

# QUEEN ELIZABETH'S GRAMMAR SCHOOL

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Headteacher: Mr S Garrity

Chair of Local Academy Committee: Mrs H Baker



18<sup>th</sup> March 2019

Dear Parent/Carer

## Year 9 Creative Subjects Options Process

We are very proud of our broad curriculum offer and it is an essential part of our responsibility to provide our students with a world-class education.

Last year we gave Year 8 students the opportunity to choose two 'Creative Subjects' to study in Year 9 in more depth and with more time, which has been a great success this year. The previous model was that Year 8 students had a very small amount of time each week to study Creative Subjects including Resistant Materials, Music, Art, Dance, Computing plus other similar subjects. Our decision to enable students to choose two from this selection was to enable them to begin to develop mastery of particular curriculum areas. Having a deeper knowledge of these subjects in year 9 will also support students in making GCSE options decisions in preparation for year 10.

Please note that the subject content will not be GCSE content. Students do not have to have studied a subject in year 9 to choose it at GCSE.

The table below documents, which subjects students, can choose from. Students should choose two subjects to study for 5 hours per fortnight and two reserve options. Reserve options are essential as we always strive to give students their first choices. However, some are limited by capacity due to health and safety constraints. If a subject is oversubscribed, a random selection will take place.

**The options process will open online week commencing 25<sup>th</sup> March 2019 and options must be selected by 4pm on Friday 29<sup>th</sup> March. A text message will be sent out to remind you.**

We would also like to take this opportunity to review your child's MFL study and whether one or two languages is preferred at this time. Here at QEGS we highly value the study of a Modern Foreign Language and strongly advocate the continued study of a language at GCSE. We also appreciate that some students would prefer to focus on one language, other students prefer to keep their options open and would prefer to continue to study two languages until the end of Year 9. We would like to offer the opportunity to review your child's MFL offer, and for some the consideration of reducing to one language (Spanish) enabling students to master one in depth. If you wish to discuss your child reducing to one language please contact [robinson@qegs.email](mailto:robinson@qegs.email).

QEGS Academy Sponsors: The Woodroffe Benton Foundation - The Old Trust (founders 1585)

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Subject	What will be studied in year 9?	What careers are available as a result of studying this subject?	What one word would be used to describe this subject?
Resistant Materials Contact: <a href="mailto:Phipps@qegs.email">Phipps@qegs.email</a>	In Resistant Materials you will learn how to design and make a wide range of creative products in a range of materials. These materials will cover a selection of woods, plastics, electronics and CAD/CAM. You will cover a number of modules. Each module will focus on different elements of the design process, materials and who the product is designed for. The skills you learn will build upon your Y7&8 work.	James Dyson, describes: "Design and technology is a phenomenally important subject. Logical, creative and practical, it's the only opportunity students have to apply what they learn in maths and science - directly preparing them for a career in engineering"  <ul style="list-style-type: none"> <li>• Graphic design</li> <li>• Fashion styling</li> <li>• Art and design</li> <li>• Media</li> <li>• Engineering</li> <li>• Photography</li> <li>• Construction and building services</li> <li>• Motor vehicle – technology and repair</li> <li>• Design industry</li> <li>• Aero space engineering</li> <li>• Apprenticeships</li> <li>• And many, many more</li> </ul>	Logical
Music Contact: <a href="mailto:Roberts@qegs.email">Roberts@qegs.email</a>	In music students will; <ul style="list-style-type: none"> <li>• Compose for, and perform on, an instrument of your choice.</li> <li>• Compose for a group of instruments.</li> <li>• Use ICT and recording techniques to enhance and develop your work.</li> <li>• Look at how to write music to a story, an event in a film or a video game.</li> </ul>	Class teaching, peripatetic music teaching, music therapy, musicology (writing about music), orchestral musician, composer (film music, advert jingle, Radio/TV themes), orchestral/band manager.	Inspiring

