**Learning Plan Year 9**

**Week Commencing : 25th Jan**

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| Subject | Activity | Links | Live Lesson Links | QA |
| English | Lesson 1 - LIVE LESSON  **Topic: Noughts and crosses**   * Click the link below and scroll to the Y9 work. Complete lesson 7: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mrs Whittaker ([Rebecca.Whittaker@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mrs Whittaker and she will get back to you. * Complete 10 minutes of set work on Seneca. * Extension task: summarise today’s learning in 5 bullet points. | <https://senecalearning.com/en-GB/> | This will hopefully be a live lesson – TBC depending on Teams Live Event issues. If a live event is not possible, this feedback lesson will be pre-recorded and the link will be emailed to students. |  |
| Lesson 2  **Topic: Noughts and crosses – reading skills**   * Click the link below and scroll to the Y9 work. Complete lesson 8: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mrs Whittaker ([Rebecca.Whittaker@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mrs Whittaker and she will get back to you. * Complete 10 minutes of set work on Seneca. * Extension task: define the word prejudice. Give an example. | <https://senecalearning.com/en-GB/> | NA |  |
| Lesson 3  **Topic: Toxic masculinity**   * Click the link below and scroll to the Y9 work. Complete lesson 9: <https://appletonrevision.weebly.com/ks3-english.html> * Complete your work on a word document or by hand, then email your work to Mrs Whittaker ([Rebecca.Whittaker@appletonacademy.co.uk](mailto:Matthew.Law@appletonacademy.co.uk)) * If you need any help with your work, email Mrs Whittaker and she will get back to you. * Complete 10 minutes of set work on Seneca. * Extension task: in your own words, explain what is meant by toxic masculinity. | <https://senecalearning.com/en-GB/> | NA |  |

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| Subject | Activity | Links | Live Lesson Links | QA |
| Maths | Lesson 1  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) | |  |  | | --- | --- | | Set 1 | Topic: Laws of Indices  Video link: [Video 1](https://www.loom.com/share/ad4187100f7848be8e1df2b9573a3707)  Worksheet: [Worksheet 1](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/david_fox_appletonacademy_co_uk/EdIlgztPNQVHrTTjx-YzxG4BLEQpjeASeeI9GNIZBn_ovw?e=g1Itdi) | | Set 2 | Topic: Index laws  Video link: [Year 9 - Lesson 1](https://www.loom.com/share/9f4bf49d278748e68b696cea27456506)  Worksheet: [Index laws](https://corbettmaths.com/wp-content/uploads/2018/12/Indices-Exercise-172-pdf.pdf) | | Set 3 | Topic: Area and perimeter  Video link: [video 1](https://www.loom.com/share/54ad56503ea14900aedb9181a344e818?sharedAppSource=personal_library)  Worksheet: [worksheet 1 do the first page 1-3](https://corbettmaths.com/wp-content/uploads/2013/02/area-of-shapes-on-a-grid-pdf1.pdf) | |  |  |
| Lesson 2  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) | |  |  | | --- | --- | | Set 1 | Topic: Negative and fractional indices  Video link: [Video 2](https://www.loom.com/share/759e9eb2277a434aa8c6e442b69c4a60)  Worksheet: [Worksheet 2](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/david_fox_appletonacademy_co_uk/ETvRxDSeYqxJs6WSSYd6o5oBWYjSRtgD2fVb-Ceggv-AUA?e=T3Kerd) | | Set 2 | Topic: Standard form using positive powers  Video link: [Year 9 lesson 2](https://www.loom.com/share/d9531496e8b84e37903255269403c291)  Worksheet: [Standard form](https://corbettmaths.com/wp-content/uploads/2019/10/Standard-Form-Textbook.pdf) | | Set 3 | Topic: Area and perimeter  Video link: [Video 2](https://www.loom.com/share/a91f7111479f45ab91930c1fb807b68a?sharedAppSource=personal_library)  Worksheet: [worksheet 2 do second sheet questions 1-8](https://corbettmaths.com/wp-content/uploads/2013/02/area-of-shapes-on-a-grid-pdf1.pdf) | |  |  |
| Lesson 3  All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email [mathematics@appletonacademy.co.uk](mailto:mathematics@appletonacademy.co.uk)  Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.  Support can be found on this video: [Click for support video](https://www.loom.com/share/756fc5eaeaf9488489c6bc25ef7a6d8a) | |  |  | | --- | --- | | Set 1 | Topic: Negative and fractional indices  Video link: [Video 3](https://www.loom.com/share/4cd00fe820684d24a33663c6f7b87574)  Worksheet: [Worksheet 3](https://exceedacademiesbfd-my.sharepoint.com/:b:/g/personal/david_fox_appletonacademy_co_uk/EQaQnKmiVTJBpxAPmqbsij4BFbNtpUhJzQxb_j4eQWtyxw?e=jAXEgn) | | Set 2 | Topic: Standard form and negative powers  Video link: [Year 9 - Lesson 3](https://www.loom.com/share/ba2b4473c5de49c7a26d3bcc2719dcec)  Worksheet: [Standard form - addition](https://corbettmaths.com/wp-content/uploads/2019/10/Standard-Form-Textbook.pdf) | | Set 3 | Topic: Area of a triangle  Video link: [VIDEO 3](https://www.loom.com/share/42f2008f260043619e2512917124afa1)  Worksheet: [worksheet 3](https://corbettmaths.com/wp-content/uploads/2018/02/area-of-a-triangle-pdf.pdf) | |  |  |

