining activism: from peaceful protests to digital campaigns.
 - Different types of activism (e.g., political, social, environmental).
 - The role of social media in modern activism.
- Martin Luther King Jr.
 - Biography and key achievements of MLK.
 - Non-violent resistance and the power of speeches (e.g., "I Have a Dream").
 - Impact on the Civil Rights Movement and global human rights.
- Malcolm X
 - Life, beliefs, and influence on the Black Power movement.
 - Comparison with MLK: different approaches to racial equality.
 - Legacy and modern perspectives on his philosophy.
- The Bristol Bus Boycott
 - Background to the boycott and its significance in British history.
 - The role of local activists in challenging racial discrimination.
 - Impact on UK equality legislation (e.g., Race Relations Act 1965).
- Modern Activism and Social Change
 - Examples of recent activist movements (e.g., Black Lives Matter, climate strikes).
 - Challenges and opportunities in creating lasting change.
 - Group project: Plan an awareness campaign for a modern issue.



Bristol Metropolitan Academy

Computing



[Return to contents
page](#)

Computing

Summary of Learning:

Cyber Security

Summary of Learning

You will discover techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks.

Think about social engineering techniques used by cybercriminals to try to trick users into giving away their personal data.

Find out about common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.

Skills & knowledge

- Discover how an attack can impact users of online services
- Identify strategies to reduce the chance of a brute force attack being successful
- Examine how different types of malware causes problems for computer systems
- What potential impact to organisations being attacked leads to
- Identify the most effective methods to prevent cyberattacks

Keywords

Cyber security, data, hacking, IP address, threats, viruses, exploitation, firewall, weaknesses, passwords, protection

Computing Sources of work:

[Malware and security - eSafety - KS3 ICT Revision - BBC Bitesize](#)

A good introduction to the section

<https://www.ncsc.gov.uk/guidance/mitigating-malware-and-ransomware-attacks>

Easy to follow advices from the National Cyber Security Centre

[Cyber Skills Live activities](#)

Learn about cyber security, computer coding, working with data, and artificial intelligence.

Cybersecurity: Crash Course Computer Science #31

<https://www.youtube.com/watch?v=bPVaOU6ln0>

Hackers & Cyber Attacks: Crash Course Computer Science #32

https://www.youtube.com/watch?v=_GzE99AmAQU

Computing Possible Tasks:

[Live Cyber Threat Map](#)

Study this real time global map

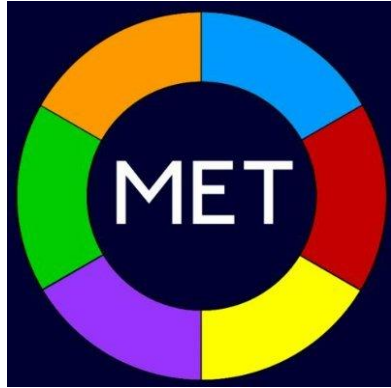
- Where are most attacks from and what is their target
- What are the different types of attacks?
- What industries are being attacked?

[Cyber Skills Live activities](#)

Take place in these simulations to become a security guardian

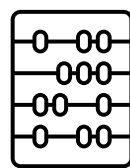
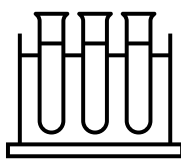
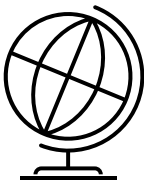
When using these activities, choose a random school name from the list and name.

- [How to rob a bank](#): Ethical Hacking: Can you hack into Strathclyde Bank?
- <https://cyberskillslive.com/activity/defend-stirling-castle/>: Security Operations: Protect one of Scotland's most important historical sites.
- [How to steal a pizza](#): Pen Testing: Hunt for security issues on a pizza company's website.
- [How to solve a murder](#): Digital Forensics: Uncover digital evidence to help police catch a murderer.



Bristol Metropolitan Academy

French



[Return to contents
page](#)

French

Summary of Learning:

Cultural Celebrations: Carnival & Birthday

Geography

- History
- City and town in the country
- Francophone celebrations
- How we celebrate in 3 tenses
- Traditions (French)

Skills and knowledge:

- Listening – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additional listenings as homework.
- Oracy – Student use of TL phrases using chatty mats etc... plus basic conversation with teacher/students. Opportunities for spontaneous speech.
- Reading – Textbook/worksheets/ other exercises.
- Writing and translation– Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- Reasoning – Student using key concepts with new topics and able to apply previous knowledge to new contexts.

Key grammar:

- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of French and Spanish cities.

For vocabulary and grammar refer to knowledge organiser

French Sources of work:

- <https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/>

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners, French.

- https://www.bbc.co.uk/bitesize/subjects/zgdq_xnb

KS3 French

- <https://www.memrise.com/>

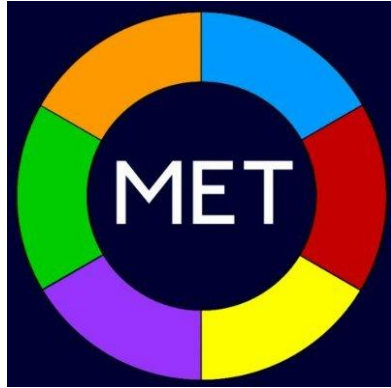
Vocabulary KS3 French.