	<ul style="list-style-type: none"> <li>• Study rhythms of the world, including Calypso, Samba and African drumming.</li> <li>• Learn about different instruments.</li> <li>• Learn about different eras of music over time.</li> </ul>		
<p>Art Contact: <a href="mailto:Davis@qegs.email">Davis@qegs.email</a></p>	<p>In art students will;</p> <ul style="list-style-type: none"> <li>• Be creative and take risks.</li> <li>• Research ways in which artists, craftspeople and designers present ideas to an audience.</li> <li>• Develop analytical skills, using relevant written annotation, when making observations of their own and others' work.</li> <li>• Develop skills for presenting their work in sketch books and on display boards.</li> <li>• Take part in school organised museum or gallery visit, or work with an artist in residence.</li> <li>• Select, document and use appropriate sources related to the project theme.</li> <li>• Make clear connections between selected sources and their own work.</li> <li>• Use various ways of mark making for different purposes and needs, and written annotation as work progresses.</li> <li>• Make and document choices relating to how their work develops within the context of art, craft and/or design.</li> <li>• Explore and refine ideas through trial and experimentation in any appropriate media.</li> <li>• Be encouraged by participating in a series of workshops to find out what their preferred material area is for example paint, digital, textiles, clay, photography or drawing or a combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Accessory designer</li> <li>• Advertising designer</li> <li>• Animator</li> <li>• Art administrator</li> <li>• Artisan</li> <li>• Arts administration</li> <li>• Baker</li> <li>• Ceramics artist</li> <li>• Chief creative officer</li> <li>• Colorist</li> <li>• Concept Artist</li> <li>• Curator</li> <li>• Dancer</li> <li>• Design director</li> <li>• Design strategist</li> <li>• Essayist</li> <li>• Event planner</li> <li>• Fashion designer</li> <li>• Fine artist</li> <li>• Floral designer</li> <li>• Graphic designer</li> <li>• Hairstylist</li> <li>• Illustrator</li> <li>• Tattoo artist</li> <li>• Interior designer</li> <li>• Jewellery designer</li> <li>• Lyricist</li> <li>• Make-up artist</li> <li>• Marine designer</li> <li>• Media designer</li> <li>• Music</li> <li>• Party planner</li> <li>• Penciller</li> <li>• Photographer</li> <li>• Photojournalist</li> <li>• Potter</li> <li>• Production designer</li> <li>• Sculptor</li> <li>• Set decorator</li> <li>• Set dresser</li> <li>• Web designer</li> <li>• Wedding planner</li> <li>• Writer</li> </ul>	<p>Experimental</p>

