

# **Year 8 into 9 Options 2024/25**



**ASPIRE TO  
GREATNESS**

# Options—Year 8 into 9

## 2024/25

Welcome to the Options Process for the academic year 2024/25. So far in your child's educational career this is the most important set of choices that they will have been asked to make.

In the future when they look back on the decisions that they have made, this will always be one of the most important decisions that they have taken, as it begins to shape their future. With this in mind we are aiming to provide a full programme of guidance and support.

In this booklet you will find the following information:

- 
- Subjects and staff responsible
- Job Sectors
- Subject Information.

There is subject information for all subjects that are options this year

Each subject information page aims to include:

- What we will study
- A view to the GCSE
- Skills required or developed through study of the subject
- Quotes from previous students
- Wider curriculum opportunities and
- Career links.

We are pleased to offer a best-fit Options process for Year 8 into 9; that means that we do not predetermine option blocks ahead of the process, which may limit the opportunities available to some students, but aim to provide the most appropriate blocks based on suitability and viability to meet the needs of our students. Students will be required to choose **3 options and one reserve option**.

Confirmation of options will be received during the summer term.

Should you have anything you need clarifying please do not hesitate to contact me via email—[enquiries@dorcan.co.uk](mailto:enquiries@dorcan.co.uk).

Mr Lee Morgans

Deputy Headteacher—Curriculum and Standards

## Subjects Options and Contacts

### Open Choice

Art & Design

Dance

DT: Product Design

Drama

Food and Nutrition

Music

Mr P Corkish

Miss J Lymn

Mrs J Bansal-Momi

Mr A Roke

Mr E Haynes

Miss B Durston

# Job Sectors

Please discuss with the student which of these areas interest them— this will help you when looking through the Careers Pilot website.



Administration, Business and  
Office Work



Construction

Catering and Hospitality



Computers and IT



Design Arts and Crafts



Education and Training

Engineering



Financial Services



Healthcare



Languages

Legal and Political Services



Leisure, Sport and Tourism



Manufacturing and Production



Marketing and Advertising

Media, Print and Advertising



Performing Arts



Retail, Sales and Advertising



Science and Maths

Security and Armed Forces




Social Work and Counselling



Transport and Logistics

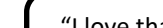


Environmentalists



" Art is my favourite subject as it lets me be creative and express my own ideas in an interesting way"

## Art



"I love that I can focus on a subject that is personal to me whilst developing my practical skills"

Students complete two projects across the academic year, which provides them with the time to embed and apply new knowledge and skills as well as to plan for and create a personal, informed and meaningful response when producing a final piece.

During Year 9 students will receive the freedom to create artwork which reflects their style and interests, along with that of historical and/or contemporary artists, designers and craftsmen. Whilst doing so they will learn how to construct a portfolio of work that is in line with the GCSE format.

## Our Aim

By being part of a rich and diverse learning environment, where students can experiment with ceramics, design, printmaking and fine art they will learn to think creatively and independently and develop essential transferable skills. They will be encouraged to make sound decisions, problem solve effectively, form opinions and plan the direction of their own artwork. This, supported by performance data, will enable the students to make an informed decision as to whether the GCSE art course is the right course for them.



### Skills Required :

Students need to be resilient and imaginative when creating their projects. You must have the ability and willingness to work independently and to continuously refine and further develop your work. You must have the ability to express your ideas through drawings and annotation. You would benefit from having a flare for creativity and an eagerness to explore and develop ideas creatively.

**View to the GCSE:**

If you want to pursue Art at GCSE you must take GCSE in Year 9 to help build on the skills required.



- ## Career Opportunities

- Exhibition designer
- Fine artist
- Further education teacher
- Higher education lecturer
- Illustrator
- Museum/gallery curator
- Print maker
- Secondary school teacher
- Art therapist
- Arts administrator
- Commercial art gallery manager
- Interior and spatial designer
- Museum/gallery exhibitions officer
- Multimedia programmer
- Stylist.

"Dance is an amazing opportunity, you never know what to expect. There are so many styles for each individual. It's your time to shine and work with your friends."

