



Knowledge Organiser Year 9



Ambition, Respect, Excellence

Your Knowledge Organiser

This is your home learning booklet, in your home learning booklet you will find a Knowledge Organiser for each subject that you are going to study. These are a summary of the most important pieces of information that you need to know. You will be expected to learn all this information and complete activities in your home learning exercise book.

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Knowledge Organiser Timetable

We expect you to complete one full page in your workbook as a minimum. You should spend around 20 minutes on home learning for each subject. Your teachers will check your Knowledge Organiser home learning during lessons, so make sure that you bring your books to school everyday. Your writing needs to be neat with home learning, title and date underlined with a ruler at the top of the page. If your teacher feels that any of these elements are not up to standard, they will enter you for a home learning support session. You will be rewarded house points for completion of homework and additional points will be awarded for exceptional home learning pages.

	WEEK A	WEEK B
MONDAY	ENGLISH PE	ENGLISH MUSIC
TUESDAY	ART DESIGN & TECHNOLOGY	FRENCH DESIGN & TECHNOLOGY
WEDNESDAY	MATHS DRAMA	MATHS ONLINE PSHE
THURSDAY	GEOGRAPHY ICT	HISTORY ETHICS & CULTURE
FRIDAY	DANCE SCIENCE	SCIENCE

How To Use Your Knowledge Organiser For Homework

The Knowledge Organisers are designed to help you learn a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as the new style GCSEs that you will sit in the future.

For homework you should use your knowledge organiser to complete one of our accepted strategies in your workbook you should either:

- **Write**
- **Mind Map**
- **Transform**

Do not just copy into your workbook!

The first 12 pages contain some tips on how you can use your workbook.

Your teacher will check your workbook each week.

Knowledge Organiser Quiz

Your teacher will quiz you on your Knowledge Organiser twice a term to check how well you are doing your homework. The 'Mark' box must be used to record your score from each quiz.

	ENGLISH	MATHS	SCIENCE	ART	HISTORY
QUIZ 1					
QUIZ 2					
	FRENCH	ICT	PE	DANCE	GEOGRAPHY
QUIZ 1					
QUIZ 2					
	PHSE	E&C	MUSIC	DESIGN & TECHNOLOGY	
QUIZ 1					
QUIZ 2					

Look, Cover, Write, Check, Correct

Look through and read the information on a section of your Knowledge Organiser.



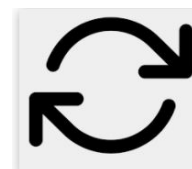
Then **cover** the section so you can no longer see the information.

Write everything you can remember, including any diagrams/drawings or tables



Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, Write, Check, Correct

Examples:

Write down as much information as you can remember from your Knowledge Organiser subject page. Mark all the information you got right and correct any mistakes/add in detail where you missed it.

Remembering Key Information

Reflex arc means a quick response.
Reflex arc mean an involuntary response. ✓

Antibiotics means a medicine that prevent the ^{growth} of microorganisms but do not help any viruses. ✓

A platelet helps the clotting and into a scab, making a clot/scab.
cholesterol is a fatty substance is ^{needed} for your body to probably. definitely needed.

A ligament is a that joins a ^{bone} ^{metac}.

purple pen improvement I used the Look, cover, write, check, correct.

The nervous system is inside your body and is in most parts of your body but your ~~B~~

Homework Support

Science

Drugs are chemical substances that affect the way you work. ✓

They are additional recreational. x medicinal. They can be painkillers, stimulants, hallucinogens and depressants.

Receptors are found in sense organs. ✓

Effectors are muscles or glands and carry out a response. ✓

Blood is made up of plasma (liquid), Red blood cells and white blood cells (carry oxygen) (fight infection).

and platelets.

There are 3 main types of pathogen: fungi, viruses and bacteria. ✓

There are several lines of defence against pathogens - primary defences: skin, stomach acid, nasal hairs. ✓ mucus and Secondary defences: the immune system.

Vein - carries blood to the heart at low pressure. They have thin walls and valves to stop * blood. * backflow of ✓

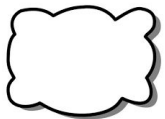
Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

Capillary - link arteries and veins. Carry blood to tissues and remove waste.



Look, Cover, **Mind Map**, Check, Correct

Look through and read the information on a section of your Knowledge Organiser then **cover** it up.



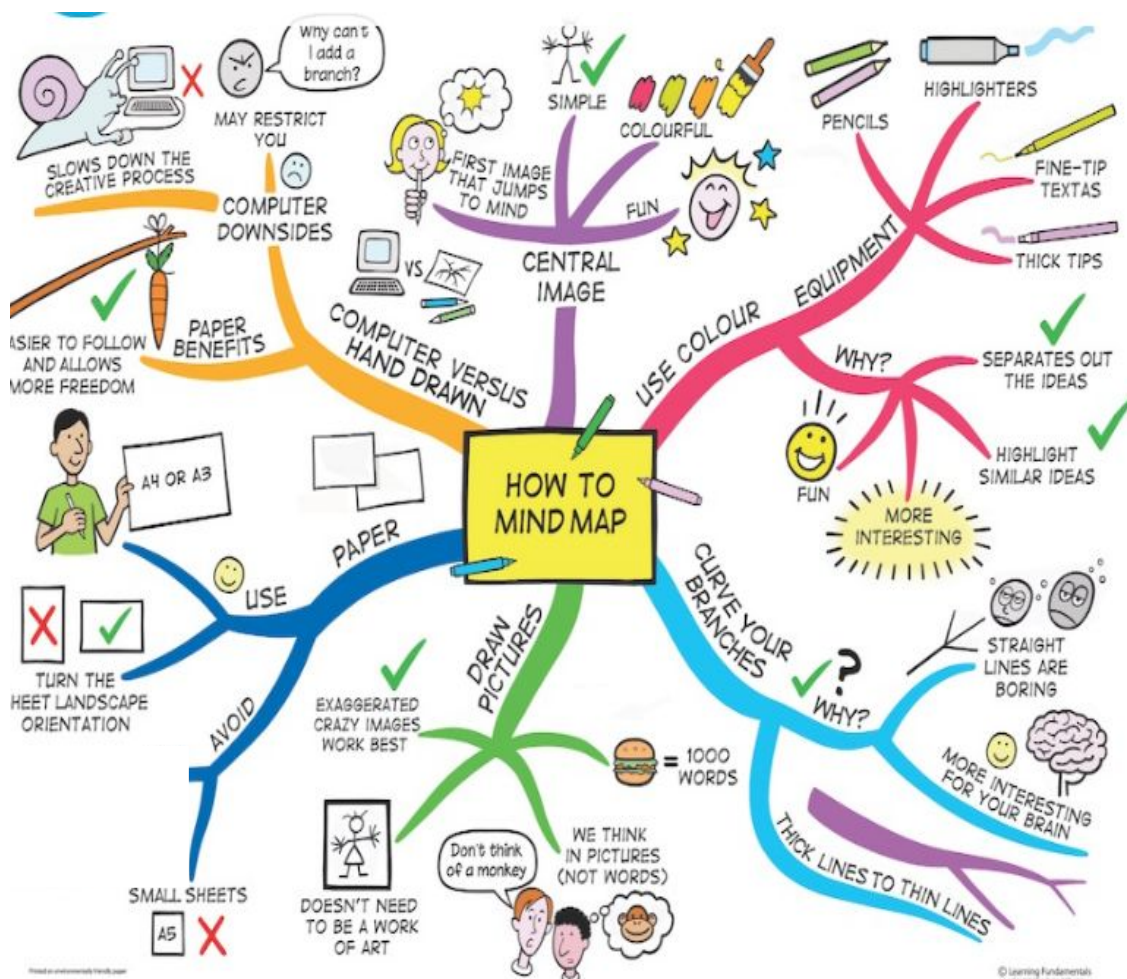
Then come up with a **title** for the section and put a bubble or star around your word