<p>Textiles  Contact:  <a href="mailto:Davis@gegs.email">Davis@gegs.email</a></p>	<p>In textiles students will;</p> <ul style="list-style-type: none"> <li>• Be creative and take risks.</li> <li>• Develop skills for presenting their work in sketch books and on display boards.</li> <li>• Take part in school organised museum or gallery visits, and work with an artist in residence.</li> <li>• Select, document and use appropriate sources related to the project theme.</li> <li>• Make clear connections between selected sources and their own work.</li> <li>• Explore and refine ideas through trial and experimentation in any appropriate media.</li> <li>• Start to understand how the fashion industry works and the different jobs available.</li> <li>• Produce mood and theme boards.</li> <li>• Understand the influences of trend forecasts on the design of fashion and textile products.</li> <li>• Research and analyse fashion and textile designers and use these to inspire their work.</li> <li>• Develop a knowledge of fashion and textile history.</li> <li>• Develop knowledge of different techniques for colouring fabrics to include; dyeing tie dye, batik, and printing; screen printing, block printing, dye sublimation.</li> <li>• Develop knowledge and understanding of different decorative techniques including; application of a range of different decorative components, decorative buttons, beads, sequins, ribbons, shisha mirror, appliqué, embroidery – hand and machine techniques, quilting and how to apply fastenings.</li> <li>• Develop knowledge and understanding of different techniques to manipulate fabrics including; gathers, tucks, pleats and darts, seams and hems collars, cuffs and pockets.</li> <li>• Use a wide range of textile techniques to produce exciting samples using a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion Designer</li> <li>• Textiles Designer</li> <li>• Interior Designer</li> <li>• Costume Designer</li> <li>• Garment Technologist</li> <li>• Print Designer Retail Buyer</li> <li>• Fashion Illustrator</li> <li>• Merchandisers</li> <li>• Fashion Stylist</li> <li>• Personal Stylist</li> <li>• Teacher Lecturer</li> <li>• Textile Artist</li> <li>• Fibre Technologist</li> <li>• Pattern Drafter</li> <li>• Colourist Materials Tester</li> <li>• Exhibition Organiser/ Curator</li> <li>• Advertiser/Social media/ Blogger</li> <li>• Fashion photographer</li> <li>• Trend Forecaster</li> <li>• Sample Maker</li> <li>• Retail</li> <li>• Weaver</li> <li>• Knitter</li> </ul>	
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	<p>textile and non -textile materials by participating in a series of workshops.</p> <ul style="list-style-type: none"> <li>• Produce exciting fashion garments that will feature in the end of year exhibition.</li> </ul>		
<p>Dance Contact: <a href="mailto:Corboz@qegs.email">Corboz@qegs.email</a></p>	<p>In year 9 you will study the following:</p> <ul style="list-style-type: none"> <li>• Explore how different choreographers create their works.</li> <li>• Understand the roles and responsibilities involved with dance companies and choreographing works.</li> <li>• Safe practice, health and nutrition as a dancer.</li> <li>• Develop technique in different dance styles.</li> <li>• Perform different dance styles from various repertoire.</li> <li>• Choreography workshops and projects to create your own work in group.</li> </ul>	<p>Dancer, teacher, dance therapy, event's organiser, choreographer, education officer in Arts venue or company, dance physiotherapist, youth programme officer, dance captain, rehearsal assistant, dance coach, project manager, youth dance companies, dance development officer.</p>	<p>Explorative</p>
<p>Food Contact: <a href="mailto:Flinders@qegs.email">Flinders@qegs.email</a></p>	<p>As part of the year 9 food option you will study the following: <i>(Please note that practical will be weekly, so there is a requirement to bring in ingredients)</i></p> <ul style="list-style-type: none"> <li>• Food Hygiene and Safety.</li> <li>• Cover a range of practical techniques in order to develop skill level.</li> <li>• Foods/Cuisines from around the world.</li> <li>• Basic Nutrition and special diets.</li> <li>• Food and the Environment (Love food Hate Waste).</li> <li>• Free choice of recipes – you will get to pick more of your own choices.</li> <li>• Farm to Fork – we are hoping to grow ingredients and then cook with them.</li> </ul>	<p>•Full time at College -</p> <p>Hospitality and Catering courses giving skills in professional cookery. These lead to roles in the sector with on-the-job training or part-time further study.</p> <p>•Apprenticeships -</p> <p>An apprenticeship in Hospitality and Catering would allow you to gain work experience and relevant qualifications in areas such as:</p> <ul style="list-style-type: none"> <li>• Catering</li> <li>• Food and beverage service</li> <li>• Front of house</li> <li>• Reception</li> <li>• Housekeeping and hospitality supervision.</li> </ul> <p>University and Beyond.....</p>	<p>Essential</p>