- <https://es.duolingo.com/>

- <https://www.youtube.com/easyfrench>

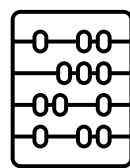
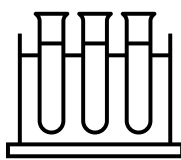
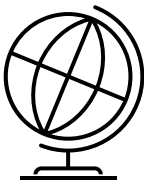
French Possible Tasks:

- Describe French and Francophone celebrations with opinions
- Say what festivals you would like to visit and why
- Say what festival or festivals you have celebrated in the past
- Compare French and or Francophone festivals
- Make a mind map of with all festivals that you know in French
- Describe a festivals that you like the most
- Compare the festivals between Francophone countries and England.



Bristol Metropolitan Academy

Spanish



[Return to contents
page](#)

Spanish

Summary of Learning:

Cultural Celebrations: Carnival & Birthday

Geography

- History
- City and town in the country
- Hispanic celebrations
- How we celebrate in 3 tenses
- Traditions (Spanish)

Skills and knowledge:

- Listening – use of teacher and student TL. Textbook/other exercises. Through use of Microsoft forms set additional listenings as homework.
- Oracy – Student use of TL phrases using chatty mats etc... plus basic conversation with teacher/students. Opportunities for spontaneous speech.
- Reading – Textbook/worksheets/ other exercises.
- Writing and translation– Key spellings, checking for accuracy. Adjusting to accents and different punctuation.
- Reasoning – Student using key concepts with new topics and able to apply previous knowledge to new contexts.

Key grammar:

- Study the grammar of verbs, nouns and adjectives.
- Prepositions
- Infinitive phrases – with a focus on near future
- Re-enforcing adjectival agreement.
- Build on speaking, listening, reading, writing and translation skills from Year 7.
- Developing student's cultural capital through knowledge of French and Spanish cities.

For vocabulary and grammar refer to knowledge organiser

Spanish Sources of work:

- <https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/>

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners, Spanish.

- <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>
KS3 Spanish

- <https://www.memrise.com/>

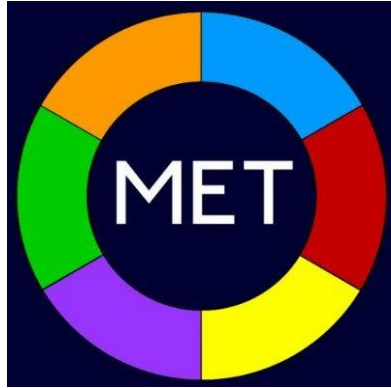
- Vocabulary KS3 Spanish.

- <https://es.duolingo.com/>

- <https://www.youtube.com/@EasySpanish>

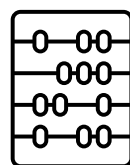
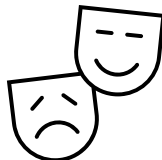
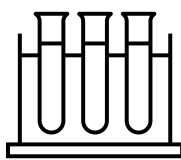
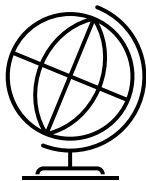
Spanish Possible Tasks:

- Describe Spanish and Hispanic celebrations with opinions
- Say what festivals you would like to visit and why
- Say what festival or festivals you have celebrated in the past
- Compare Spanish and or Hispanic festivals
- Make a mind map of with all festivals that you know in Spanish
- Describe a festivals that you like the most
- Compare the festivals between Hispanic countries and England.



Bristol Metropolitan Academy

German



[Return to contents
page](#)

German

Summary of Learning:

Leisure and healthy living

- Francophone/Hispanic/ Germanic celebrations
- Ways to celebrate in 3 time frames
- Focus on listening and reading Country's geography
- History
- A city/town in the country
- Transactional language (role plays)

Skills and knowledge:

Listening – use of teacher and student TL. Textbook/other exercises.

Oracy – Student use of TL phrases using chatty mats etc... plus basic conversation with teacher/students.

Reading – Textbook/other exercises.

Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.

Reasoning – Student using key concepts with new topics.

Translation – Textbook/other exercises.

Key grammar:

Reference past topics on free time. To include describing activities, food and healthy/unhealthy habits using 3 tenses to discuss positive and negative aspects of diet and exercising, mealtimes, comparisons, opinions and reasons, time expressions.

Study the grammar of verbs, nouns and adjectives, comparative and superlative.

Conjugate, in full, regular verb in the present and near future tenses.

Study adjectival agreement. Apply a range of positive and negative adjectives relevant to topics.

Build on speaking, listening, reading, writing and translation skills

For vocabulary and grammar refer to knowledge organizer

German Sources of work:

- <https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/>

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners

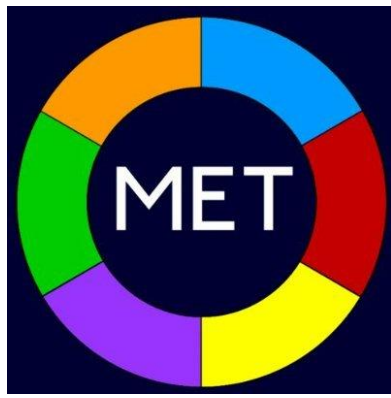
- <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>
KS3

- <https://www.memrise.com/>

- Vocabulary KS3

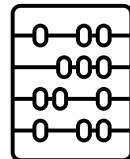
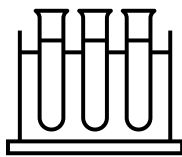
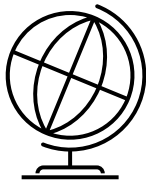
- <https://es.duolingo.com/>

- <https://www.youtube.com/@EasyGerman>



Bristol Metropolitan Academy

Curriculum Booklet



Year Group: 9

Term: Spring

Spanish Sources of work:

- <https://bristolmetropolitanacademy.clf.uk/curriculum/knowledge-organisers-2/>

Knowledge organiser on school website

- <https://www.linguascope.com/>

Beginners, Spanish.