Write everything you can remember, including any diagrams/ drawings or tables.



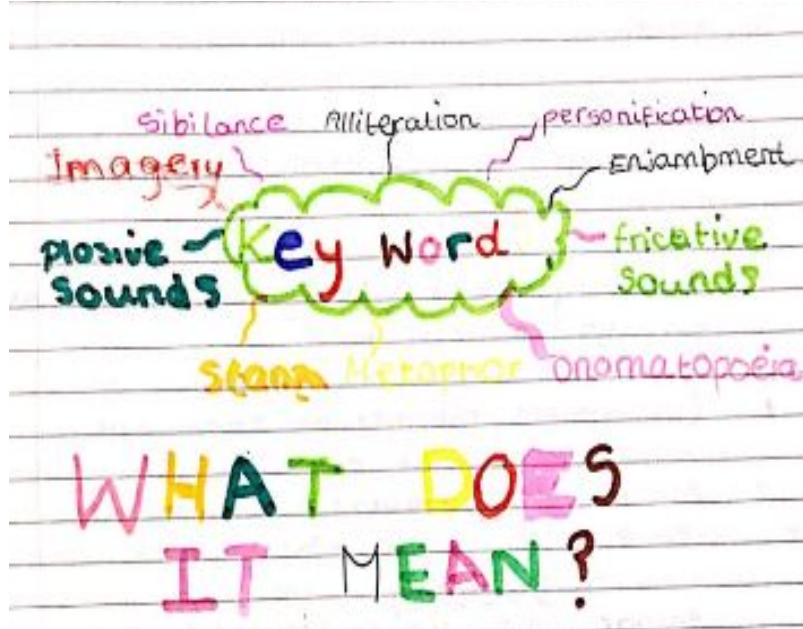
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



Look, Cover, **Mind Map**, Check, Correct

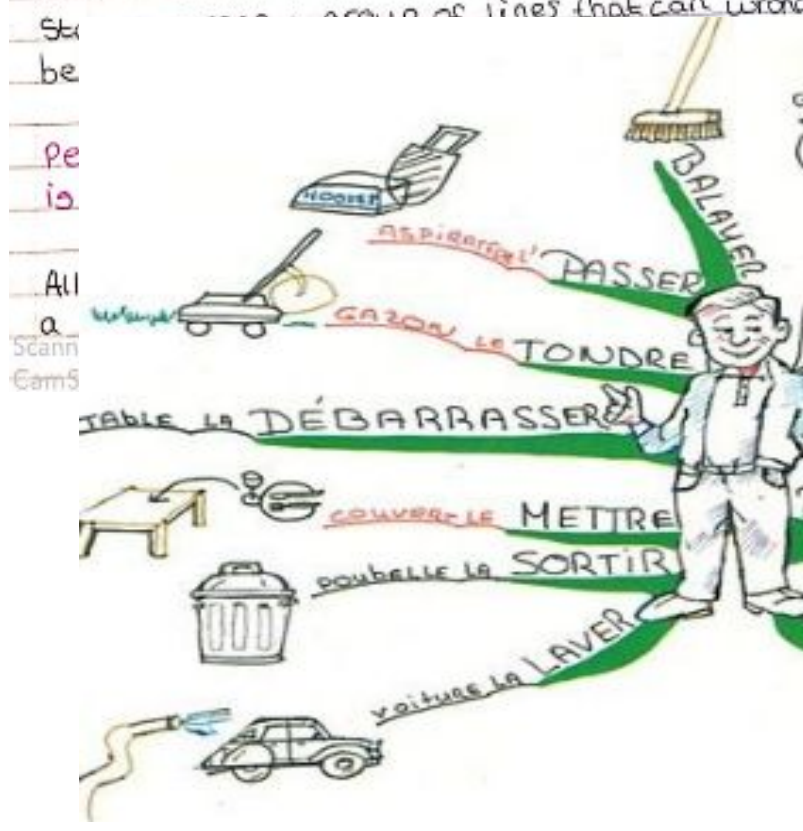
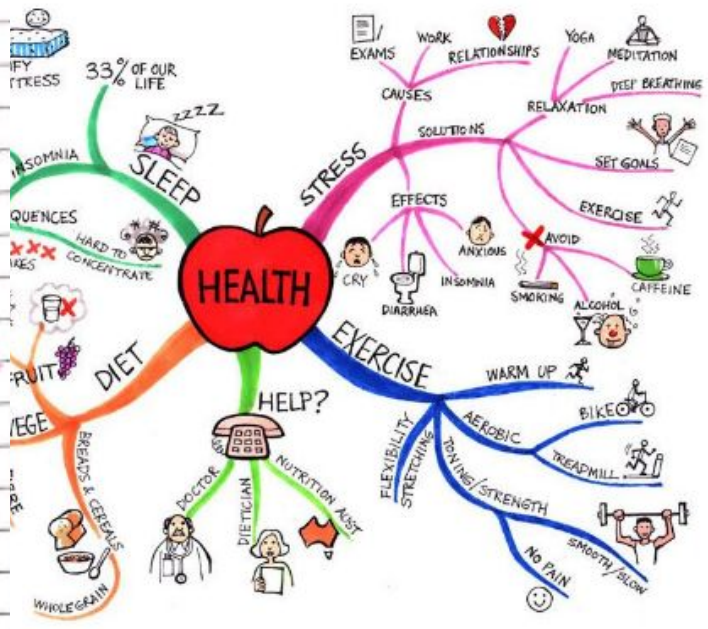
Examples:



WHAT DOES IT MEAN?