# Dance

I have really enjoyed year 9 dance this year because you have a lot more independence than the previous years. You also learn a lot of different styles such as contemporary and physical theatre"

## What we study:

**True Colours** – performance—Pupils will learn a variety of movements in the style of contemporary. They range from basic balances to more complex (e.g. side fall). They will explore the use story telling through movement and of link their chosen moves to create a short piece of choreography within a small group. Ending with a written evaluation

**WW2 Dance** – Based on the events of WW2 this unit combines aspects of musical theatre with contemporary dance. Students have the opportunity to use props, acting skills and dance movements all together. Storytelling through movement is the main focus. Ending with a written evaluation

**Frantic Assembly** – This unit challenges the students to perform and create movement that uses the body in unconventional ways. The focus for this unit is looking at current practitioners and being inspired by the style or theme in a workshop style. Dance Report kept throughout the project.

**Replicating Choreography** - In this unit students will be choosing a current dance work and independently working to re-create and perform the choreography. Dance Report kept throughout project.

**Team Spirit** – n this unit students will be putting their ideas forward as a team to create the opening ceremony to The Dorcan Academy's Sports Day. Ending with a written evaluation



## Wider Curriculum Opportunities:

Performing to an audience at least 3 times throughout the year within the school shows and assemblies. We aim to make one theatre trip per year.

**Wherefore art thou** – This is a cross curricular unit that will draw upon the student's knowledge from English to create a final end of year performance inspired by the love story of Romeo and Juliet. Dance Report kept throughout the project.

**How we study:** Students will study through teacher led activities, group work, observing current practitioners and exploration through structured workshops.



## View to the BTEC Tech Award in Performing Arts (Dance):

The BTEC Tech Award in Performing Arts is made up of 3 components, 1: Exploring the Performing Arts, 2: Developing Skills and Techniques in Performing Arts and 3: Performing to a Brief

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- Performer
- Dancer
- Choreographer
- Dance Teacher



## Skills Required :

**Performance** - Posture, alignment, focus, musicality, coordination, extension, timing, accuracy, precision  
**Choreography**— Creativity, originality, range of movement, use of space, use of directions, use of levels  
**Appreciation** - Understanding, observation, knowledge, evaluation of others and self



# Drama

There is a huge jump from Drama in Year 7 & 8 to choosing this subject in Year 9. You will now have Drama twice per week rather than once a fortnight.

You will study the art of theatre in more depth and explore professional works such as Hamilton. We work on using drama strategies to devise and develop our own small group performances as well as whole class ones too. We develop our acting skills through rehearsing, refining and evaluating our own individual performances and the performances of others. You will be developing many skills along the way, such as social and teamwork skills, communication and building your confidence. The course in Year 9 follows a similar structure to the BTEC course in Year 10 & 11 and is a mixture of practical and written work.

Students will be expected to take part in all performance aspects, including school shows. You must be willing to perform in front of other students in your class as a minimum. If you like public speaking and being physically active this could be an excellent option for you.

## Component 1

You will explore and research 3 pieces of professional work and produce a coursework portfolio.

This is completed in Year 10.

**30%**

## Component 2

Taking the professional work from C1, you will perform a solo or monologue of repertoire and produce a logbook to show your development.

You will complete this in Year 10.

**30%**

## Component 3

Using all your skills and knowledge from C1 & C2, you will now work in a group to devise your own piece of theatre.

There are 3 written assessments and a performance.

You will do a Prelim at the start of Year 11, then the actual exam in January and you should finish around Easter, before the start of your other GCSEs.

**40%**

Drama presents many opportunities to build your confidence and make new connections amongst your peers. Within lessons we do a range of practical exploration as well as written work, meaning that every student will get a chance to participate in a part of drama which they enjoy. The support from the performing arts staff is outstanding as well as their enthusiasm for their subject.



You have the opportunity to improve a wide range of skills and be involved with many drama based activities such as devising scenes, performing or being in charge of lighting and sound. The Performing Arts staff are phenomenal and always go above and beyond to support everyone. They provide you with outstanding lessons that are fun and informative. Being a drama student will help you drastically because you grow the skills not only for exams but for the future.

## **Career Opportunities**

Drama helps you to develop skills that you will need in any career or profession that you choose to go into.

Creative related careers are:  
Performer, Actor, Director, Teacher, Stage Manager, Public Speaker, to name a few.

## **Wider Curriculum Opportunities**

We aim to take one theatre trip per year. Your teachers will also provide you with details of what is showing in your local area.