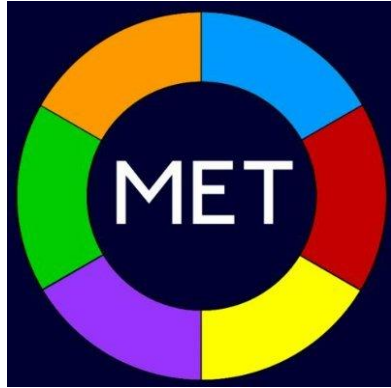
- <https://www.bbc.co.uk/bitesize/subjects/zfckjxs>
KS3 Spanish

- <https://www.memrise.com/>

- Vocabulary KS3 Spanish.

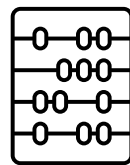
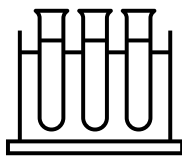
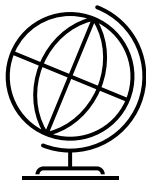
- <https://es.duolingo.com/>

- <https://www.youtube.com/@EasySpanish>



Bristol Metropolitan Academy

DT



[Return to contents
page](#)

DT

Summary of Learning:

Skills

- Analysis of existing products
- Designing a product
- Annotating
- Modelling
- Iterative design
- Isometric drawing
- Casting
- Computer aided design/Computer aided manufacture
- Finishing (surface decoration)
- Evaluating

Knowledge

- How to draw in 3D isometric
- Material properties and characteristics
- Use of tools, machinery and equipment
- Use of computer aided design software

Keywords

Analyse, Iterative, Aesthetics, Innovative, Malleable, Pewter, Function. Manufacturing, Environmental, Evaluate, CAD/CAM, Isometric, Modelling

Overview of lessons

In Year 9 Design & Technology, the student focus is on metal, designing and creating a pewter keyring. Students will be able analyse existing products to gain inspiration before designing and card modelling their own product. Students build on their 3D drawing by learning isometric design. Students learn how to use CAD and CAM to create a mould which is then used to cast using the metal working equipment. Students then evaluate their success at the end of the project through an oral presentation to the rest of the class.

DT

Sources of work:

Isometric support links

What is isometric [Link](#)

How to draw isometric? [Link](#)

Isometric drawing simplified video [Link](#)

Online free isometric drawing software [Link](#)

Useful support links

CAD/ CAM - [Support Document](#)

Design movements [Support Document](#)

Solving problems through design [Support Document](#)

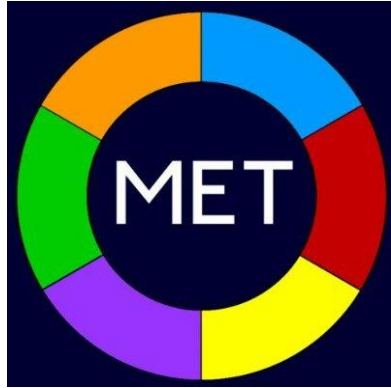
Technology Student [Link](#)

BBC Bitesize Design Technology [Link](#)

DT

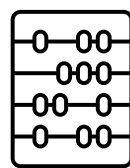
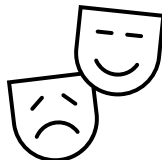
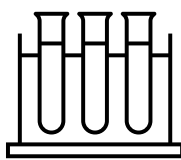
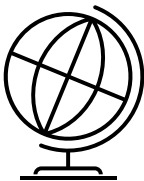
Possible Tasks:

- What is isometric drawings? Begin by drawing simple isometric shapes, then choose a product at home and draw it in isometric.
- Research what CAD/CAM means. Produce a piece of writing at least 250 words explaining what CAD/CAM is? Advantages and disadvantages? Examples of CAD/CAM [Support Document](#)
- Create an A4 research leaflet on any design movement from the last 100 years (E.g. Pop art, Futurism). Your leaflet should contain both information and images. [Support Document](#)
- Find 3 different products from your home and redesign them in the style you have researched from your design movement (E.g. – redesign a lamp in the style of Memphis)
- What product has been the greatest technological advancement? Research this question and present your findings explaining the product and why it has revolutionised the world in a 300-500 word extended piece of writing.
- There are many problems and challenges in life that your inventive ideas could help to solve. Identify a problem you have encountered and create an inventive solution to solve this problem [Support Document](#)



Bristol Metropolitan Academy

Food



[Return to contents
page](#)

Food

Summary of Learning:

Skills

Cooking skills:

- Whisking
- Knife skills
- Use of the oven
- Measuring and weighing
- Reducing a sauce
- Rough puff pastry
- Fresh pastry
- Simmering and boiling
- Bread making
- Folding

Wider skills:

- Use of sensory vocabulary
- Reading for key information
- Oracy skills
- Writing to evaluate
- Applying learnt information

