

# **Brae High School**



**Expressive Arts**

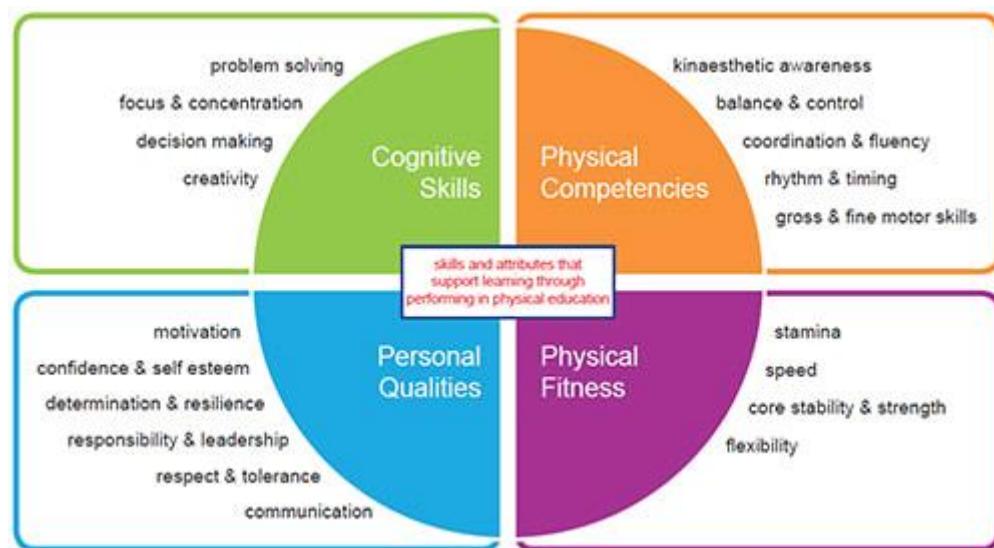
**Website Booklet**

<b>Staff</b>	Mrs Jill Hibbert  Principal Teacher  Expressive Arts	Miss Jillian Copland	Ms Kirsten Hay	Mrs Margaret Leask
<b>Subjects Taught</b>	Physical Education	Physical Education	Art	Music

## PHYSICAL EDUCATION

### Broad General Education

The broad general education Physical Education course has a firm focus on developing the significant aspects of learning whilst providing pupils with the opportunity to experience a range of sporting activities. Physical fitness, cognitive skills, physical competencies and personal qualities underpin all lessons and allow the pupils to identify links across activities and establish a real life context to what they are learning in class. Pupils will work both individually and as part of a group/team throughout the year and will be expected to take on a variety of roles and responsibilities. Building confidence and ensuring enjoyment and engagement is vital within our BGE.



We offer a broad range of activities from S1-S3 in order to engage and excite our young people. This allows them to demonstrate the benchmarks of the significant aspects of learning in a wide variety of contexts. We also offer a degree of personalisation and choice throughout the year. Activities vary from year to year and may include Anatomy Physiology and Health, Athletics, Badminton, Basketball, Fitness, Football, Gymnastics, Hockey, Netball, Rugby, Short Tennis, Social Dance, Swimming, Trampolining and Volleyball.

All pupils in S1 – S4 receive 2 periods of PE per week. Homework within S1 – S3 is very infrequent.

Assessment for the BGE is in line with CFE benchmarks for the Health and Wellbeing experiences and outcomes at Levels 3 and 4. We also continually monitor pupil effort and behaviour in line with the whole school ratings.

## Senior Phase

### National 5 PE:-

The National 5 Physical Education course enables candidates to develop the skills, knowledge and understanding required to perform effectively in a range of physical activities, and enhance their physical wellbeing. Candidates work both independently and co-operatively to develop thinking and interpersonal skills. This makes physical education an ideal platform for developing confidence, resilience, responsibility and the ability to work with others. Experiential learning activities encourage candidates to develop an understanding of the benefits of participation in physical activities to their mental, emotional, social, and physical wellbeing.

Course Assessment: Portfolio (60 marks) and Performance (2 x 30 marks).

Both weighted 50% towards final Course Award.

### Higher PE:-

The main aims of the Course are to enable the learner to:

- ◆ develop a broad and comprehensive range of complex movement and performance skills, and demonstrate them safely and effectively across a range of challenging contexts
- ◆ select and apply skills and make informed decisions to effectively perform in physical activities
- ◆ analyse mental, emotional, social and physical factors that impact on performance
- ◆ understand how skills, techniques and strategies combine to produce an effective performance
- ◆ analyse and evaluate performance to enhance personal effectiveness.

Course Assessment:

Performance – 2 performances - each showing a different physical activity. (30 marks each).

(internally assessed and subject to external verification) (60 marks) 50%

Question Paper - (externally marked) (50 marks) 50%.

### Advanced Higher PE:-

The main purpose of the Course is to research and analyse factors which underpin and impact on performance, and use this knowledge to develop their own performance or that of others. To do this effectively, learners will engage in research and undertake independent investigative work, and develop skills of analysis, evaluation, and communication. During the Course, learners will also understand how to develop consistency of performance in challenging environments and become proficient in their ability to analyse and apply strategies and techniques to make appropriate decisions about their personal performance.

The range of skills developed in the Course will allow learners to work confidently and independently. By actively participating in physical activities, learners can demonstrate initiative, decision-making and problem-solving abilities – attributes which are applicable to both life and work.

