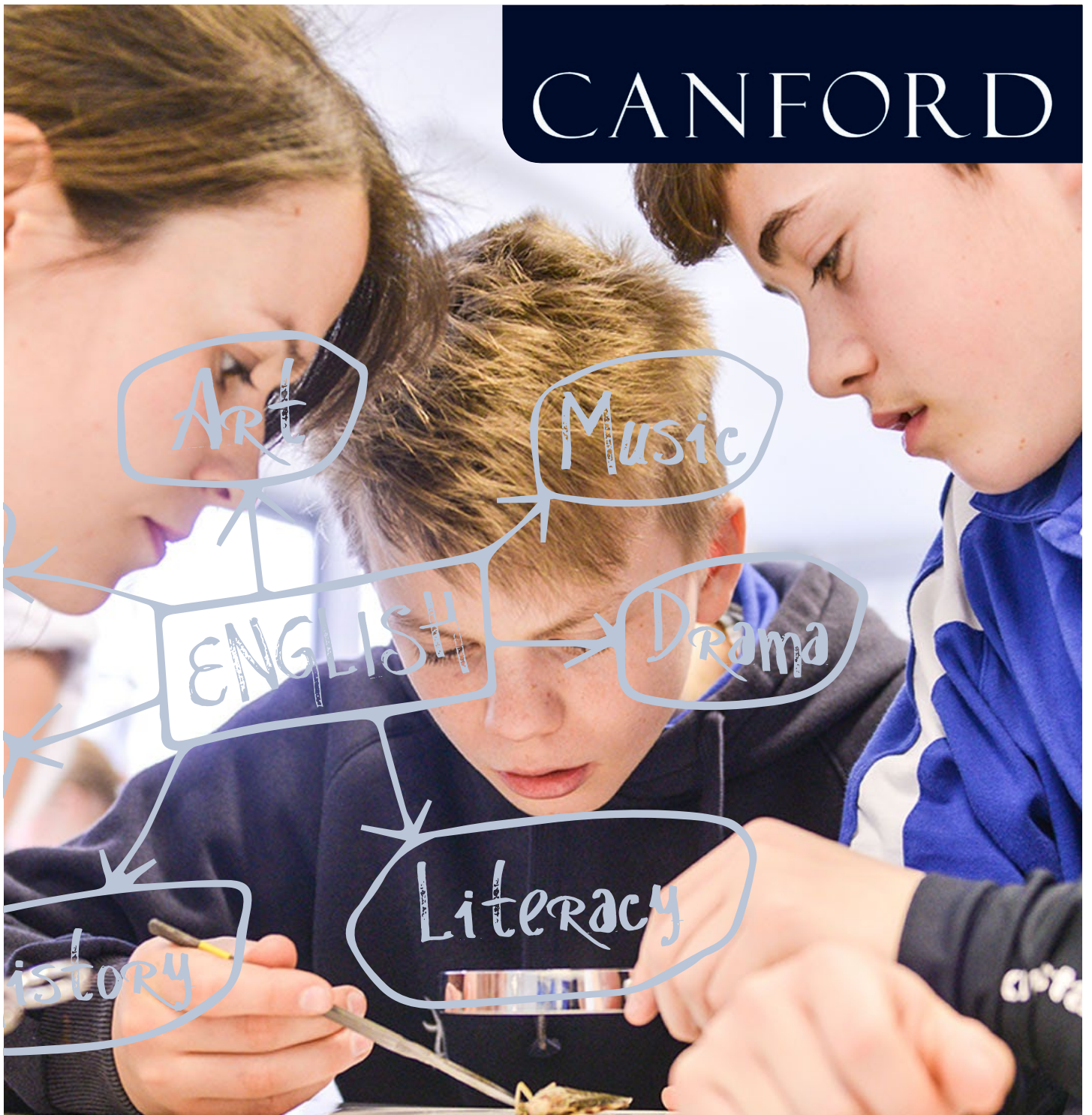


# CANFORD



## SHELL CROSS-CURRICULAR PROJECTS | 2018-19

### A GUIDE FOR PUPILS



# INTRODUCTION

*The subjects you study do not exist in isolation. All your subjects are connected, both to a wider world and to each other.*