Knowledge

- To understand the working functions of protein.
- To understand the working functions of carbohydrates
- To understand the working function of fats
- How to safely cook a range of high-risk foods
- How to safely use a range of equipment in the kitchen
- The history of British food including rationing in WWII
- International cuisine – traditional dishes, equipment and ingredients used
- How sugar can affect the taste, texture and colour of food
- How to make a range of food including: lasagne, Swiss roll, omelette, jam turnovers (rough puff pastry), chicken curry and naan and fresh pasta

Keywords

Analyse, Evaluate, Denaturing, Saturated fats, Unsaturated fats, High Biological Value, Low Biological Value, Macronutrients, Micronutrients, Protein, Carbohydrates, Complex Carbohydrates, Gelatinisation, Coagulation, Aeration

Overview of lessons

In Year 9 Food, the students focus is on building upon knowledge learnt in Year 7 and 8 such as now exploring the working characteristics of ingredients such as proteins, fats and carbohydrates. Students cook a range of dishes such as lasagne (making a roux sauce from scratch), Swiss roll (understanding how proteins denature and aerate), cheese omelette (understanding how proteins denature and coagulate), jam turnovers (making a rough puff pastry), chicken curry and naan (bread making) and fresh pasta.

Food Sources of work:

Recipes:

[Lasagne recipe](#)

[Chicken curry recipe](#)

[Naan bread recipe](#)

[Swiss roll recipe](#)

Key information:

- Spot the hazards in the kitchen: [Link](#)
- Interactive videos for different kitchen skills: [Link](#)
- Nutrition and life stages: [Link](#)
- Macronutrients: [Link](#)
- Micronutrients: [Link](#)
- Energy and nutrients: [Link](#)
- Food groups and the Eatwell guide: [Link](#)
- Food allergy and intolerances: [Link](#)
- Food safety: [Link](#)

Food Possible Tasks:

Task one:

Produce a newspaper article on one of the following issues:

- The importance of buying locally and reducing food miles
- Organic vs. Non- organic products
- Animal welfare within the food industry.

Task two:

Re-design the school canteen menu using the Eatwell Guide to help you.

Ensure each day has a variety of foods including a vegetarian option.

Consider how the school meals can become more appealing to students whilst maintaining a balanced diet.

Task three:

Pick a country and research about their cuisine presenting your research in any format you wish. You should include:

- What traditional ingredients are used in their food?
- What traditional dishes are from there?
- What specialized equipment is used?
- Are there any special herbs or spices that are used?

Task four:

Create a flow chart or comic strip to explain how to make a dish of your choice. Use colour in your illustrations.

Task five:

Research into the food rationing that was used in WW2. Create a presentation explaining answers to the questions below (plus anything else you find out):

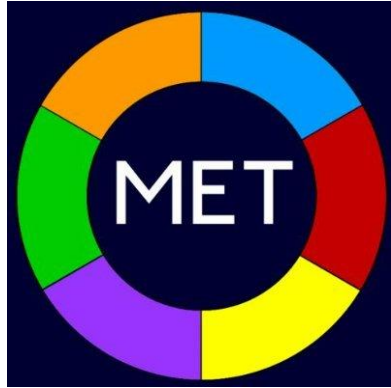
- Why did food rationing begin?
- What years did it run between
- What foods could someone get with their ration book?
- What dishes could someone make from these ingredients?

Task six:

Protein is a macronutrient that our body needs in large amounts. Research into protein and create a poster advertising the importance of protein in the diet. It should include:

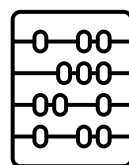
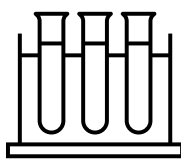
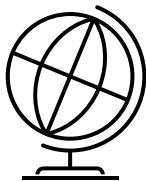
- What food sources can protein be gained from?
- What does high biological value (HBV) and low biological value (LBV) mean?
- Which food sources are HBV and LBV?
- What function does protein have in our bodies?
- What is the function of protein when cooking?

Extension task: If possible, research a dish that is high in protein and make it at home. Identify which ingredients include protein within the recipe.



Bristol Metropolitan Academy

Textiles



[Return to contents
page](#)

Textiles

Summary of Learning:

Skills

Designing

Making

Measuring

Sewing

Using CAD/CAM

Decorative techniques: Batik, Applique etc.

Oracy

Knowledge

Health and safety within the textiles classroom.

Steps to make a wall organiser for a room in your house.

Designing a cartoon motif, to create a repeat pattern pocket 2D design.

Evaluating your project using oracy skills

Overview of lessons

In year 9 textiles we cover health and safety to ensure you know exactly how to use machinery and equipment correctly and safely. The project will consist of designing and making a wall organiser for a room in your house and act as a storage item. You will create at least three pockets for storing items. The first pocket will use CAD/CAM, where you will create your own cartoon character and sublimation print your design onto fabric to then sew it into a pocket shape. Pocket two will use the Batik technique. The third you will create a pocket using recycled materials and using an applique design. Once the wall organiser is completed you will gain peer feedback, then plan and perform an oracy evaluation.

Keywords

Sewing machine / measuring / scissors / Batik / Applique / Computer Aided Design / Computer Aided Manufacture / Sublimation printing / pocket / seam / hem / thread / needle / designing / making / sewing / techniques

Textiles

Sources of work:

Health and safety in the textiles classroom

<https://wordwall.net/resource/199521/d-t/health-and-safety-in-the-textiles-classroom>

How to use CAD software (2D design)

<https://www.youtube.com/watch?v=LO9CPpsoqHQ>

How to thread a sewing machine [click this link](#)

How to thread a bobbin [click the link](#)

How to create a patch pocket

<https://www.youtube.com/watch?v=ybRNkBlxrXg>

Joining fabric together

<https://www.bbc.co.uk/bitesize/guides/zfr3rwx/revision/9>

Batik- What is it?