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| Science | Lesson 1  Lesson Topic:  **Triple and band B:** Cell Division – Mitosis  **Band A:** Power   * Watch video lessons 7 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams.   All tasks and resources accessible via TEAMS.  (Year group/Science) | Lesson videos available on the Science faculty Stream Channel: <https://web.microsoftstream.com/channel/4b5ec413-2c1c-42d2-8cbb-980b063ebc5f>  All information also posted on MS Teams: <https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> | n/a |  |
| Lesson 2  Lesson Topic:  **Triple and band B**: Diffusion  **Band A**: Heating transfer and internal energy   * Watch video lessons 8 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams.   All tasks and resources accessible via TEAMS.  (Year group/Science) | Lesson videos available on the Science faculty Stream Channel: <https://web.microsoftstream.com/channel/4b5ec413-2c1c-42d2-8cbb-980b063ebc5f>  All information also posted on MS Teams: <https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> | n/a |  |
| Lesson 3  Lesson Topic:  **Triple and band B**: Osmosis  **Band A**: Specific heat capacity   * Watch video lesson 9 and complete the tasks included. * Complete the other activities for this lesson. Complete the Educake questions. * Upload your work to Teams.   All tasks and resources accessible via TEAMS.  (Year group/Science)  Lesson to include a live stream feedback session – joining link to be emailed out to students on the day. | Lesson videos available on the Science faculty Stream Channel: <https://web.microsoftstream.com/channel/4b5ec413-2c1c-42d2-8cbb-980b063ebc5f>  All information also posted on MS Teams: <https://teams.microsoft.com/l/channel/19%3a8ebd98e851b84799a6e304777c8ac269%40thread.tacv2/Science?groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66&tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b> | Lesson to include a live stream feedback session – joining link to be emailed out to students on the day. |  |

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| Geography | **Topic: Population and Migration**  **Title: Impacts of Migration**  Recorded lesson on a PowerPoint introducing migration and the advantages/ disadvantages it can bring. Students are to listen to the teacher led section and complete tasks and plenary. This will include creating a table of advantages and disadvantages of migration. Students are to complete the guided reading task at the end of the lesson.  Extended challenge: Students to compete in the “Where in the World” challenge.  Students are expected to upload their work into the Year 9 folder within the Geography Teams channel under Files – Week 3 – Student Upload Zone.  Any completed work needs to be saved as surname, initial and week number. E.g. TranterG3 | <https://teams.microsoft.com/_#/school/files/Geography?threadId=19:173021994bd34df590857227aa53a736@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FGeography%252FWeek%25204%252FLesson%2520Resources> |  |  |
| History | Lesson 4 – The invention of the teenager  Recorded lesson on how the teenager came to be.  A look at sub cultures of teens and how these affected society.  There will an opportunity to look at why the teen culture evolved and what economical influences both internal and external created the opportunity.  Students will write a piece on how the teenager was created and then using information on teenage sub culture will design a record sleeve for their chosen genre.  Work should be photographed and uploaded int the student work folder for week 4 | <https://exceedacademiesbfd.sharepoint.com/:p:/r/sites/AA-SecondaryCurriculum/_layouts/15/Doc.aspx?sourcedoc=%7B21DC3D1A-7A80-409E-807F-11C2DCDC4C08%7D&file=L03%20What%20made%20the%20teenager.pptx&action=edit&mobileredirect=true> |  |  |
| Spanish  (core) | Feedback and Retrieval Practice  Open the powerpoint for week 4.  Work through the powerpoint completing DIRT tasks based on last lesson’s work and tasks to practise recalling vocabulary and grammar that we learned last lesson and improve the piece of writing that we completed.  Complete work on the powerpoint, a word document or paper and upload to your teacher’s folder in the ‘Student Work’ file on Teams. |  |  |  |
| PE | Walking Challenge  Students are sent information about how walking can improve all aspects of physical and mental health. A simple calculation is given for measuring distance using time (4km/1hour) and a challenge is set to all students on how many kilometres they can walk in a 7-day period. Students are encouraged to explore local natural areas to complete this challenge  Students can choose their level of challenge based on their own level of fitness with a Bronze, Silver and Gold option where each level represents an increased intensity.  Additional online workout video links are given with varied levels of challenge | <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>  <https://www.youtube.com/watch?v=fHfTCd2q-rg> |  |  |