Onomatopoeia means a word that sounds like what it is.

Metaphors - means a non literal description for effect



Look, Cover, **Transform** Check, Correct

Look through and read the information on a section of your knowledge organiser then **cover** it up



Then **transform** the section, you can transform the information into one of the below:

- A selection of keywords
- Spellings you have to learn
- Song/poem to help you remember
- Key facts from the sheet
- Transform the descriptions into pictures/comic strip
- Transform it into revision card boxes
- Piece of extended writing based on the information.



Check and **correct** your work using green pen.



Look, Cover, Transform, Check, Correct

Example:

Maths.

Shapes!

Rectangle. = $L \times W$

TRAPEZIUM - $A = \frac{1}{2} \times (a+b) \times H$

Triangle - $\frac{1}{2} \times \text{base} \times \text{vertical height}$
 $A = \frac{1}{2} \times b \times h$

Shape Names!

cylinder	Cube
Cuboid	Cone
pyramid	Sphere
hemisphere	triangular prism
Trapezium	parallelogram
	WIKI English

WIKI Geography

3 Facts about Oceans!...

Fact 1 - 70% of the Oxygen we breathe is produced by Marine plants.

Fact 2 - 97% of the Earth's water supply is contained in the ocean.

Fact 3 - 30% of CO_2 emissions produced by humans are absorbed by the oceans.

deserts - Very hot deserts are

poems!

Blessing - a free verse poem about poverty and the importance of water.

It focuses on a slum on the outskirts of Mumbai in India and in particular the reaction of children who come to celebrate and drink when a pipe bursts.

Island man - is a short poem that focuses on the cultural of Caribbean man who wakes up in London but is dreaming that he's on a native island. In search for my lounge - the poet explores the internal conflict of she feels about losing her Indian cultural identity.

Half caste - about mixed race and people's identity and people's culture.

Nothing's changed - Talks about the rampant apartheid system in District six near Cape town in South Africa and explores all about racism. The ironic title brings to light how the apartheid has changed nothing but the appearance of the District of six.

apics. They are h
nes intensly.

pical rainforests
equator
we air is risu



Poetry

Key Concept: Morality

Morality is the concept of doing the right thing. **Morals** are basic guidelines for living.

People can learn morals from parents, friends, school, books, religion or from ethical traditions.

It can also be a lesson that someone learns in a book or story. It is usually one line at the end of the story ("The moral of this story is....."). Fables are stories with a moral.

The opposite of "moral" is "immoral", meaning the wrong thing to do. Morality means that you can tell between a right and a wrong thing.

Tier 2 Vocabulary

1. **Abhor**: regard with disgust and hatred. Verb.
2. **Antithesis**: opposition; contrast/ the direct opposite (usually followed by of or to). Noun.
3. **Supercilious**: behaving or looking as though one thinks one is superior to others. Adjective.
4. **Domineer**: assert one's will over another in an arrogant way. Verb.
5. **Antagonist**: a person who actively opposes or is hostile to someone or something; an adversary. Noun.
6. **Vacuous**: having or showing a lack of thought or intelligence; mindless. Adjective.
7. **Sympathise**: feel or express sympathy. agree with a sentiment, opinion, or ideology. Verb.
8. **Vicious**: deliberately cruel or violent. Adjective.

Success Criteria

- I made a clear and relevant point which answers the question.
- I selected a short piece of evidence to support my point (diveable image).
- I summarised the quote and what it means.
- I zoomed in on specific words and considered layers of meaning.
- I talked about the effect considering the writer's intentions and/or the effect on the reader.
- I ensure that my point, evidence and analysis are cohesive and link together.
- Challenge? I wrote in a formal academic style ensuring I used sophisticated vocabulary.

Poetry

Key Terms

Imagery: when language creates images in the mind of the reader.

Simile: when you compare two things using 'as' or 'like'.

Metaphor: when you say something is something else.

Extended Metaphor: refers to a comparison between two unlike things that continues throughout a series of sentences in a paragraph, or lines in a poem.

Personification: when you give an animal or object qualities or abilities that only a human can have.

Motif: A repeated idea or image which comes up several times in a piece of writing, often linked to a particular character or feeling.

Repetition: when a word or phrase is repeated.

Alliteration: when a sound is repeated.

Assonance: repeated vowel sounds in nearby words.

Sibilance: repeated use of 's' or soft 'c' sounds in nearby words.

Rhyme Scheme: the pattern of the lines that rhyme in a poem.

Couplet: a pair of rhyming verse lines.

Stanza: a group of lines within a poem.

Enjambment: when one line runs into another without a pause.

Caesura: a pause for effect in a line of poetry.

Volta: a sudden change in tone in a poem.

Juxtaposition: the act of placing two elements, characters, settings, ideas, words, or things side by side, or close together, to allow for comparison and/or contrast..

Oxymoron: an expression which combines a pair of contrasting/opposite terms.

Perspective: The point of view a story is told from.

Characterisation: How the writer creates a character so they seem 'real.'

Effect: The things that a method makes us think, feel or understand.

Method: Something the writer does with words, techniques or structure in their story.

Writer's Purpose: the writer's intentions. Why they are writing and what they want the reader to learn or understand.

Compare: the act of examining things to see if they are similar or different.

Maths Home Learning

As year 9 students are studying the GCSE course, their home learning will be set in the same way as in years 10 and 11; Students will have online learning to complete once a fortnight and a paper-based task to complete at home during the other week each fortnight.

All online tasks will be set on www.mymaths.co.uk. This will also provide support if you are stuck on your paper-based work. You can try the tasks more than once and should aim to continue until you get at least 'amber' in each set homework.