<https://www.batikguild.org.uk/batik/what-is-batik>

Batik- How is it created?

<https://www.youtube.com/watch?v=CN-sVbVn9Fk>

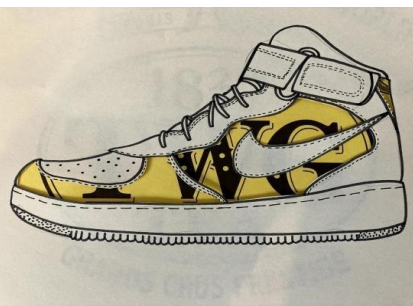
Interesting read- Careers in costume design

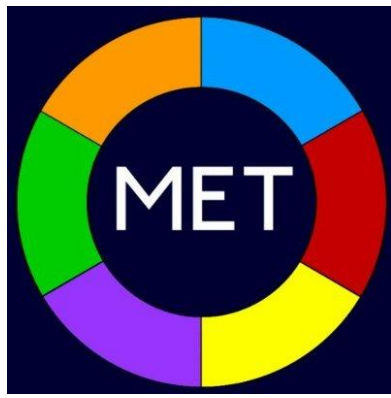
<https://www.bbc.co.uk/bitesize/articles/zn8gbdm>

Textiles

Possible Tasks:

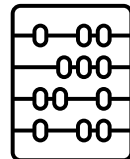
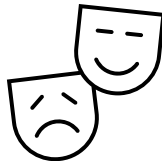
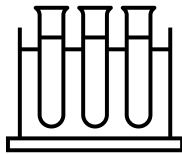
- Design a new cartoon character using simple shapes and colours.
- Create a poster of at least 5 keywords used in textiles lessons. Write down the keywords and their definitions. Present the poster in an exciting way and remember to check your spellings!
- Choose one of the following designers: Banksy, Daim, Revok, Seak and Reyes. Research the designer and produce a leaflet about them. Your leaflet must include interesting facts, information about the designer and your thoughts about their products.
- Watch an episode of the 'Great British Sewing Bee'. Summarise what your thoughts are of the episode. Using A4 paper, have a go at designing something following one of the challenges on the show.
- Create a comic strip on how to thread a sewing machine or how to create a Batik design. Use colours and notes in your comic strip.
- Draw a mannequin and create an outline of an outfit. Cut out the outfit and find different backgrounds to create different prints for your outfits. Take photos!





Bristol Metropolitan Academy

Drama



[Return to contents
page](#)

Summary of Learning: Year 9 Drama

OVERVIEW: Willy Russell's *Blood Brothers* provides students with a compelling exploration of themes such as class inequality, fate, and the power of nature versus nurture. Through the story of twin brothers separated at birth and raised in contrasting social environments, students can analyse how economic circumstances shape individuals' lives and opportunities. The play's engaging narrative and musical elements make complex social issues more accessible, encouraging discussions about how environment and upbringing influence destiny. Additionally, *Blood Brothers* highlights the role of dramatic techniques, including foreshadowing and symbolism, to deepen the emotional impact of its story. By studying the play, students not only gain an appreciation for theatrical storytelling but also develop critical thinking about societal structures, personal agency, and the consequences of seemingly small decisions.

Skills and Knowledge

Skills

- **Acting Skills** – Expressing deep emotions, portraying contrasting characters, and handling intense dramatic moments.
- **Character Analysis** – Understanding the motivations and development of Mickey and Edward, as well as other key figures.
- **Vocal and Physical Performance** – Projecting voice, using movement effectively, and delivering lines with conviction.
- **Social and Historical Awareness** – Connecting the play's themes to real-world issues like class division, fate vs. free will, and economic hardship.
- **Stagecraft and Set Interpretation** – Appreciating how staging, lighting, and costume contribute to storytelling.
- **Context of 1980s Britain** – Knowing the play's socio-economic backdrop, including unemployment and class struggles.
- **Themes** – Exploring ideas like nature vs. nurture, superstition, love, and tragedy.
- **Structure of a Play** – Recognizing the role of the narrator, the use of dramatic irony, and key turning points.

Keywords

- Mickey, Edward, Mrs. Johnstone, Mrs. Lyons, Sammy, The Narrator

Themes & Ideas - Nature vs. Nurture, Class Divide, Superstition, Fate vs. Free Will, Family Bonds, Tragedy, Brotherhood, Social Inequality, Love and Loss

Dramatic & Literary Elements - Foreshadowing, Dramatic Irony, Narration, Musical Theatre, Symbolism, Contrast, Repetition

Historical & Social Context - 1980s Britain, Working-Class Struggles, Unemployment, Education System, Thatcher Era

Sources of work:

<https://www.bbc.co.uk/bitesize/guides/zwt4frd/revision/1>

[https://en.wikipedia.org/wiki/Blood_Brothers_\(musical\)](https://en.wikipedia.org/wiki/Blood_Brothers_(musical))

https://www.youtube.com/watch?v=wZsd__wvoF0

https://www.google.com/search?sca_esv=bf2c799dee4adccd&rlz=1C1GCEA_enGB1156GB1156&sxsrf=AHTn8zokNrFjF4VBuU3H31hkiJw8la28Ag:1746613444428&q=willy+russell+blood+brothers&udm=7&fbs=ABzOT_CWdhQLP1FcmU5B0fn3xuWpA-dk4wpBWOGsoR7DG5zJBkzPWUS0OtApxR2914vrjk7XZXfnfKsaRZouQANLhmpHnyg6d7jx9WlegRytfuMfNwBSLAX8WsvrJKa122pJHUllKMc2yoT7_B9lgToWPwNbYpl_7_yklqe1wm0fpdTbloqGWsPpb22UD3UvjWoU4fKL0lYhJnvgBdjuGwiuHZD5yuMTWg&sa=X&ved=2ahUKEwiB56iPkpGNAXX9ZkEAHczAls8QtKgLegQIFhAB&biw=1920&bih=911&dpr=1&safe=active&ssui=on#fpstate=ive&vld=cid:d7288c7d,vid:wwTh3fB5oPs,st:0

https://www.google.com/search?sca_esv=bf2c799dee4adccd&rlz=1C1GCEA_enGB1156GB1156&sxsrf=AHTn8zokNrFjF4VBuU3H31hkiJw8la28Ag:1746613444428&q=willy+russell+blood+brothers&udm=7&fbs=ABzOT_CWdhQLP1FcmU5B0fn3xuWpA-dk4wpBWOGsoR7DG5zJBkzPWUS0OtApxR2914vrjk7XZXfnfKsaRZouQANLhmpHnyg6d7jx9WlegRytfuMfNwBSLAX8WsvrJKa122pJHUllKMc2yoT7_B9lgToWPwNbYpl_7_yklqe1wm0fpdTbloqGWsPpb22UD3UvjWoU4fKL0lYhJnvgBdjuGwiuHZD5yuMTWg&sa=X&ved=2ahUKEwiB56iPkpGNAXX9ZkEAHczAls8QtKgLegQIFhAB&biw=1920&bih=911&dpr=1&safe=active&ssui=on#fpstate=ive&vld=cid:c051910d,vid:OjnlaLaHDuM,st:0

Possible Tasks:

Choose Task 1, Task 2 or Task3

Acting

- Rehearse the monologue on page 21-22 in the character of Mickey as a 7yr old

<https://irp-cdn.multiscreensite.com/b5cf95f0/files/uploaded/willy-russell-blood-brothers.pdf>

Costume Design (to show social class)

- Design a costume for Mickey at 7yrs old
- Design a costume for Edward at 7yrs old
- Design a costume for Mrs Johnstone
- Design a costume for Mrs Lyons
- Design a costume for Linda at 14yrs old

Set Design

- Design the interior of Mrs Lyons living room
- Design the exterior of Mrs Johnstone's house
- Design the exterior of Mrs Lyons house
- Design the interior of Mickey's classroom
- Design the interior of Edward's classroom
- Design the exterior for Linda and Mickey on the hill

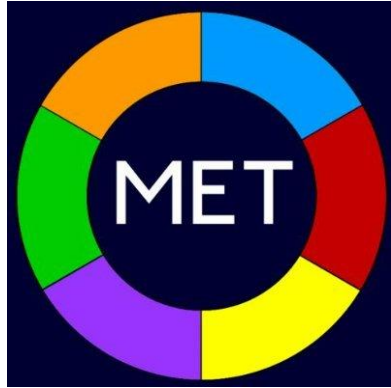
PowerPoint Design

Create a 15 slide PowerPoint on ONE of the following:

- Mickey
- Edward
- Mrs Lyons
- Mrs Johnstone
- Linda
- Blood Brothers (as a whole)

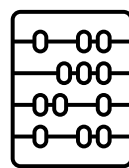
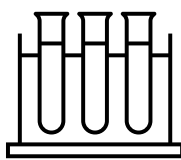
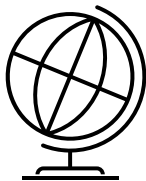
Creative Writing

- Write a script about a present day scenario where 2 twins are separated at birth and they meet again (you decide where and age)



Bristol Metropolitan Academy

Music



[Return to contents
page](#)

Music

Summary of Learning:

In terms 5 & 6 in music we are working on an ensemble performances of pop songs. Students will have the opportunity to learn multiple instruments and then choose one to focus on and use as part of an ensemble.

As part of this unit of work. Students will listen to a range of popular songs from Europe and America and learn to identify common features.

Performance Skills

- **Keeping to a pulse as a solo musician**
- **Keeping to a pulse as part of an ensemble**
- **Playing chords on a piano**
- **Playing Chords on Guitar**
- **Playing Chords on Ukulele**
- **Playing Basslines on Bass Guitar**
- **Playing Drumbeats using a kit**
- **Singing a melody line**

Composition Skills

- **Arranging a given song**
- **Creating own drum beats**
- **Creating Rhythms for Basslines**
- **Creating strumming patterns/rhythm for guitar or piano**
- **Creating chords from a given starting note (Root)**

Listening/Analytical Skills

- **Identifying orchestral families**
- **Identifying individual instrument Timbres**
- **Identifying time signature**
- **Identifying and matching a pulse**
- **Identifying Tempo**

Music Sources of work:

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://teachinggadget.com/>

Music Possible Tasks:

Bristol Met has a whole school account for and online music service, accessed via:

www.teachinggadget.com

This is used for homework tasks but is extensive and can also support classroom learning.