The Course has six broad and inter-related aims to enable learners to:

- \* investigate and evaluate how a range of factors impact on performance
- \* understand and apply methods to develop performance
- \* develop independent research and investigation skills to analyse how skills, techniques and strategies combine to produce effective performance
- \* select and apply a range of movement and performance skills, by making informed decisions during high-level performance
- \* carry out high-level personal performance in a selected physical activity
- \* analyse and evaluate the process of performance development

Learners will be able to appreciate the demands of high-level performance, in particular the mental, emotional, social and physical demands, and make effective decisions as they select, combine and adapt skills and techniques.

Course Assessment: 2 Units – Performance Skills and Factors Impacting on Performance.

Performance (30 marks) – one physical activity, internally assessed and subject to external verification.

Project (70 marks) – externally marked.

## ART and DESIGN

### Broad General Education (S1-S3)

Throughout S1-3, learners have rich opportunities to be creative and to experience inspiration and enjoyment within Art and Design. They explore a wide range of two and three dimensional media and technologies through practical activities and create, express and learn to communicate ideas. Learners will study the Visual Elements in order to improve their own skills. They also study the work of artists and designers to deepen their knowledge and understanding and to express personal opinions on art pieces.

### Senior Phase

#### **National 4/5 ART and DESIGN:-**

The National 4/5 Course enables learners to plan, develop, produce and present creative art and design work. It consists of 2 Portfolios; **Design** and **Expressive**. They also learn to evaluate their own work and to develop their critical understanding of a range of art and design practice. The Course also enables learners to understand the impact of external factors on artists and designers and their works in preparation for the **Final Written Exam** taken at N5 Level.

The N4 Course consists of a Design Portfolio and an Expressive Portfolio with an Added Value (Final Piece) for each Unit and runs in line with the N5 Course. There is no Written Exam for the N4 Course.

Also an option to do N2 and N3 for pupils who don't quite reach N4/N5 level.

The N5 Course portfolios are marked externally. Design is worth 40%, Expressive 40% and Written Exam 20%.

#### **Higher ART and DESIGN:-**

The Higher Art and Design Course enables learners to communicate personal thoughts, feelings and ideas through the creative use of art and design materials, techniques and/or technology.

There are 2 portfolios (worth 200 marks out of a total 260), completed throughout the year, **Design** and **Expressive** where learners research and develop ideas to produce a Final Piece for each folio, as well as evaluate their work.

They also analyse a range of art and design practice and critically reflect on the impact of external factors on artists, designers and their work, which prepares them for the Final Written Exam (worth 60 marks out of 260).

#### **Advanced Higher ART and DESIGN:-**

The Advanced Higher Course provides opportunities for learners to further develop their creativity and apply their understanding of art and design practice, while exploring how to communicate their personal thoughts, ideas and opinions through their art work. The course allows for more personalisation and choice of work.

There are two course options that candidates can opt for, either the **Design** or **Expressive** Portfolios. Both folios include 8-15 x A1 sheets of **Practical Work**, a written **Critical Analysis** of other artists'/designers' work and an **Evaluation** of their own work.

## MUSIC

### **Broad General Education (S1-S3)**

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop listen to instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them.

### **Senior Phase**

#### **National 5 MUSIC:-**

The National 5 Music Course enables learners to perform challenging music at a Grade 3 level, create original music using compositional methods and music concepts, and broaden their knowledge and understanding of music and musical literacy. The Course also enables learners to develop knowledge of the social and cultural factors that influence music.

The National 5 Music course is now assessed through the following components:

Question Paper - Understanding Music	40 Marks
Assignment - composing and reviewing composing process	30 Marks
Performance – instrument 1/voice	30 Marks
Performance – instrument 2/voice	30 Marks

The total marks are scaled by SQA to total 100.

#### **Higher MUSIC:-**

Throughout this course, candidates develop a breadth of knowledge and understanding of music concepts and musical literacy. They learn to recognise and distinguish level-specific music concepts, signs and symbols as they perform, create and listen to music.

The course allows candidates to develop and consolidate practical skills in music at a Grade 4 level and knowledge and understanding of music styles and concepts. It encourages them to self reflect and explore their creative ideas. Understanding music through listening enables candidates to build on and extend their knowledge and understanding of music and influences on music.

The course provides opportunities for candidates to perform a range of music in solo and/or group settings.

The Higher Music course is now assessed through the following components:

Question Paper - Understanding Music	40 Marks
Assignment - Composing and reviewing composing process	30 Marks
Performance – instrument 1/voice	30 Marks
Performance – instrument 2/voice	30 Marks

The total marks are scaled by SQA to total 100.

**Advanced Higher MUSIC:-**

The Advanced Higher Music Course develops learners' skills in performing, creating, understanding and analysing music. Learners develop the skills they need to perform at a Grade 5 level music with musical, and technical, accuracy and fluency while realising composers' intentions. Learners will also develop their own composing skills. The course also helps learners to develop advanced aural skills and demonstrate their understanding and analysis of music through researching complete movements or works.

**Course Structure:**

There are 3 mandatory Units:

Performing Skills

Composing Skills and

Understanding and Analysing Music

To gain the award the learner must pass all the Units as well as the Course Assessment which consists of:

Assignment - 20 marks

Performance - Instrument 1/voice 30 marks

Instrument 2/voice 30 marks

Question Paper - understanding music 40 Marks