The school login for mymaths is:

School Log-in: whitstonesecondary

Password: fraction280

Students will also be given their own unique login from their Maths teacher. This can be written here so you don't forget it:

Username:

Password:

Please record below the work you have completed on mymaths

	Topic Practised	Score/ RAG	Signed by parent / carer
1			
2			
3			
4			
5			
6			
7			
EXTRA			



Adaptation

Animals compete with each other for: food, water, space and mates

Plants compete with each other for: light, water, space and minerals

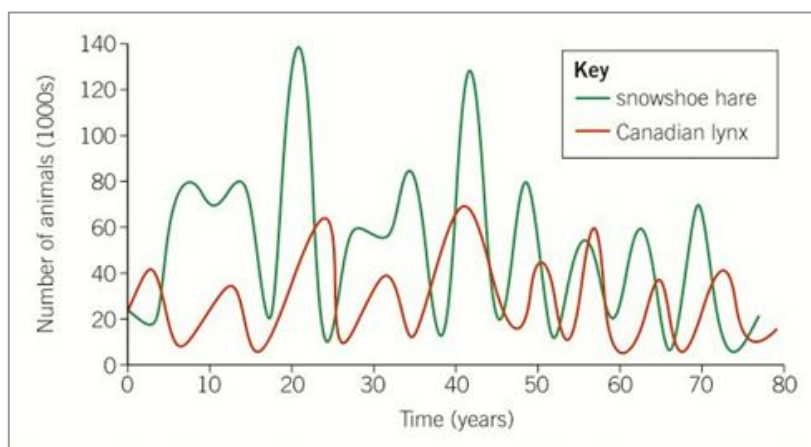


Animals need to be able to adapt to their surroundings to survive. Animals living in the desert need to survive extremes of temperature as well as a lack of food and water. The oryx is an example of an animal that survives in these conditions and has the adaptations as shown .

Plants need to be able to survive in a desert too. The cactus has a waxy cover to reduce water loss; a stem that can store water; spines instead of leaves to cut down water loss; and widespread roots.



Animals and plants also need to cope with changes in the seasons. Trees lose their leaves in winter to save energy and keep their roots warm. They can also reuse the nutrients from the leaves. Animals may hibernate, migrate, or grow thick fur during winter to cope with the colder temperatures and the lack of food.



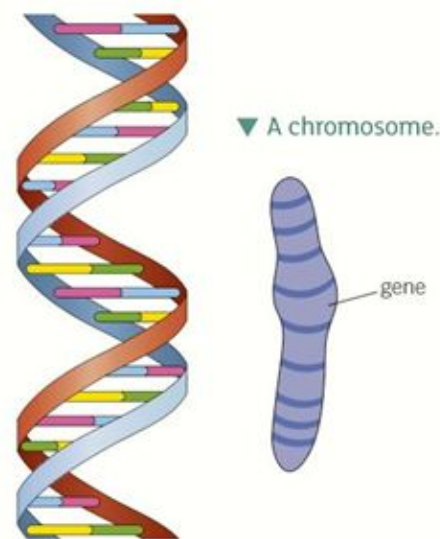
Animals also need to adapt to changes in their food supply. Only the best competitors will survive. When a predator feeds on just one type of prey, there is an interdependence between the predator population and the prey population. Changes in the population of one animal directly affects the population of the other. The graph opposite shows the relationship between these two populations.

Living things will show differences in their characteristics. This is known as **variation**. Some variation is inherited from the parents e.g. eye colour, or blood group, and some is due to the environment that the animal lives in e.g. dyed hair.

Inherited characteristics are passed to the offspring through the **DNA** in the nucleus of our cells. **DNA** contains all the information to make an organism. The **DNA** is arranged into long strands called **chromosomes**.

Each species has a different number of **chromosomes**. Humans have 46, which are arranged into 23 pairs. Humans inherit one copy of each **chromosome** from their mother and the other from their father.

Each chromosome is divided into sections of **DNA** which hold the information for a particular characteristic. These sections are called **genes**.



The species of living things we have on Earth today have developed gradually over millions of years. This process is called **evolution**. The evidence for this can be found in the **fossil record** which shows the remains or traces of plants and animals. The **fossil record** can also give us information about animals that no longer exist e.g. the dinosaurs.

Evolution happens in stages:

- An organism in a species shows variation caused by a difference in their genes.
- This organism may be better adapted to the environment and will survive.
- The organism breeds with another and the gene is passed onto the offspring.
- This process is repeated many times and this may lead to a new species.

When organisms are unable to adapt to a change in their surroundings, they may become **extinct**. This means there are no more individuals of that species left anywhere in the world.

Organisms may become **extinct** due to changes in their environment, destruction of their habitat, outbreak of a new disease, or introduction of a new predator



To prevent species becoming **extinct**, **gene banks** are being used to store genetic samples from different species. This could be used to produce new individuals in the future. Seed banks, tissue banks, crobanks and pollen banks are types of gene banks being used.

The peppered moth is a great example of a species that has evolved through **natural selection**.

Britain 1750-1900

In 1750 Britain, like most of the world, was an agricultural society with a clear structure of rich and poor. Although quite wealthy as a nation, most British people lived in poverty and had limited opportunities to improve their lives. Only rich people could vote for Members of Parliament and the monarch still had a lot of power and influence.

By 1900 things had changed. Britain had industrialised and made enormous amounts of money. Britain had also built the largest empire the world had ever seen, ruling over India, Canada, Australia, New Zealand and large parts of Africa.

Advances in technology - the steam engine, railways and factories made Britain the most powerful country in the world. Other countries had to race to keep up.

However at home many people did not benefit. Most of the money still remained under the control of just a small percentage of the population who kept it for themselves.

Out of this grew a series of movements which aimed to create a fairer society. The fight for the middle and working classes to get the vote would be a long, and at times bloody, one. Women were still not allowed to vote at the end of the 19th century.

Key words

Constituencies - An area represented by an MP

Empire - A large group of countries ruled over by one particular country or leader.

Franchise - Those who could vote in an area

Great Reform Act - An act of parliament passed in 1832. It made constituencies more equal and gave millions of men the right to vote if they owned property over a certain value.

MP - Member of Parliament elected to serve the people in a constituency.

Revolution - Overthrowing a government, often by force.

Rotten Borough - A constituency where there were only a few voters but still had an MP.

Tories - Old fashioned name for the Conservative Party. Usually rich men who didn't support change.

Trade Unions - Organisations of workers set up to support their members and get better pay, rights and working conditions.

Whigs - Old fashioned name for the Liberal Party. Usually had ideas to bring changes that made Britain a fairer place for all to live.

For most people life was tough. Living conditions were generally poor and the majority of the population struggled to survive.

Many houses did not have any running water. Toilets were often located at the end of the road and shared by up to 20 households.

Disease was everywhere, particularly in children. Cholera, measles, smallpox and dysentery could kill within days. There were no effective treatments at this time.