Learning across subjects helps to develop a wide range of skills. The shell projects have been designed to foster and develop the eight Canford Cross-curricular Competencies:

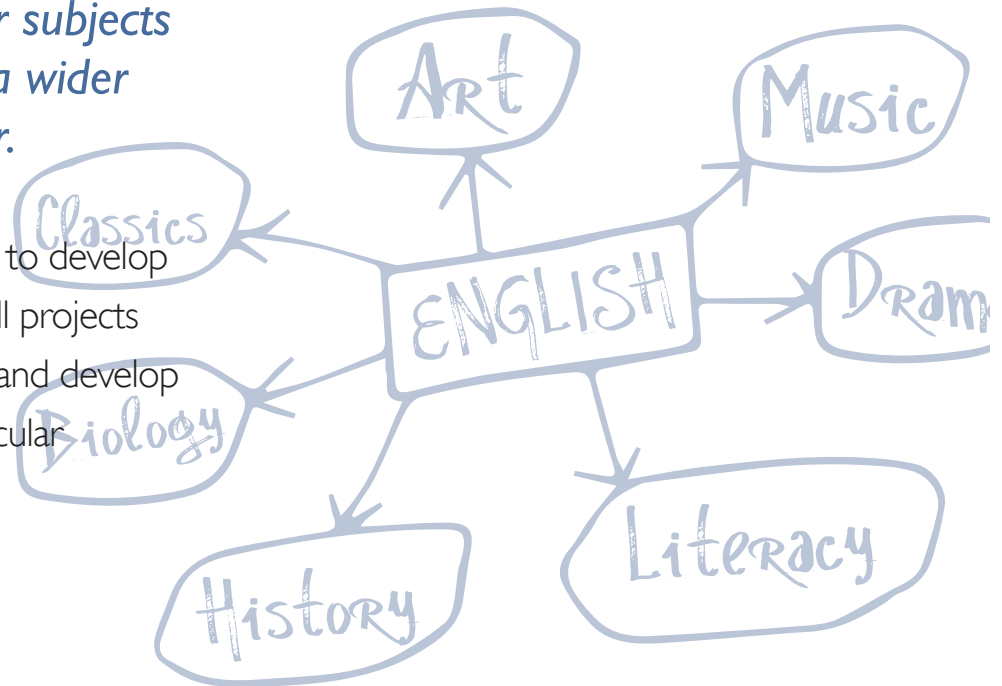
- Literacy
- Communication skills
- Organisation, research and planning
- Team work
- Critical thinking
- Independent Learning
- Self-Reflection
- Global Awareness