## **Skills Required**

Dedication, organisation, hardworking, focused and a team player.

You must be prepared and willing to perform in school shows and help with PA events.

Skills you will develop and enhance in Drama:

Confidence, Presentation skills, Analytical skills, Evaluative skills, Directing performances, communication, empathy, vocal skills, observation, listening.

"You see cooking, I see creativity, communication skills, independent learners, resilience and skills that will last a lifetime"

# Food and Nutrition

"Food and Nutrition has supported my learning by providing me with the rigour and challenge required to achieve the highest grades whilst still being fun"

## What we study: What will you study ?

This is a new and exciting course building on the practical skills learnt at KS3. whilst developing an understanding of nutrition and food commodities.

Study time will consist of 4 one hour lessons per fortnight, this will include 2 practical lessons.

### The 3 core areas of study are:

1. Principals of Nutrition
2. The science of cooking food
3. Food Commodities



Your practical cooking skills will be assessed throughout the course, with on-going tests based on the principals of nutrition.

You will be expected to provide ingredients for practical sessions; however, in cases of financial difficulty, support can be provided.

You will be encouraged to make sound decisions, problem solve to form opinions and create your own recipes This supported by performance data, will enable you to make an informed decision as to whether the food course is the right course for you at GCSE..

You do not have to take Food Preparation and Nutrition at Year 9 to choose it at KS4

## Why choose this course?

Students will have the opportunity to join the afterschool cooking club. This will enable students to develop new skills, experiment with recipe ideas, international cuisine and cooking styles that are often associated with different cultures throughout the world.

## View to the GCSE:

### Component 1 - Examination (1hour 45minutes) 50%

Demonstrate, knowledge and understanding of cooking and nutrition

### Component 2 - NEA Tasks (2 Tasks -20 hours in total) 50%

#### NEA Task 1 - Food Investigation 8 Hours

Scientific food investigations underlying the preparation and cooking of food.

#### NEA 2 Task 2 - Food Preparation 12 Hours

Plan, prepare, cook, and present dishes applying a range of appropriate techniques



### Skills Developed :

- Preparation of Fruit and Veg
- Pastry Making (Shortening)
- Bread Making (Fermentation)
- Sauce Making (Gelatinisation)
- Preparing Meats and Fish (Portioning a Chicken, Filleting a Fish)
- Garnishing and presentation techniques

## Career Opportunities

Perfect mix between academic and practical work, it can lead to careers in:

- Food product development
- Sports nutritionist
- Teacher
- Dietician
- Consumer research analyst
- Chef.



"I have really enjoyed creating my own songs and using music technology to record it"

# Music

"I like learning about the different styles of music and having a go at playing a variety of instruments"

**What we study:** The Year 9 course allows you to grow as a musician through performing, composing and appraising. You will learn about 'Pop and Rock Music', we look at the music of Beethoven and the piano, we take

**What will I do?** Each term we will study a unit of work which will prepare you for GCSE in year 10 through composing, appraising (listening and analysing) and performing. You will learn how to compose using a number of classroom instruments—keyboards and guitars mainly—and computer software that helps us write and compose our own music. We will learn how to analyse music through listening and identifying key terminology. Lessons will cover a range of musical skills and there will be many opportunities to perform your work and take part in group ensembles.



## Wider Curriculum Opportunities:

Choir  
Chamber Choir  
Keyboard Club  
Guitar Club  
Songwriting Club  
Drum Club

To pursue GCSE Music in Year 10, you must choose to study Music in Year 9.



## Skills Required :

You will be required to play a musical instrument or sing to a good standard to access this course - and to be prepared to develop that skill in your own time. You will be expected to perform during class performances.

You must be willing to take part in extra-curricular clubs and participate in school performances.

## Career Opportunities



- Education
- Song writing/Composer
- Performing
- Recording and Producing
- Music Business and Touring
- Music Therapy (Health)
- Arts Council jobs
- Developing Music in the community

## Further Education

Universities and Colleges value Music GCSE on your application as it shows discipline, creativity, a well rounded education **and** the ability to work as part of a team.