A street in Bristol in the early 1800s

In the mid 19th century some people began to examine the living conditions of the working people.

Dr Barnardo, Joseph Rowntree and William Booth all tried to help the poor.

Barnardo set up homes for homeless children and orphans. Booth and Rowntree both tried to find out why people were so poor - even if they worked full time.


Barnardos



William Booth
and The Salvation Army



As the century drew to a close there were more and more people campaigning for change. They wanted to make Britain, the richest and most powerful country in the world, somewhere that everyone could be proud of and one that other countries wanted to copy.

Was Britain a country to be proud of?

Next Steps: Finding out more about life in the 18th - 19th centuries

If you find yourself off-school unwell or isolating, or simply want to find out more, the below tasks are for you!

For these tasks you need to be able to access BBC Bitesize .This term we are mainly focusing on the Industrial Revolution and life in Victorian Britain.

Industrial Revolution:

<https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6>

Victorian Britain: <https://www.bbc.co.uk/bitesize/topics/zq9ysk7/articles/zhj9cmn>

Each page has sections that you should read to find out more about the topic. You should focus on working on one or two sections, which would be roughly a lesson . Once you have chosen your sections, choose to complete one of these tasks per section;

1. *Make a mind map all about the subject (such as the three developments that led to the Industrial Revolution).*
2. *Create a poster to help a Year 7 pupil understand what the topic is about (for example, on factory conditions and improvements).*
3. *Imagine you are a Victorian student. What is your life like and how do you spend your time?*

There are also helpful videos you can watch, links to explain new or unfamiliar words to help you understand what they mean (such as ‘tuberculosis’ or ‘slum housing’) and quizzes to test how much you have learned and what you can remember!

All of these tasks cover similar topics we are doing class, so if you are away, do not need to miss out!

If you need any help, please message your class teacher on ePraise.



HAVE FUN!

Development

Key Vocabulary

Development	People reaching an acceptable standard of living or quality of life.
Quality of Life	The general well-being of people including income, health, education, employment, and the environment.
Gross National Income (GNI)	The dollar value of a country's final income in a year, divided by its population.
Human Development Index (HDI)	TA better measure of development using 3 elements living standards, health and education.
Life Expectancy	The average period that a person is expected to live.

BRICs

Brazil, Russia, India, China and South Africa are all considered to be in a similar process of rapid economic development. These countries are developing at a rapid rate, all at once as they benefit from global inventions and ideas.

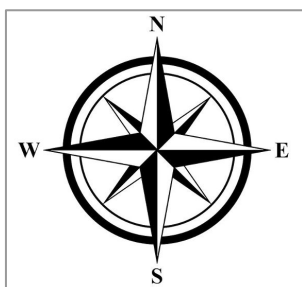


What Causes Poverty?

- **Location:** if a country is landlocked, it can be difficult to trade with other countries.
- **Politics:** politically unstable countries are often in poverty and this can be a long-term issue.
- **War:** war-torn countries are continually disrupted. Buildings and roads are destroyed, people are killed or forced to flee.
- **Gender Inequality:** when women have fewer rights and less education than men, a country is not fully using its workforce.
- **Climate:** extreme climates can make it difficult to grow crops, making food supply unreliable.
- **Natural hazards:** (earthquakes or volcanoes) The country is continually rebuilding or recovering from disasters, making it harder to escape poverty.
- **Access to education & healthcare:** can result in a shortage of people for skilled jobs, and it is harder to maintain high levels of hygiene.

The Development Compass Rose

N = Natural – Questions or observations about the environment. For example: What is the weather like?
E = Economic – Questions or observations about money. For example: What jobs are people doing?
S = Social – Questions or observations about people. For example: How does culture affect people here?
W = Who decides? Questions or observations about who is making the decisions. For example: Do these people have a say?



Key Vocabulary

Gender Inequality	When people are treated differently and given different opportunities just because they are male or female.
Bilateral Aid	A government in one country provides aid to the government of a foreign country.
Non-governmental aid	Charities called non-governmental organisations (NGOs) raise money from the public to support development projects in other countries.
United Nations	An organisation of 192 countries. They aim to bring nations together to prevent future conflict.
International Aid	voluntary donation of money, goods or knowledge from one country to another, often a developed country supporting developing countries.

Gender Inequality

- One in five teenage girls around the world is denied access to education.
- One in three girls in the lower income countries will be married by their 18th birthday.
- Difficulties in pregnancy and childbirth are the leading cause of death for girls aged 15-19 in developing countries.
- Between 2009 and 2013 there were attacks on schools in at least 70 different countries. A number of these attacks were directed at girls, parents and teachers who argued for gender equality in education.
- In the UK there is also inequality. For every £1 earned by a man a woman earns 81p.
- In the largest 350 UK companies, women only represent 23.5% of the top positions.

Sustainable Development Goals (SDGs)



Change lives. **For good.**
act:onaid

How Do Countries and Organisations Support Development?

ActionAid is an international NGO working with over 15 million people in 45 countries. They are working for a world free from poverty and injustice for over 40 years.

- **Defending women's rights** – in Nigeria many families may only pay for boys to go to school. By encouraging girls clubs in Nigeria, it gets the community to understand the importance of education and fewer girls drop out early to marry.
- **Tackling violence against women and girls and securing women's economic justice** – in Rwanda, ActionAid provides cows and seeds to woman in rural areas. This means they can fertilise their gardens and provide milk for their children. Any food sold can provide money to reinvest into the community.

Moral and Ethical Issues

Moral Issues are issues that relate to what we believe to be right or wrong. Examples include Animal Testing, Abortion, Euthanasia, Saviour Siblings, Genetic Engineering, Capital Punishment.

Where do you stand on these issues?



Aims of Punishment

Protection - to protect society from the criminal and the crime

Deterrence - to put off someone else committing the same crime

Retribution - to make the criminal suffer for what they have done

Reformation - to rehabilitate offenders so they can try to turn away from crime

Vindication - to prove the law should be respected and to ensure people uphold it

Reparation - repairing the damage done - making up for what they have done



Key Terms

Good and Evil - that which is morally right and beneficial.

That which is immoral, wicked and wrong

Forgiveness - to give up resentment and grant a pardon to a wrongdoer

Freewill - the ability to make choices freely and independently

Fairness - where everyone has equal provisions and opportunities

Sin - a deliberate immoral act, breaking a religious or moral law

How do people make moral decisions?