| Digital Literacy | Lesson 6 – Fake News  **It is important that you do your work in the Class Notebook. It saves automatically. Do not do work on paper or in documents. contact your teacher if you have any problems with this.**  This is a 100-minute lesson so should be completed by 05.02.21, if you finish early complete some iDEA award badges!  You are to access Teams through Google or downloading the app and use your school details to log in.  In the **Y9 Digital Literacy** team is the **Class Notebook**; click it, then open the lessons up on the left, then click your name and then **Topic 1 Lessons** and **Lesson 6 – Fake News.**  If you can’t edit the lesson, it’s probably because you haven’t clicked on your name! Use the videos and audio comments on the right to understand the tasks. For the amber task, you may draw on paper and photograph or scan it if you can, or keep it until you can come into school.  Use the **Posts** tab in Teams to let your teachers know if you need help or have finished. Also continue to work on the iDEA award, complete any badges you can. |  |  |  |
| Art (core) | Drawing yourself in Da Vinci’s style – slide 4  Using the directions detailed on the ppt, DRAW A SELF-PORTRAIT OF YOURSELF (or someone else) onto a found surface or plain paper. Use pencil at first, then add black pen (or a fine liner) linear marks for the tone.  Photograph your work and email to your teacher. | [Art & Design | Microsoft Stream](https://web.microsoftstream.com/channel/7423817b-e620-4612-ab69-52c8b18dcb33)  [(1) Art (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Art?threadId=19:e4ae6e655b354913a1598f5f3e9ff32e@thread.tacv2&ctx=channel)  [(1) Design Technology (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Design%20Technology?threadId=19:662ef0a7c08645cfaf0a09a50eb84e0a@thread.tacv2&ctx=channel) |  |  |
| DT (core) | Product Design:  Product design task– slide 4  Read through the information on the PPT.  Look at this product- On a piece of paper explain what it is and answer the questions using full sentences.  **Task: Which ones do you prefer the look of and why? Explain your answer on a piece of paper. Use at least two sentences to explain your choice.**    Photograph your work and email to your teacher.  Mobile phone evolution task – slide 6 Product evolution- Sometimes products evolve and adapt to new uses and better technologies. Why do you think mobile phones have shrunk in size and become more clever? New materials, making methods, technologies and discoveries allow products to change and adapt to be better than the one before.  Task: Which one(s) do you prefer and why? Write more than one full sentence.  Photograph your work and email to your teacher. |
| RE | Use the ppt resource in the teams area week 3 for the links. Different Christian beliefs about the afterlife  Watch the video with tasks, complete all tasks on a word document or ppt (or alternatively use paper) and take a picture  Save your work into the correct folder on the teams yr9 channel.  Answer the Qs and tasks on each slide and save your work on the teams area once complete. Work can be accessed in the RE file on Teams. Open the Lesson Resources folder. You can download the video and any resources from here.    Complete your work as a Word document or take a photo of your completed work. Save your work as SURNAME First initial – Week 3, e.g. DRAKE F – Week 3    Upload this in the Student Work folder on Teams. | <https://teams.microsoft.com/l/file/728B053E-E695-42FA-B1F1-94CB6CF9CBB0?tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b&fileType=pptx&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9%2FShared%20Documents%2FRE%2FWeek%20commencing%2025.1.21%2Flesson%20resources%2Fweek%204%20y9%20RE.pptx&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9&serviceName=teams&threadId=19:c5432c8268594b0fa79de28a302d67b4@thread.tacv2&groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66> |  |  |
| PSHE |  |  |  |  |
| Drama | Lesson 1  Hard to Swallow – Session 5  Using the information you have already f | <https://appletonrevision.weebly.com/ks4-drama.html> |  |  |
| Lesson 2  Hard to Swallow - Session 6 | <https://appletonrevision.weebly.com/ks4-drama.html> |  |  |
| Spanish  (option) | Lesson 1 - ¿Dónde puedo comprar...? *(Where can I buy...?)*   * Go to the Spanish channel on Teams and access the Week 4 lesson powerpoint: ‘Files’ -> ‘Lessons’ -> ‘Week 4 – 25th January’ * There will be a powerpoint to work through – this will have audio from Miss Shepherd to explain the tasks or will direct you to a video in which Miss Shepherd will work through the lesson. * Upload your work to the ‘Student Work’ folder on Teams in the Week 4 folder. |  |  |  |