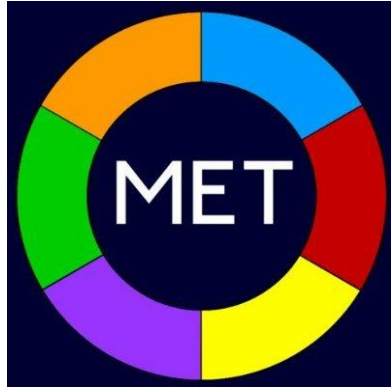
Students must Login to this site using the credentials:

Username: BristolMetropolitanAcademy

Password: music

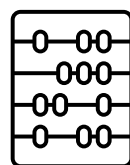
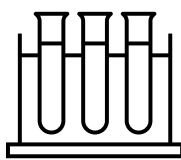
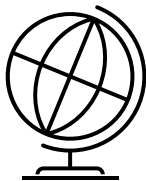
NOTE – Spaces and capital letters must be as above.

Students can use the suggested links on the previous page or choose any activity of their chose to study music at home.



Bristol Metropolitan Academy

PE



[Return to contents
page](#)

PE

Summary of Learning:

BOYS PE

Sports for the term:

- Cricket
- Athletics
- Softball
- Tennis

Skills and Knowledge:

- Cricket: bowling, batting, fielding, rules, tactics
- Athletics: jumping, throwing, running, sprinting, relay
- Softball: bowling, batting, fielding, rules, tactics
- Tennis: serving, forehand, backhand, rules, tactics

Keywords:

- Cricket: throw, catch, bowl, bat, wicket, stumps, wide
- Athletics: power, baton, start, finish, race, throw
- Softball: base, bat, backstop, strike, no ball
- Tennis: serve, point, rally, net, volley, out, in

GIRLS PE

Sports for the term:

- Rounders
- Athletics
- Cricket
- OAA (Outdoor Adventurous Activities)

Skills and Knowledge:

- Rounders: bowling, batting, fielding, rules, tactics
- Athletics: jumping, throwing, running, sprinting, relay
- Cricket: bowling, batting, fielding, rules, tactics
- OAA: teamwork, problem solving, orienteering

Keywords:

- Rounders: bowling, batting, fielding, catch, backstop
- Athletics: power, baton, start, finish, race, throw
- Cricket: throw, catch, bowl, bat, wicket, stumps, wide
- OAA: listening, communication, teamwork, confidence

PE Sources of work:

BOYS PE

Cricket:

<https://www.sportplan.net/drills/Cricket/>

Athletics:

<https://www.sportplan.net/drills/Athletics/index.jsp>

Softball:

<https://www.softball-spot.com/>

Tennis:

<https://www.sportplan.net/drills/Tennis/index.jsp>

GIRLS PE

Rounders:

<https://learning.gaa.ie/RoundersSkills>

Athletics:

<https://www.sportplan.net/drills/Athletics/index.jsp>

Cricket:

<https://www.sportplan.net/drills/Cricket/>

OAA:

Lessons 1-3:

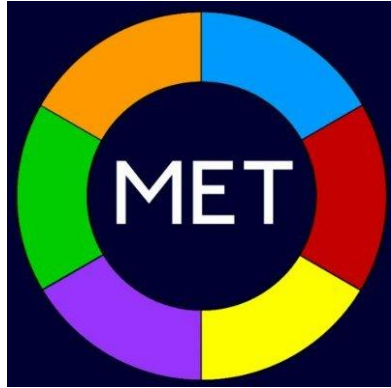
<https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks3-l/units/outdoor-and-adventurous-activity-following-instructions-and-problem-solving-skill/lessons>

PE

Possible Tasks:

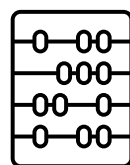
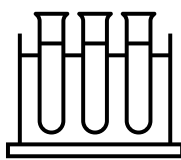
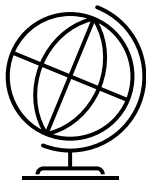
All tasks can be completed across any of the physical activities we complete throughout the year. These could include, rugby, netball, football, table tennis, cricket, badminton, dance, gymnastics to name just some.

- Create a knowledge organiser about rules & regulations. A knowledge organiser is a single page document that describes the major facts of a subject/topic.
- Create a fact file about techniques & tactics. Choose 2 skills and describe the techniques involved as well as 2 tactics to outwit an opponent.
- Perform and practice techniques using YouTube for basic drills, skills and ideas.
- Create a suitable 10-minute warm up. This could contain a pulse raiser, stretching and a skill rehearsal section.
- Using YouTube, find a fitness video and follow it to improve your fitness.
- Find a video of your current PE activity on YouTube and analyse performance of participants. Can you describe 3 strengths / weaknesses of 2 varying positions.



Bristol Metropolitan Academy

Art



[Return to contents
page](#)

Art Summary of Learning:

Unit Title : Memento Mori Art- How have artists explored themes of life and death throughout art history?



WHY are children Learning this?

1: Students will be taught to use a range of techniques to record their observations as a basis for exploring their ideas.

2: Students will develop knowledge, understanding and responses to the work of relevant selected Artists, Designers and Crafts people. Students will learn how to critically and technically analyse and evaluate their own and others work, identify key features, make comparisons and use this information to inform their own actions to improve their work, through discussion and written word.