Conscience - we all have a conscience that helps assess right and wrong

Life experiences - our past experiences and what they have taught us

The Law - the law of the country and society we live in

Religious Leaders

Upbringing - our parents and family and the way we have been brought up



Was gibt es in deiner Stadt?

es gibt....There is

eine Bäckerei - a bakery
 eine Metzgerei - a butcher
 eine Drogerie - a chemist (like Boots/Superdrug)
 eine Apotheke - a pharmacy

einen Supermarkt - a supermarket
 einen Markt - a market
 einen Musikladen - a music shop
 ein Schuhgeschäft - a shoe shop
 ein Sportgeschäft - a sports shop
 ein Blumengeschäft - a florist

ein Schwimmbad - a swimming pool
 ein Schloss - a castle
 einen Bahnhof - a train station
 einen Marktplatz - a market place
 eine Bank - a bank
 eine Post - a post office
 eine Schule - a school
 eine Kirche - a church
 eine Tankstelle - a petrol station
 eine Kneipe - a pub
 ein Sportzentrum - a sports centre
 ein Museum - a museum
 ein Theater - a theatre
 ein Kino - a cinema
 ein Stadion - a stadium
 ein Restaurant - a restaurant

Im Geschäft

kann ich Ihnen helfen? - Can I help you?
 ich möchte... - I would like
 sonst noch etwas? - Would you like anything else?
 ist das alles? - Is that everything?
 Was kostet das? How much is that?
 Das kostet... - that costs

Was kann man hier machen?

man kann.. One can...

..(Fussball) spielen - play football
 Sport treiben - do sport
 einen Film sehen - watch a film
 einkaufen gehen - go shopping
 schwimmen gehen - go swimming
 rad fahren - cycle

Wo ist das?

neben - next to
 hinter - behind
 vor - in front of
 gegenüber von - opposite
 zwischen - between

These prepositions change the word for 'the' following them

der	→	dem
die	→	der
das	→	dem

e.g. neben der Apotheke

Wie komme ich?

Gehen Sie - Go... (formal)
 Geh - Go... (informal)
 Nehmen Sie - Take (formal)
 Nimm - take (informal)

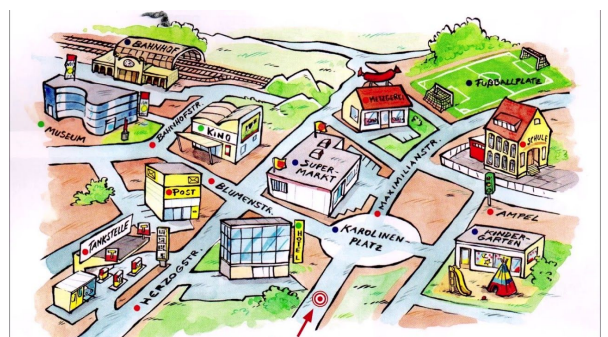
Links -left
 Rechts - right
 Geradeaus - straight on

Die	erste	Strasse	the first street on the...
	zweite		second
	dritte		third
	vierte		forth

....rechts/links - ...right/left

auf der linken/rechten Seite - on the left/right hand side

bis zur Kreuzung - to the crossroads
 bis zur Ampel - to the traffic lights
 an der/dem.....Vorbei - past the...
 über die Brücke - over the bridge



Define: Antisocial behaviour

Antisocial behaviour is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person'

Antisocial behaviour is an offence under the Crime and Disorder Act 1998. The legal definition includes harassment, but also covers a range of other situations. Antisocial behaviour may have occurred where an occupier is subjected to behaviour from a person not of the same household, which causes (or is likely to cause) harassment, alarm or distress. Any person, including adults or children, can carry out antisocial behaviour.

Antisocial behaviour is persistent behaviour and can include:

- verbal abuse
- harassment because of gender, race, disability or sexuality
- violence or threats of violence
- systematic bullying and/or intimidation
- noise, which is part of a pattern of antisocial behaviour
- dumping rubbish
- vandalism, damage to property and graffiti

Gangs and gang related crime. What is a gang?

A gang is a group or society of associates, friends or members of a family with a defined leadership and internal organisation that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal, and possibly violent, behaviour.

County lines crime

County Lines is the term used for organised crime usually drug dealing that involves young people being recruited to become part of the crime network.

Laws that protect against antisocial behaviour

Protection from Harassment Act 1997

This Act can be used to tackle harassment by a landlord, harassment by other people in the locality and discriminatory harassment.

The Act makes it a criminal offence for any person to pursue a course of conduct which amounts to harassment of another person, and they know or ought to know is harassment.

Criminal behaviour orders

A criminal behaviour order (CBO) is an order made in the criminal courts (Magistrates' court, Crown Court or Youth court) aimed at preventing antisocial behaviour by a person who has been convicted of any other criminal offence.

CBOs were introduced, with effect from 20 October 2014. CBOs replaced Anti-social Behaviour Orders (ASBOs) 'on conviction', that is an ASBO that was made in addition to a sentence imposed in respect of a relevant offence.

Power to grant injunctions

A court may grant an injunction to prevent violence and drug dealing activity (a 'gang injunction') against a person aged 14 or over where it is satisfied on the balance of probabilities (the civil standard of proof) that:

- the person has engaged in, encouraged or assisted gang related violence (including threats of violence and violence against property) or drug dealing activity (including supply, importation or exportation of a controlled drug or psychoactive substance)
- an injunction is necessary to prevent the person from engaging in, encouraging or assisting this conduct, or to protect them from gang related violence or drug dealing activity

Hearings regarding injunctions are not criminal trials.



THE GUITAR FAMILY AND CHORDS



There are **THREE** different types of GUITAR:

- the **ACOUSTIC** guitar which has 6 strings. *Listen to 'Blackbird' by The Beatles.*
- The **ELECTRIC** guitar which also has 6 strings. This is plugged into an amplifier or 'amp' to make it louder. *Listen to 'Voodoo Child' by Jimi Hendrix.*
- The **BASS** guitar which has four strings. *Listen to the beginning of 'Under Pressure' by Queen.*

The **UKULELE** has four strings. It originates in Hawaii and comes in numerous sizes. *Watch a performance given by The Ukulele Orchestra of Great Britain.*

These instruments can be **STRUMMED** to play **CHORDS**, or the individual strings can be **PLUCKED** with a plectrum (or 'pick') or finger tip to give single notes. The bass guitar tends to be plucked.

