# YEAR 11 CURRICULUM MAP

| SUBJECT | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
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| **MATHEMATICS** | Revision | Revision | Revision | Revision | Revision | Revision |
| **ENGLISH LITERATURE** | Shakespeare's<br>Romeo and Juliet | Shakespeare's<br>Romeo and Juliet<br>And Power and Conflict<br>Poetry | 19th Century<br>A Christmas Carol | Modern<br>An Inspector Calls | Revision | Revision |
| **ENGLISH LANGUAGE** | Language Paper 1 Section A<br>Revision | Language Paper 1 Section B<br>Revision | Language Paper 2 Section A<br>Revision | Language Paper 2 Section B<br>Revision | Revision | Revision |
| **SCIENCE** | Remaining Paper 1 and Paper 2 topics<br>Exam technique | Unit recap<br>Paper 1 Mocks | Mock gap analysis.<br>Unit recap | Unit recap<br>Paper 2 mocks | Mock gap analysis paper 2<br>Exams | Exams |
| **HISTORY** | Weimar & Nazi Germany | Superpowers Relations & The Cold War | Crime & Punishment | Historic Environment: Whitechapel | Revision | Revision |
| **GEOGRAPHY** | Unit 3 – Fieldwork | Geographical Skills | Revision on Case Study | Revision on Case Study | Revision | Revision |
| **SPANISH** | Revision of Theme 1: People and lifestyle (jobs, careers etc)<br>Practice oral and grammar | Revision of Theme 3 Communication and the world around us.<br>Revision of Theme 2 Popular Culture<br>Practice oral and grammar | Revision of Theme: 1: People and lifestyle<br>Revision of theme 2: Popular culture and Communication and the world around us<br>Practice oral and grammar | Revision of Themes 1 and Theme 3<br>People and Lifestyle and Communication and the world around us<br>Practice oral and grammar | Past GCSE papers consolidations<br>Spanish Speaking GCSE practice | Past GCSE papers consolidations<br>GCSE Oral revision |
| **BTEC SPORT** | Component 3 - Developing fitness to improve other participants in performance in sport and physical activity. | | | | | |

| SUBJECT | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
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| **BTEC PERFORMING ARTS** | Revision | Revision | Component 3<br>Set Task based on Set Theme | Component 3<br>Set Task based on Set Theme | | |
| **ART & DESIGN** | Beauty & Decay / Surfaces | Beauty & Decay / Surfaces | Exam Work | Exam Work | Exam Work | Revision |
| **Music** | Understanding music terminology and anatomy.<br>Listening and dissecting music, identifying instruments and structure.<br>Contextual understanding of music theory terminology.<br>Key Signatures/Time Signatures/Note Values/Intervals<br>Work on solo performance piece<br>Work on Group performance piece<br>Free composition - students free choice of composition for instrument(s)<br>Composition to brief - students compose a piece based on a brief outlined by exam board.<br>Term one we begin exploring ideas creatively. Also we begin transcribing using computer software. | | Component One: Major & Minor Scales/Cadences and progression/Treble & Bass Clefs/Music Notation.<br>Component Two: Develop performance pieces further<br>Component Three: Finalise composition ideas, structure, inspiration and transcription. | | Component One: Practice exam papers, further analysis of music theory.<br>Component Two: Performance pieces recorded.<br>Component Three: Compositions recorded. | |
| **PERSONAL DEVELOPMENT** | Next steps | Building for the future | Independence & Communication in relationships | Families | Next steps | Revision |
| **ACTING** | Meisner Technique, Classical Text, Contemporary Theatre, Audition Technique, Theatre Practitioners, Monologues / Duologues, Rehearsal and Performance, Voice Over, Acting for TV and Film, Sight Reading, Monologues / Duologues and Script-work, Audition technique (Stage) and Audition Technique (TV) | | | | | |
| **SINGING** | Advanced Resonating Cavities – Using resonance for specific performance agendas.<br>Audience Awareness – Engaging and audience and choosing appropriate material and delivery.<br>Confidence Development – In addition to key stage three.<br>Genre Analysis – Understanding the use of technique across a variety of musical genres.<br>Group Performance – An opportunity to perform as part of an ensemble.<br>Microphone Technique – Best practice for microphone usage in a variety of situations.<br>Mixing Resonance – Combining vocal qualities to create variation.<br>Performance Skills – Advanced skills to enhance vocal performance.<br>Solo & Group Performance – Various opportunities for solo and group performance.<br>Technique Development – In addition to key stage three.<br>Vocal Range Development – In addition key stage three.<br>Melodic Harmonies<br>Estille Technique<br>Contemporary Musical Theatre<br>Rock Pop<br>Legit<br>Comedy / Character | | | | | |

| SUBJECT | Term 1a | Term 1b | Term 2a | Term 2b | Term 3a | Term 3b |
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| | Disney<br>Big Belt Songs<br>Male Falsetto | | | | | |
| **DANCE** | SET 2<br>BALLET- Classical Ballet, Basic Traditional Ballet Technique including - Barre, Centre Practice, Adage, Pirouettes, Allegro and Basic Batterie Exercises. Floor Barre /Foot Strengthening and Placement, Progressive Ballet Technique<br>JAZZ - Core work, Strength and Stretch, Basic Jazz Technique, Commercial Jazz<br>TAP - Basic Tap Steps, Rhythms and Amalgamations, Pick-ups and Wing Preps / Two Feet wings and Time Steps<br>CONTEMPORARY - Martha Graham, Horton, Basic Contemporary Technique, Improvisation, Choreography, Motif and Development | | | | | |
| | SET 1<br>BALLET - Classical Ballet, More advanced Traditional Ballet Technique including - Barre, Centre Practise, Adage, Pirouettes, Allegro and Basic Batterie Exercises, Floor Barre / Foot Strengthening and Placement, Ballet Repertoire, Progressive Ballet Technique<br>JAZZ – Mattox, Core work , Strength and Stretch, Technical Jazz, Commercial Jazz, Broadway Jazz and Lyrical Jazz<br>TAP - English Tap & American Tap, Advanced Time Steps, Speed work, Rhythm and Musicality, Pick-ups, Wings, Turning Steps, Toe to Heel clips and Show Choreography<br>CONTEMPORARY - Martha Graham, Horton, Improvisation, Choreography and Performance, Contemporary Technique, Story Telling Through Movement | | | | | |
| **MUSICAL THEATRE** | Musicals, Performance, Musical Theatre Theory, Areas of Study - Musical Comedy, Jukebox Musicals, Book Musicals, Concept Musicals, Rock / Pop Musicals. Confidence Building, Combination of Singing / Acting and Dancing, Working as a Company, Musical Theatre Through the Decades and Audition Technique | | | | | |