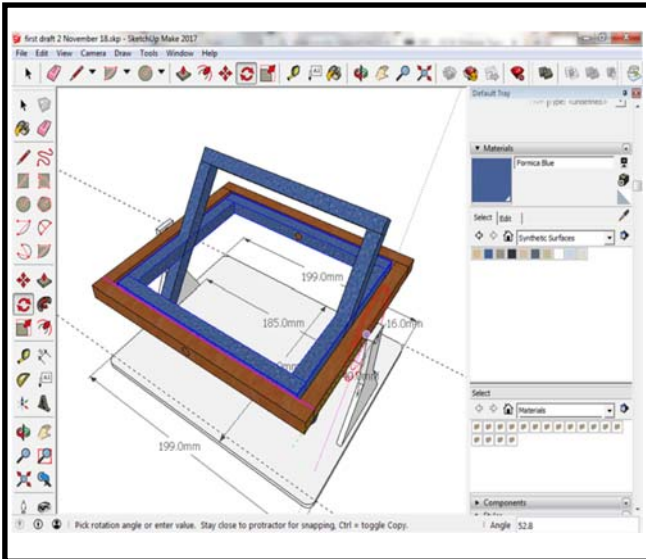


"The techniques I have learnt have been useful for other subjects too as the skills are transferable"

# Product Design

"I have gained lots of skills on Photoshop and particularly enjoyed using the laser cutter to manufacture products"

**What we study:** Students in Year 9 undertake a Design Technology Product Design course, which consists of two lessons per week, developing a wide range of practical skills including computer aided design (CAD) and computer aided manufacture (CAM), which will prepare them for their potential next steps into Design Technology GCSE.



## How we study:

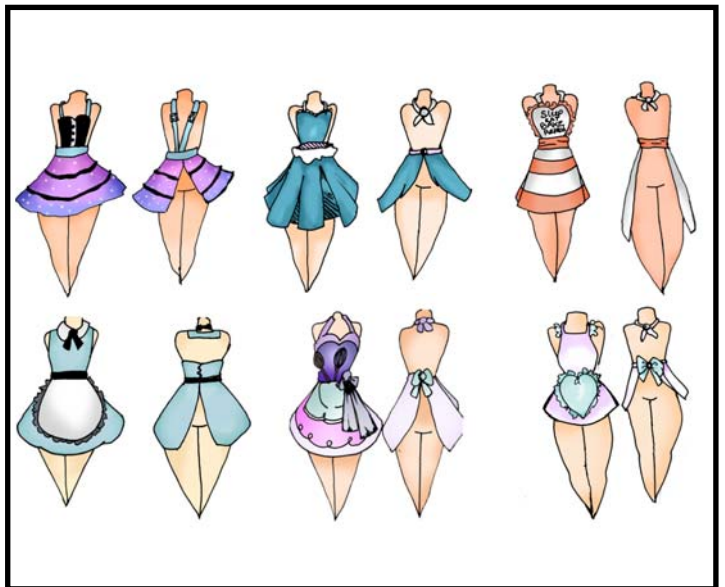
Everything around us has been designed before it has been made; this course offers learners the opportunity to explore the journey of designing products with creativity and originality. Through completing various projects learners will develop knowledge and understanding of the properties of a range of materials, how to meet the design needs of specific clients, the role and responsibilities of a designer on society and the environment. Learners will apply their understanding of fundamental design principles to investigate, design, develop, plan, make, and evaluate work. Learners will be given the opportunity to work with a variety of materials including; textiles, electronics, timber, metals and boards. They will develop skills of using both hand and electrical tools, learning an array of techniques to prepare them for GCSE.

## Skills Required :

This course will suit students who enjoy producing creative and artistic work. By being part of a diverse learning environment students can experiment with new technologies and will learn to think creatively and independently to develop essential transferrable skills. Students will be encouraged to make sound decisions, problem solving to form opinions and plan the direction of their own learning journey. This will enable students to make an informed decision as to whether the GCSE Design Technology is the right course for them in Years 10 and 11.

## View to the GCSE:

The new GCSE in Design Technology covers all material areas in the core section, specialising in one particular area in more depth for the NEA. The course is made up of two components; Exam & NEA, each holding a weighting of 50%.



## Career Opportunities



Graphic Designer  
Fashion Designer  
Games Developer  
Engineer  
Architect  
Web Designer  
Product Designer

Illustrator  
Interior design  
CAD/CAM operator  
DT Teacher/Lecturer