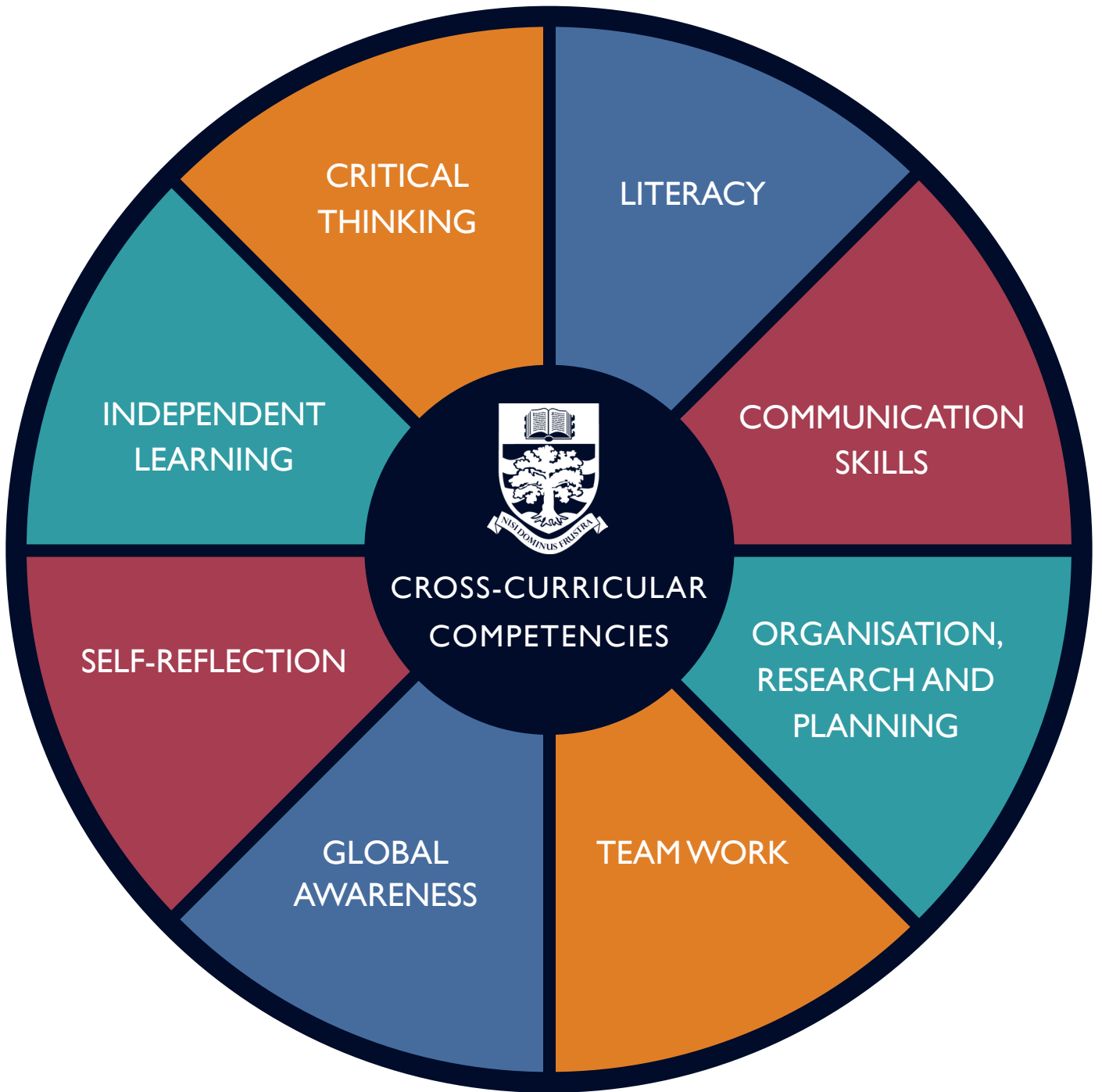
Over the next few pages, you will find a guide to the projects across the year. We hope you will enjoy these projects and seize the opportunity to challenge yourself and develop new skills and new ways of thinking.

Good luck and have fun!

**Mr Marriott**

Head of Academic Enrichment





# PROJECT I: Christmas Term - First Half

## ‘AN ARTISTIC ODYSSEY’

The first project is a collaboration between the following departments:

- Art
- Classical Languages
- Classical Civilisation

The project will be based around one of the foundational works of Western Literature: Homer’s *Odyssey*. You will be invited to produce two artistic responses to this work: one visual, the other literary. In addition, you will be asked to produce an evaluation of your work and artistic development during the course of the project.



## PROJECT TIMELINE:

You will have all your lessons in Art and all but one of your lessons in Classics to complete the project. You should be spending around two hours a week on project work during your early “Study” Sessions on a Monday, Tuesday and Thursday.