| Lesson 2 - ¡De compras! (*Shopping!)*   * Go to the Spanish channel on Teams and access the Week 4 lesson powerpoint: ‘Files’ -> ‘Lessons’ -> ‘Week 4 – 25th January’ * There will be a powerpoint to work through – this will have audio from Miss Shepherd to explain the tasks or will direct you to a video in which Miss Shepherd will work through the lesson. * Upload your work to the ‘Student Work’ folder on Teams in the Week 4 folder |  |  |  |
| Food | Lesson 1  *AC1.3: Explain characteristics of unsatisfactory nutritional intake*      For this task you have been asked to research 4 different nutrient deficiency’s, their symptoms and how these effects the target market of students and elderly people. You will also need to provide examples of foods which are good sources of this nutrient. Information for a number of deficiency’s have been provided and the internet can be used for research.  Once complete, email your work to your teacher. | <https://teams.microsoft.com/_#/school/files/Hospitality%20and%20Catering?threadId=19%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2&ctx=channel&context=week%25203&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHospitality%2520and%2520Catering%252FMiss%2520Talbot%252Fweek%25203> |  |  |
| Lesson 2 : **Factors affecting food choice**  For this lesson we are still focusing on factors that affect food choice but with a focus on religion using this link to access your recorded lesson here: <https://www.loom.com/share/622282333723430b986b36972603a0e7>  You are then to use the recorded video to complete the worksheet provided. <https://teams.microsoft.com/l/file/EF204CD2-9C95-4C7A-B3C8-1FDCDB1AF2DC?tenantId=bf9979ca-505d-429a-98e3-f899d929ee1b&fileType=docx&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9%2FShared%20Documents%2FHospitality%20and%20Catering%2FMiss%20Talbot%2Fweek%203%2Fyear%201%20week%203%20lesson%202%20resource.docx&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr9&serviceName=teams&threadId=19:e802c42e08064f85a255ab2f451f6c92@thread.tacv2&groupId=8ef45a56-2f2e-4f1d-bb83-7f57ec804b66> | <https://teams.microsoft.com/_#/school/files/Hospitality%20and%20Catering?threadId=19%3Ae802c42e08064f85a255ab2f451f6c92%40thread.tacv2&ctx=channel&context=week%25203&rootfolder=%252Fsites%252FAACRemoteLearningYr9%252FShared%2520Documents%252FHospitality%2520and%2520Catering%252FMiss%2520Talbot%252Fweek%25203> |  |  |
| Health and Social Care | Lesson 1  Assignment writing – Level 2 Pass  Explain the ways in which different factors affected the growth and development of your individual.     1. Explain how the two social cultural factors affected growth and development 2. For each factor you must refer to the impact that the factor had on at least 2 life stages. 3. Link each factor with as many of PIES as you can.   Repeat for one economic factor. |  |  |  |
| Lesson 2  Comparing factors  Compare the different factors that have affected growth and development across 3 life stages for a selected individual.  Powerpoint to explain task.    Task – Complete impact table. |  |  |  |
| Music | Lesson 1  Film Music  Students are to access the SWAY and complete session 4.  On teams there is a powerpoint labelled Film Music Composers. These slides contain information on three different film music composers and for each session, I want you to watch the slides on each composer and read the notes section as most slides have information on there. Once you have done this, create a powerpoint slide for each composer.  Work must be uploaded and saved onto TEAMs as Full Name Session 1 E.g., Miss Bottomley Session 1. | <https://appletonrevision.weebly.com/ks4-music.html> |  |  |
| Lesson 2  Film Music  Students are to access the SWAY and complete session 5.  On teams there is a powerpoint labelled Film Music Composers. These slides contain information on three different film music composers and for each session, I want you to watch the slides on each composer and read the notes section as most slides have information on there. Once you have done this, create a powerpoint slide for each composer.  Work must be uploaded and saved onto TEAMs as Full Name Session 1 E.g., Miss Bottomley Session 1. | <https://appletonrevision.weebly.com/ks4-music.html> |  |  |
| Product Design | Lesson 1 & 2  Initial Design Concepts  Using the directions detailed on the ppt and in the suggested YouTube tutorials to create at least 10 different desk lamp sketches, complete with annotation stating materials, finishes and features/functionality (additional sketches/illustration may be needed).  This should all fit on the equivalent to one single side of an A3 page.  Photograph your work and email to your teacher. | [(1) Design Technology (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Design%20Technology?threadId=19:662ef0a7c08645cfaf0a09a50eb84e0a@thread.tacv2&ctx=channel) |  |  |
