



The Henrietta Barnett School

Physical Education



Authenticity - Kindness - Curiosity
Connection - Endeavour

www.hbschool.org.uk

Year 7

In Physical Education we want to foster a love of sport and help pupils to gain confidence and understanding of their own physical literacy.

The fundamental skills required for team games are developed throughout the Year 7 curriculum.

Activities covered this year include Netball, Hockey, Gymnastics, Athletics and Rounders. Pupils work alone and in different sized groups, developing valuable skills of team cohesion.

The varied extra-curricular programme is in place to support the learning taking place in curriculum time.

Year 8

In Year 8 we are building on the fundamental skills that were developed in Year 7 by linking these together into a fluid game.

Alongside the skill development, we work to increase pupils' knowledge and understanding of the rules of Netball, Athletics and Hockey and integrate these into competitive play.

We emphasise the importance of a healthy, activity lifestyle and encourage all pupils to participate in at least one sports club. The extra-curricular programme aims to reinforce and extend learning.

Year 9

In Year 9 there is a continued drive to develop techniques to improve performance within all aspects of the curriculum. Girls use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Pupils play Basketball for the first time. There is a greater focus on personal fitness with time dedicated to independent work in the Multi-gym.

Involvement in extra-curricular activities help pupils specialise in their chosen sport or give them the opportunity to try different activities such as Fencing, Zumba, Badminton etc.

Year 10

In Year 10 we give pupils the opportunity to take on additional roles as well as being the performer. Leadership is encouraged and nurtured throughout the KS4 curriculum and the students' will learn how to develop their skills in this area. Pupils learn how to umpire a game of Netball whilst continuing to develop their playing skills. There is a greater focus on sport education which provides authentic sport experiences for physical education students. Its key features derive from how sport is conducted in community and interschool contexts. Its goals are to help students become competent, literate, and enthusiastic sports persons. We introduce complementary activities such as Pop Lacrosse and Ultimate Frisbee in order to expand their experience and help them find an activity that they will choose to pursue beyond their schooling. We encourage pupils to attend an extra-curricular sports club to supplement their weekly curriculum time. Our Year 10's also play a vital role in the planning, organising and running of our annual sports day and inter-form competitions. It provides them with a great opportunity to practice and demonstrate team motivation, peer mentoring and leadership strategies.

Year 11

We aim to make the Physical Education lessons an enjoyable experience to encourage lifelong physical activity. All pupils are involved in a Netball tournament where they play, umpire and take on other roles within the team. There is greater flexibility in the curriculum content whilst ensuring all pupils participate in team games, health related fitness and utilise the Multi-gym. During the year pupils plan and deliver a lesson to their peers. This develops their confidence and leadership skills. There are opportunities to try Yoga as a form of relaxation and a new activity. We encourage pupils to attend an extra-curricular sports club to supplement their curriculum time.

Key Stage 5

We are very pleased to be able to offer weekly lessons for Sixth Formers. It is an opportunity to exercise and socialise and will hopefully encourage the girls to continue their involvement when they start university.

Year 8

In Year 8, whole class singing and small group work - performances, arrangements and compositions which are performed to the class and recorded - form the core part of the course. Students are encouraged to use both their own instruments and to gain new experiences on different ones.

In their performing, students aim for fluency, ensemble awareness and a greater sense of style. In creative tasks they manipulate elements such as structure, texture, timbre, and use harmonic device to create their pieces. In their group work, students are constantly listening to and appraising their pieces in order to improve and refine them. Formal Listening and Appraising work will be linked to their practical projects.

Through all three strands students expand their knowledge and understanding of a range of styles from different traditions as well as increasing their vocabulary of musical terminology.

ICT is used to complement this work with sequencing (Logic Express) and notation (Sibelius) software enabling the students to take a more personalised approach to their creative work.

The continual assessment begun in Year 7 continues in the same manner, and there is also a written research project on The Development of the Orchestra in the summer term.

The Bernard Hooton Tutor Group Festival in the Summer Term gives every girl the opportunity to work at both a small group piece and a whole class piece to perform to her year group.

Students are warmly encouraged to extend their musical experience by taking up various opportunities within the extra-curricular provision at the school.

In Year 8 topics will include work on various scales and modes, use of ostinato, composing for film and theatre and Klezmer.

Year 9

In Year 9, whole class singing (accompanied and a cappella) and small group work - performances, arrangements and compositions which are performed to the class and recorded - form the core part of the course. Students are encouraged to use both their own instruments and to gain new experiences on different ones.