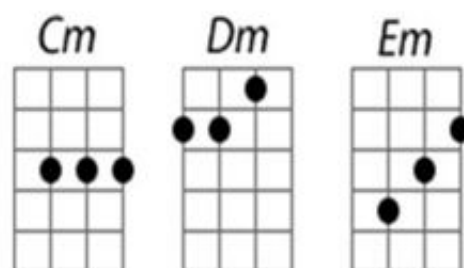
Chords are a structured collection of notes that provide HARMONY. If music were a cake, the melody (or tune) is the icing and the chords are the sponge; they determine the flavour of the music. There are different types of chords. The two most common types are: **MAJOR chords and MINOR chords.**



Put very simply, major chords sound 'happy' and minor chords sound 'sad'. There are hundreds of popular songs that use only major chords - *listen to 'All Right Now' by Free* - but only a few that use only minor chords - *listen to '505' by The Arctic Monkeys.* Can you hear the difference? There are many songs that use both major and minor chords.

Playing chords involves holding down multiple strings, and in doing so, this creates an observable 'shape' on the fretboard. The most common way of showing these shapes is by using **chord diagrams**.

The vertical lines represent the strings and the horizontal lines represent the frets. The dots represent where you put your fingers to create a particular chord. These are shapes needed to create C minor, D minor and E minor on the ukulele.



Practitioners

Konstantin
Stanislavski
1863-1938

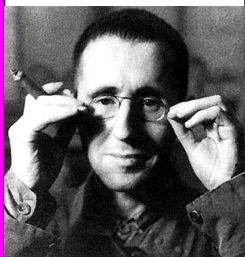


Performances should be realistic, and the acting style should be a mirror to real life. This is done through **THE PROCESS OF PHYSICAL ACTIONS** where an actor will remember a time they have felt a specific emotion, they then think through the physical symptoms of that emotion and by replicating those physical symptoms they will create a realistic portrayal of that emotion.

There should be an imaginary fourth wall between the audience and the actors, this wall should not be broken throughout the performance.

All characters have a **SUPER OBJECTIVE**, and **OBJECTIVE**. The **SUPER OBJECTIVE** is what the character wants to have achieved by the end of the play. The **OBJECTIVE** is what the character want to achieve by the end of a specific scene. Each character will have to go through specific **ACTIONS** to achieve their **OBJECTIVE** and this creates the story for the play.

Bertolt
Brecht
1898-1956



Brecht believed all theatre should be political, and that the audience should engage with the political message of the play, rather than going on an emotional journey with the characters. To do this he would remind the audience they were watching a play, this is called the distancing (*Verfremdungseffekt*) effect. The following are some of the ways he would do this.

Multi-Roling - one actor plays multiple characters in the same scene or play.

Split-Roling - one character is played by multiple actors in the same scene or play.

Breaking the Fourth Wall - Brecht would often have his characters speak directly to the audience, this would often be done in song to really make it clear that this was a play and not real life.

Practitioners

Frantic Assembly
Founded in 1994 by
Stephen Hoggett,
Scott Graham, Vicki
Middleton



Unlike the other two practitioners FRANTIC ASSEMBLY is a theatre company rather than just one man. Frantic Assembly are interested in all aspects of theatre and their shows combine dance and acting to tell the story, but they also treat the lighting, sound, music and all aspects of the show as equally important to creating a piece of theatre.

The dance pieces in Frantic Assembly rely on 'happy accidents' actors will devise work with no guidance of story. This means the movement is often symbolic and doesn't always have a narrative thread. The dance in a Frantic show doesn't have to have meaning, this allows the audience to add their own meaning to the dance and therefore become part of the story building process.

Frantic Assembly are still, producing work to this day, they are also the first physical theatre group to break into mainstream theatre with their work on *The Curious Incident of the Dog in the Nighttime*. (The image comes from this production)

You'll never see two good actors approach a role in the same way -Stanislavski

Art is not a mirror held up to reality but a hammer with which to shape it - Brecht

Always forward, Never back - Frantic Assembly's moto for the way they work

PRODUCT DESIGN

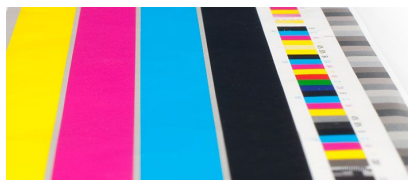
KEY VOCABULARY

Packaging
Template
Design
Information
Advertising
Communication
CAD/CAM
Illustration
Multimedia
Interactive
Typography

KEY POINTS

When creating a design for print, the design needs to be completed using a four colour process.

A four colour process means that all the colours are made up using CMYK, which stands for Cyan, Magenta, Yellow and Key (Black).

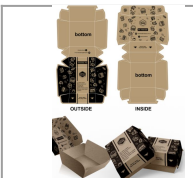


CAD - Computer Aided Design and CAM - Computer Aided Manufacturing, are two ways in which the design process can be sped up.

Using a computer to generate the design and graphics and machinery to speed up the process of production.

CAM could include the use of a laser cutter or a 3D printer to help produce an outcome.

GRAPHIC ELEMENTS



Packaging design is the process of creating everything on the outside of a product that a consumer would buy at a store or online.



Advertising can be presented in many forms; from TV adverts, to radio jingles, to internet pop ups and billboards.



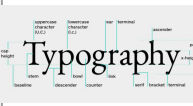
Communication graphics is communication using graphic elements. These elements include symbols such as glyphs and icons as well as images such as drawings and



Design for print can be magazines, brochure, leaflets, flyers and posters. When designing for print, images must be high resolution (hi-res) to ensure that they are good enough quality.



Contemporary **illustration** uses a wide range of styles and techniques including: drawing, painting, printmaking, collage, montage, digital design, multimedia, 3D modeling.

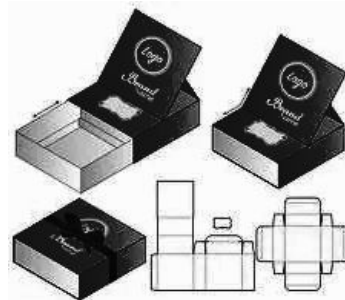


Typography is the art and technique of arranging type to make written language legible, readable and appealing when displayed.

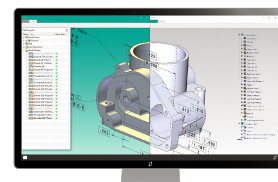
KEY ELEMENTS

TEMPLATE

A template is the flat outline of the packaging. This allows for all the details to be placed correctly in the design process



CAD



CAM

The new PE assessment framework

'Inspiring a lifelong love of movement'

Year 9

Healthy Me in PE

From September we will be assessing you differently in PE across Year 7-9.