	Week 1	Week 2	Week 3	Week 4	Week 5
Art	Study artistic techniques	Study artistic techniques	Work on personal response	Work on personal response	Hand in project <b>Wed 17 Oct</b>
Classics	Read extracts from Homer’s <i>Odyssey</i>	Read extracts from Homer’s <i>Odyssey</i>	Consider aspects of literary style	Work on personal response	

# PROJECT 2: Christmas Term - Second Half

## ‘PROPAGANDA IN ACTION’

The second project is a collaboration between the following Departments:

- History
- English
- Music
- Drama

This project will be based around exploring the power of Propaganda. Building on the work done in the first half of the term studying Soviet Russia in Shell History classes, you will expand your understanding of Soviet Propaganda in English, Drama and Music before bring what you have learned together in a Propaganda campaign of your own. Working in small groups, you will create a propaganda campaign around a contemporary issue or controversy. Each campaign must contain a written element, a performance element and a musical element. The project itself will focus on skills of literacy, performance, research and organisation. At the end of the project, groups will deliver, explain and reflect on the campaign to an audience of your peers.

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### PROJECT TIMELINE:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Drama	Study the work of Sergei Eisenstein to look at techniques of film propaganda		Drama lessons used to aid guidance in performance element			Projects finished presented and marked
English	Study the use of propaganda in Soviet speeches and literature + 1984?		Pupils use lesson and prep time to develop and produce project			
History	Study visual propaganda – posters, agitprop, altered photographs					
Music	Study how music was used to both enforce the Soviet message and challenge it					

# PROJECT 3: Easter Term - First Half

## ‘EXTREME ENVIRONMENT ROBOT’

The third project is a collaboration between the following Departments:

- Computing
- Design and Technology

Your task will be to design, build, test and promote a remote controlled vehicle for use in hazardous environments. Your team will need to manage how the different elements will all come together in a coherent package. How will you organise your team to produce a Robot chassis, motor control program, include remote sensors, produce promotion material, and ensure all these elements are completed on time? Final assessment will be on their vehicle’s performance during the set challenge, innovative use of sensors and code, a short folio of work and promotional material.

### PROJECT TIMELINE:

All lesson time in both subjects will be given over to the Project and you will be expected to spend at least an hour a week of your “study time” working on the project.

	Assembly	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Design	Introduction, expectations Setting out what is needed for their submission.	Problem analysis and specification Assembling the basic chassis Specification Generating ideas in Prep time	Idea analysis and card modelling Testing concepts, Planning making Production Drawing	Construction Promotional Material Controllable and moving Vehicle	Construction Promotional Material	Final Testing of additional components Checking communication / integration of all elements	Timed Challenge, Evaluation of sensor/feedback Submitting Folio and Promotional Material, Team Evaluation
Computer Science		Ideas & Planning Start on motor control programming	Programming robot control Test: Remote control sends correct signals to receiver	Programming Sensors / feedback Problem solving	Programming Sensors / feedback Problem solving Test: Sensors / feedback		

# PROJECT 4: Easter Term - Second Half

## ‘WHAT IS HAPPINESS?’

The fourth and final project is a collaboration between:

- Philosophy and Theology
- Maths
- Biology
- SFL Department

The idea behind the project is for you to explore happiness/depression within the nature of animals and humans from different perspectives and platforms. You will explore the nature of happiness across all three subject areas with the help of the SFL department. This project will look at happiness pragmatically, rather than merely theoretically. You will produce a final ‘presentable’ booklet alongside a private diary log.

### PROJECT TIMELINE:

You will have a combination of some lesson time in some of these subject areas and will be expected to use your “study” time to complete project work set.

	Week 1	Week 2	Week 3	Week 4	Week 5 & 6
PRS	Introduction to ‘Eudaimonia’ Individual reflection on perception and being. Are we different from Animals? (Biology)		Practical element: Buddhism (mediation/ well-being)-link to SFL Ethical systems applied to day-to-day life		Projects will be finalised and made presentable (week 5)  Put on display in various classrooms/ departments and marked
Maths	Questionnaire, survey & statistics on individual happiness in comparison with the rest of the world		Attempt to quantify happiness. What can we do with these figures moving forward?		
Biology	Animal behaviour Evolution		Neurophysiology/mind/ diet/lifestyle choices/ health		
SFL	Introduction to mindfulness, depression and well-being (Carousel & PSME)				



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