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| Photography | Lesson 1& 2  Slide 12  Next, you will need to do some drawings from your pictures or from the objects you have found; but first we will create a ‘viewfinder’ or ‘window’ with which to look more closely.  You could make your viewfinder an unusual shape.  Slide 13  Task: Select what you want to draw…  Either draw straight from your picture on your phone or…place your viewfinder over the object or picture you took and then make a drawing from what you see… It doesn’t need to be recognisable as an object. It can be a pattern texture or line.  Draw several sections from the same picture, varying the size and section you choose. PLEASE NOTE – In Art you will achieve extra marks for photographing, drawing and sketching. These marks are gained both in Ao3 and Ao2.    Send photographs of drawing work to your teacher. | [(1) Photography (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Photography?threadId=19:254df7475f584162b5828fe2ad232f47@thread.tacv2&ctx=channel) |  |  |
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| Sport | Lesson 1  Regulations of badminton    Use your own knowledge or the internet to research and describe the following regulations in badminton (Equipment, Playing surface, Time, Players). Describe what regulations are in place for each of these categories (e.g. equipment: Racket, shuttle, net, etc). Include any images that you feel will help your explanation    Explain why each regulation is important and how the game would be impacted if this regulation was not in place    Resources:   * <https://corporate.bwfbadminton.com/statutes/?id=14915#1513733461252-a16ae05d-1fc9> * <https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3> * <http://www.worldbadminton.com/rules/>     Submitting work:  Work to be completed on coursework document on OneDrive which will be created and shared by class teacher | * <https://corporate.bwfbadminton.com/statutes/?id=14915#1513733461252-a16ae05d-1fc9> * <https://www.bbc.co.uk/bitesize/guides/z37j2p3/revision/3> * <http://www.worldbadminton.com/rules/> |  |  |
| Lesson 2  Draw (or insert) the playing area for football and badminton. Give a detailed description of the playing area, ensuring that you include the sizes, names of different sections (e.g. 18-yard box in football or service line in badminton) and explain any key elements    Submitting work:  Work to be completed on coursework document on OneDrive which will be created and shared by class teacher |  |  |  |
| Media Production | Lesson 1 & 2    You should by now have started the Component 1 assignment. As this is an assignment document, it can be completed through the browser or on PowerPoint if you have it on your device.  Look in the **9B/Mp1** Team for a video post explaining how to start Assignment 1.  The template for it is in the **Component 1 Channel**, in **Files**tab, in the **Class Materials** folder.  You must follow the video to take a copy of that template to begin working on.  Keep the work in the folder with your name on underneath the Class Materials folder.  The minimum expectation for work is what is in the video, but if you want to move on, just follow the guidance on the left-hand side of the assignment slides! | Link to help start the assignment:  <https://web.microsoftstream.com/video/ee4f75cc-afbe-412d-920b-2e24582e4114> |  |  |
| Dance | Lesson 1  Ghost dances  Read the information on the powerpoint about the performance piece Ghost Dances. Conduct your own research on the piece. Begin to fill in the table on page 7. This needs to be in detail so the more research you do the better!  Send your work to your teacher |  |  |  |
| Lesson 2  Ghost dances  Read the information on the powerpoint about the performance piece Ghost Dances. Conduct your own research on the piece. Complete the table on page 7. This needs to be in detail so the more research you do the better!  Send your work to your teacher |  |  |  |
| Art | Lesson 1 & 2  Slide 12  Next, you will need to do some drawings from your pictures or from the objects you have found; but first we will create a ‘viewfinder’ or ‘window’ with which to look more closely.  You could make your viewfinder an unusual shape.  Slide 13  Task: Select what you want to draw…  Either draw straight from your picture on your phone or…place your viewfinder over the object or picture you took and then make a drawing from what you see… It doesn’t need to be recognisable as an object. It can be a pattern texture or line.  Draw several sections from the same picture, varying the size and section you choose. PLEASE NOTE – In Art you will achieve extra marks for photographing, drawing and sketching. These marks are gained both in Ao3 and Ao2.    Send photographs of drawing work to your teacher. | [(1) Art (AAC Remote Learning Yr9) | Microsoft Teams](https://teams.microsoft.com/_#/school/conversations/Art?threadId=19:e4ae6e655b354913a1598f5f3e9ff32e@thread.tacv2&ctx=channel) |  |  |
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