In their performing, students aim for fluency, ensemble awareness and a sense of style. In creative tasks they manipulate elements such as structure, texture, timbre, and use harmonic device to create their pieces. In their group work, students are constantly listening to and

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There is continual assessment throughout the course which will take many forms, e.g. verbal feedback from staff to students, self- and peer- appraisal and more formalised feedback sheets to students. Levels reached are judged by work done in all three strands: Performing, Composing and Arranging and Listening and Appraising.

The Bernard Hooton Tutor Group Festival in the Summer Term gives every girl the opportunity to work at both a small group piece and a whole class piece to perform to her year group.

Students are warmly encouraged to extend their musical experience by taking up various opportunities within the extra-curricular provision at the school.

In Year 9 topics will include work on a cappella singing, song writing and projects connected with the origins of western popular music in the USA, such as slave songs, the Blues. Early Rock'n'Roll and Jazz as well as an exploration of the Baroque technique of Ground Bass.

Year 10

IMUSIC (Edexcel GCSE)

The aim of GCSE Music is for students to increase in stature as musicians: pursuing and discovering interests, building their various skills further and encountering a broad range of musical styles. So often the area that becomes a passion by the end of the GCSE is one which caused trepidation at the start. It is a voyage of musical discovery where the richness of the GCSE Music experience is born of the diverse interests and experiences of the group themselves.

The course is divided into 3 units: Performing; Composing/Arranging; Listening and Appraising.

As performers students develop both their solo and ensemble skills. They will take part in workshop sessions and will have opportunities to record (and re-record) performances at various stages throughout the course enabling them to listen back to themselves, receive teacher feedback and improve, finally selecting their best ones for submission in year 11.

In the Composition and Arrangement part of the course they will learn skills relevant to a broad range of styles, but ultimately their composition topics will be a) chosen by the students themselves in pursuit of an area of particular interest or passion and b) set as a brief by the examination board in the second year of the course. They will complete more compositions than the 2 required by the syllabus and so will be able to select their best ones for submission in Year 11.

In the Listening and Appraising part of the course students will have four Areas of Study, and in each of these there will be 2 set works via which they will become acquainted with under these categories: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen, Fusions. Works studied range from the Purcell aria "Music for a While" to "Release" by Afro Celt Sound system, a very broad range! The examination at the end of the course will be based on these set works.

All of the GCSE Music student's musical experiences contribute to their breadth and depth as performers, to the wealth of their ideas as composers and to the level at which they are able to engage with the set works. They are warmly encouraged to take advantage of a wide range of musical opportunities, especially as are offered by the extra-curricular musical life of the school where they play a crucial role.

Year 11

Students continue to work as performers, composers and develop their listening skills.

Performing - the Autumn Term is ensembles term! Shortly after half term the year 11s put on a concert of ensemble pieces of their choice which will also be 50% of their performing coursework. Their next main solo performance will be in January.

Composition - also in the Autumn Term, Composition 2 will be launched and completed in a new Area of Study as students expand their vocabulary as composers.

Two new Areas of Study will be 'completed' before Christmas, although students' expanding acquaintance with all the styles is ongoing. Indeed, students are encouraged to explore new repertoire as listeners and to make connections between what they learn in their instrumental lessons, perform in ensembles and what they listen to.

OCR A Level Music

Students opting for A level Music develop their skills as performers and composers to higher levels of maturity as well as further their exploration of musical history, genre and style through a more academic approach to both analysis and musicology. This course may lead to study Music at university or conservatoire level, or simply enable students to continue with a subject which they love and which is rated highly by further education institutions.

There are again three elements to the course, Performing, Composing and Listening and Appraising.

For Performing, students give a short recital in the second year of the course on an instrument of their choice which is marked externally via an audio visual recording.

For Composing, students complete one "free" composition to their own brief in the first year and one to a brief set by the board at the start of Year 2. Both marked externally.

Listening and Appraising is the written paper and is based on "Areas of Study". Two of these are compulsory and have associated set works which change every year:

AOS 1: Instrumental Music of Haydn, Mozart and Beethoven.

AOS2: Popular Song: Blues, Jazz, Swing and Big Band

Staff and students together then select 2 from 4 other Areas of Study ranging from further Developments in Jazz, Baroque Religious Music, Programme Music, Innovations in Music from 1900 onwards.

The course is challenging, engaging and exciting!