3: Students will develop knowledge, skills and understanding by applying the Artistic Elements of: Line, Shape, Tone, Colour, Pattern, Texture, Space and Form. Students will be taught to use a range of techniques and media, including painting, printing, sculpture and digital media, increasing their ability in the handling of different materials.

4: Students will produce creative work exploring their own ideas. They will learn to design, investigate, experiment, review, evaluate and annotate in order to support the creative process, taking risks and safely failing, as well as being successful.

Concepts

Students will be introduced to a range of artists, craftspeople, and designers from different historical periods and cultures.

They will be given opportunities to learn about, research and explore these artists and the concepts in which they worked.

Terminology and Vocabulary (subject specific and academic)

Proportion, shape, form, structure, line, texture, tone, pattern, colour (hue, tint, shade, primary, secondary, tertiary, contrasting, complementary, warm/cool), composition, abstract, still life, positive & negative shape, foreground, middle ground, background.

Personal response (1st draft, Personal Response, Visual Literacy).

A body of work documented in a sketchbook or on sheets to realise ideas and intentions resulting in a personal response.

Art Sources of work:

Tate Gallery Definition of Vanitas with examples:

<https://www.tate.org.uk/art/art-terms/v/vanitas>

Example of Vanitas Print

<https://spencerart.ku.edu/art/collections-online/object/45571>

Video explaining what Vanitas art with examples

<https://www.youtube.com/watch?v=xUpwenYB5eE&t=95s>

How to draw a skull:

<https://www.youtube.com/watch?v=Lx6Ou8lPN5c>

Master class advanced tutorial

<https://www.youtube.com/watch?v=ApTixLGO4YM>

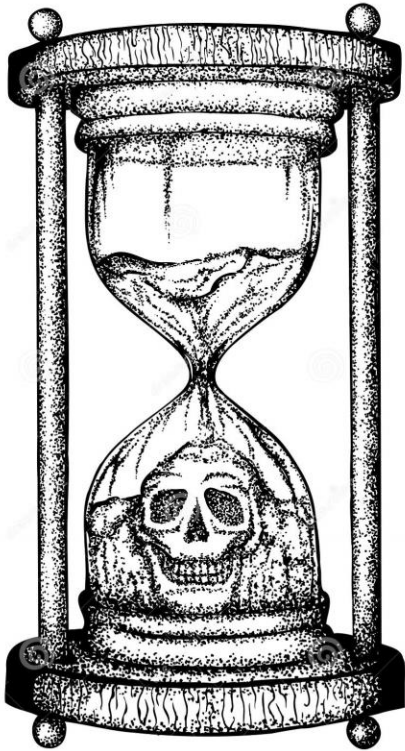
Art

Possible Tasks:

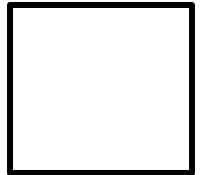
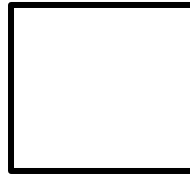
Term 4 Cover Year 9 –Memento Mori

Practise your shading skills in the box below.

Draw the hourglass in pencil in the box. Make sure that you use a pencil and draw accurately.



Practise shading in these two boxes.



Assessment:

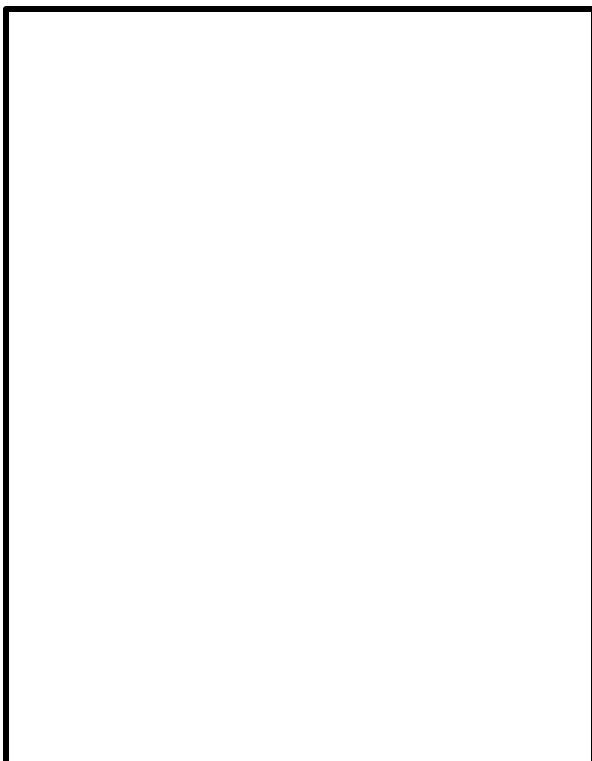
What went well?

- ✓ _____
- ✓ _____
- ✓ _____

How could you have improved your drawing?

Success Criteria:

- Press lightly at first
- Look carefully at the image
- Draw everything you see
- Try to show textures
- Use light and dark shading



Art Possible Tasks:

YEAR 9

ADD SMOOTH TONAL SHADING

Tonal Exercise

Observational drawing of a skull, create form using a wide range of tone.

- Success Criteria:**
- Press lightly at first
 - Look carefully at the image
 - Draw everything you see
 - Try to show textures
 - Use light and dark shading

Assessment:

What went well?

✓ _____

✓ _____

✓ _____

How could you have improved your drawing?

- Success Criteria:**
- Press lightly at first
 - Look carefully at the image
 - Draw everything you see
 - Try to show textures
 - Use light and dark shading