



# SUNNYDOWN SCHOOL

## ASDAN CURRICULUM PLAN

Subject	ASDAN	Year group	Y11
<b>Subject Intent</b>	<p>Our intention in ASDAN in Y11 is to continue building on the skills developed in Y10, including how to manage personal learning and development, carrying out activities and achieving shared objectives; recognising problems and finding ways to solve them with a confident approach to IT, literacy and numeracy skills.</p> <p>To start the ASDAN programme in Y11, the Expressive Arts module will look at performances, productions, exhibitions, and critical reviews. Students can choose how to achieve this module - perhaps through performance, product creation or learning a new creative skill. The Beliefs and Values module taught in Spring will support students with their Religious Education and Citizenship curriculum: finding out how religion is affecting world events, inspirational religious figures, discussing human rights and the challenges faced by displaced peoples. The final module of their two year ASDAN course is the Combined Studies unit where students are invited to further hone their resilience, independence and cooperation skills by acquiring more credits through self-selection of challenges and activities, supported by staff but designed by the students themselves. Students are aiming to achieve the Bronze Award for ASDAN by the end of Y11.</p>		

Term	Topic	Core learning	Key concepts	Sequencing
<b>Autumn</b>	Expressive Arts	<p>11A1 - Write a critical review of a performance. Students to attend a live performance (concert, film screening, theatre) and write a critical review of the performance.</p> <p>11A2 - Produce an illustrated study on an artist. Students to choose an artist, musician, writer or performer that has influenced them and create an illustrated study of the life and works of them.</p> <p>11A3 - Write a poem, song lyrics or drama piece.</p> <p>11A6 - Create a product for display. Students to create one of</p>	<p>Review</p> <p>Critic</p> <p>Performance</p> <p>Illustrated study</p> <p>Artist</p>	<p>Building on.....</p> <p>Experience of watching performances and applying critical feedback; artist study in KS2/3; English teaching of poetry and drama - participants and audience; use of a variety of materials in Art throughout KS3</p> <p>Building towards...</p> <p>This creative unit will support students in</p>

		<p>the following: a drawing, painting or print; a piece of jewellery, pottery, sculpture or textile art; a display of photography on a theme; a short film or animation.</p> <p><b>**All 4 challenges completed for 1 credit**</b></p>		<p>their creative writing for English Language GCSE as well as being a useful way to deepen their knowledge of artists and art skills for GCSE Art.</p>
<b>Spring</b>	Beliefs and Values	<p>12A2 - Visit a place of worship. Students to visit a place of worship and produce an illustrated report on the following: symbols; holy books and writings; the celebrations that take place there; the building itself.</p> <p>12A3: Find out about an inspirational religious figure. Students to research a famous person whose faith inspired them to care for others, e.g. Martin Luther King Jr or Mother Teresa. Their story will be presented.</p> <p>12A6 - Plan how to manage resources in a disaster. Students to imagine there has been a natural disaster and they are working in a hospital with limited resources. Students to work in a group and make a list of criteria to help decide which patients would receive priority treatment. Students to report back on whether this is a fair way to make such important decisions.</p> <p>12A9: Find out about different beliefs. Students to find out the meaning of the words theist, atheist and agnostic and make a poster illustrating the differences. Students to then conduct a survey of five people, asking if they are theist, atheist or agnostic.</p> <p><b>**All 4 challenges completed for 1 credit**</b></p>	<p>Religion Worship Inspirational figure Faith Resources Natural disaster Beliefs Theist Atheist Agnostic</p>	<p>Building on..... Religious Education throughout KS1-3; Citizenship/RE/History teaching of inspirational figures; team skills in planning and managing situations (Citizenship Year 7)</p> <p>Building towards... Broader knowledge and understanding of different groups in society; managing challenging situations that may arise outside of education</p>
<b>Summer</b>	Combined Studies	<p>Students to complete four Section A challenges, or eight Section A challenges for 2 credits from any combination of modules in the book. These must be challenges they have not completed previously and are the choice of the individual student.</p>		<p>Building on..... Previous units in the ASDAN curriculum</p> <p>Building towards... Students gaining the qualification and being prepared for independent living</p>

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