		<ul style="list-style-type: none"> <li>•BSc (Honours) Food and Nutrition</li> <li>•BSc (Honours) Food Marketing Management</li> <li>•BEng (Honours) Food Engineering</li> <li>•BSc (Honours) Nutrition and Public Health</li> <li>•MSc Food Consumer Marketing and Product Development</li> </ul> <p>There are many exciting career opportunities in the Food industry.</p>	
<p>Engineering: <a href="mailto:Kershaw@qegs.email">Kershaw@qegs.email</a></p>	<p>As part of your Engineering foundation study you will learn the following skillsets :</p> <ul style="list-style-type: none"> <li>• Creo CAD software</li> <li>• Orthographic drawing</li> <li>• Benchwork skills</li> <li>• Metalwork fabrication</li> <li>• Lathe and milling machine work skills</li> <li>• Gained knowledge of ferrous, non-ferrous, composite and polymer materials</li> <li>• Design, development and making of a number of projects</li> <li>• Understanding of Life Cycle Analysis and the environmental 4R's</li> <li>• How companies such as Jaguar Land Rover, Airbus Industries operate throughout the world.</li> </ul>	<p>The world of Engineering needs a range of people with different skill sets to produce engineered products. Everything we touch, use, eat and drink is influenced by engineers.</p> <p>A foundation in Engineering offers prospective students access to careers in Engineering sectors such as; aerospace, automotive, mechanical , manufacturing, architecture and dentistry! Skills you learn will be applicable further down your educational pathway should you consider a post 16 apprenticeship, 6th form and University.</p>	<p>Ingenium  (Latin for "cleverness")</p>
<p>Computer Science: <a href="mailto:Bowbanks@qegs.email">Bowbanks@qegs.email</a></p>	<p>Students will study a range of topics to prepare them for an exciting and evolving world around technology. Students will look at a multitude of units which include but not limited to:</p> <ul style="list-style-type: none"> <li>• Robotics/AI – building and controlling robots to compete, dance and perform martial arts.</li> <li>• Virtual Reality – using the latest virtual reality apps, investigating how this technology is being used currently as well as how it will develop into the future.</li> </ul>	<p>The career options from studying computer science are limitless. Technology is going to govern and change how a lot of industries currently work including; business, education, healthcare &amp; medicine, finance and manufacturing to name a few. Students that study computer science can go on to pretty much any career they want. A solid understanding of computing can see students become app developers,</p>	<p>Empowering</p>

	<ul style="list-style-type: none"> <li>• App Development – students will learn to design and create apps for their phones.</li> <li>• Hardware Architecture – students will learn to build their own computer systems for a multitude of purposes including office/ home use, media based/ video editing as well as gaming PC's. Students will partake in using existing computer parts to build a fully functioning computer.</li> <li>• Problem Solving – students will learn a multitude of skills to help them solve complex problems which they can apply to any and all other subjects as they progress through year 9 and beyond.</li> </ul>	<p>software engineers, hardware architects; or even ethical hackers (to name a few).</p> <p>The topics studied in year 9 will give students a foundation for GCSE, A-Levels, an apprenticeship or even university degree.</p>	
<p>Drama:  <a href="mailto:Corboz@qegs.email">Corboz@qegs.email</a></p>	<p>In year 9 you study the following:</p> <ul style="list-style-type: none"> <li>• Devising workshops and skills to create a group drama.</li> <li>• Acting techniques and styles.</li> <li>• Study the characteristics of a set text.</li> <li>• Perform a set text.</li> <li>• Study another set text and explore the characteristics through workshops.</li> <li>• Understand how the set text has been staged and decisions we make as actors and directors.</li> <li>• Analyse how actors and directors stage the set text.</li> <li>• Watch a live theatre performance and evaluate it.</li> </ul>	<p>Actor, instructor, teacher, drama therapy, event's organiser, director, education officer in Arts venue or company, youth programme officer, rehearsal assistant, project manager, youth theatre companies, drama development officer, theatre arts officer, front of house, assistant stage manager, deputy stage manager, designer, writer, production manager, artistic director.</p>	<p>Creative</p>

If you require further support, please do not hesitate to contact the Progress Leaders of Year 8 (Miss L Clayton Mon-Wed and Mrs H Caton Thurs –Fri):

[clayton@qegs.email](mailto:clayton@qegs.email)  
[caton@qegs.email](mailto:caton@qegs.email)

Yours faithfully

*E Robinson*

Miss E Robinson  
**Assistant Headteacher**