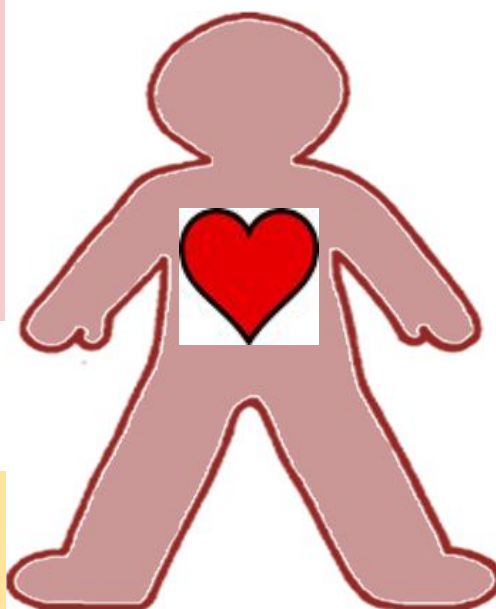
'Healthy Me in PE' means you develop a broad and balanced understanding of your physical, social, thinking and personal skills

Thinking Me

Refers to tactics, mental capacity, decision making and evaluation, creativity and collaboration.

Social Me

Oracy, motivating and influencing others as well as demonstrating empathy and sharing ideas



Personal Me

Responsibility, determination, dealing with challenge, personal motivation, feelings and resilience

Physical Me

Physical literacy and movements of the body. Developing personal fitness.

But why change?

At Whitstone school we believe PE is more than just playing sport, it is allowing all students to find success across the curriculum within the many different areas of physical movement. Following the impact of Covid-19 on the health of our nation, it has never been more important to take an active role in PE to nurture your own health.

The four strands of PE are all equally important and form part of your complete performance and understanding for the subject, however each is also vitally important for your health and well-being, (mental, social and physical well-being).

As we progress through the curriculum this year you will find that you will develop in these areas at different rates. Many of you will also feel you can perform some strands better than others depending on the area of study, but the key is to try and find the balance.



The new PE assessment framework

The Year 9 curriculum - Overview and Key terms (A progression from Year 8)

Concepts <i>Developing:</i>	Strand	What this is?.
Empathy	Personal	The ability to understand and share and react to the feelings of another
<u>Self management</u>	Personal	Management of or by oneself; the taking of responsibility for one's own behaviour and well-being
Responsibility	Personal	Show good leadership characteristics, making good judgment and the ability to act correctly and make decisions on your own
Emotional well-being	Personal	Emotional well-being can be described as judging life positively and feeling good. Being in control of your emotions
<u>Focus</u>	Personal	Having or producing clear visual definition and a clear goal with the desire to achieve it.
<u>Evaluating and goal setting</u>		Identifying what went well and what needs to be improved
Knowledge and understanding	Thinking	Knowledge is the information you have learned. When you understand the knowledge and learn to apply it to decision-making
Decision making	Thinking	Making the correct decision at the right time
Collaboration	Social	The action of working with someone to produce something or complete a performance
<u>Motivating others</u>	Social	Influencing others to want to succeed
Team work	Social	The combined action of a group, especially when effective and efficient.
Innovation and problem solving	Social	Come up with creative solutions to problems and challenges
<u>Improving of skills/tactics</u>	Physical/ thinking	Refining skills and developing performance
<u>Health related exercise</u>	Physical	Understanding how to focus training methods to specific fitness needs

Underlined concepts are progression from Year 8

Binary/denary conversions

ON corresponds to 1 and OFF corresponds to 0.

All computer programs, must therefore be translated into binary code for the computer to understand and execute the instruction.

To convert a binary number into a denary number, add the numbers in the column headings for the columns that contain a 1.

128	64	32	16	8	4	2	1
0	0	1	0	0	1	1	0

$$32 + 4 + 2 = 38$$

To convert a denary number to binary, you have to reverse the process.

Hexadecimal

Denary	Hex	Binary
0	0	0000
1	1	0001
2	2	0010
3	3	0011
4	4	0100
5	5	0101
6	6	0110
7	7	0111
8	8	1000
9	9	1001
10	A	1010
11	B	1011
12	C	1100
13	D	1101
14	E	1110
15	F	1111

Digital images

Bitmap images are made up of **pixels**.

Resolution is the number of pixels per inch.

Higher resolution = more pixels, better quality BUT bigger files.

Bitmaps use binary (png/jpeg use hex!)

Binary

Made up of just 2 digits and is known as base 2.

Denary

Base 10, the normal way we count.

Convert

To change the form of something

Hex

Hexadecimal has 16 base digits and is used to simplify how binary is represented.

Binary addition

$$0+0 = 0$$

$$0+1 = 1$$

$$1+0 = 1$$

$$1+1 = 10$$

$$1+1+1 = 11$$

Units of data

Bit = a 1 or 0

4 bits = nibble

8 bits = byte

1000 bytes = kilobyte

1000 kilobytes = megabyte

1000 megabytes = gigabyte

1000 gigabytes = terabyte

Hex colour codes

6 digits =

2 red, 2 green, 2 blue

#ffffff = white

#000000 = black

#ff0000 = red

#00ff00 = green

#0000ff = blue

Digital sound

When sound is sampled, measurements of the sound wave are taken and stored as a binary value

Sample rate = number of times per second that measurements are taken, measured in kHz

Bit depth = how precise the measurements are, measured in bits.

The higher the sample rate and bit depth, the higher the quality of the sound BUT also the larger the file size.

What is Street Art?

Street art is unofficial and independent visual art created in public locations for public visibility. The history of street art originated with tagging, or scratching names on public property. Graffiti artists in the 1970s and 1980s began to inspire people like Keith Haring, who did chalk drawings in the New York City subway system before rising to prominence in the art world.

Street Art can send messages to the public about current political arguments. Stencils and stickers can be used as a means to quickly spread opinions.

Keywords

Political
Messages
Activist
Typography
Design
Silhouette
Stencil
Cutouts
Space

Banksy is an English street artist, political activist, and film director whose real name and identity remain unconfirmed and the subject of speculation. His works are really famous and most have a hidden meaning or message. This provides much discussion and opinions on current affairs.



Swoon is a Brooklyn based street artist who creates life-sized portraits of people she meets using woodcut block prints and paper cutouts. Swoon's main location are the city walls, often in the environments that inspire the prints. Influenced by German Expressionist woodblock prints to Indonesian shadow puppets. A master of using cut paper to play with positive and negative space.



Frank Shepard Fairey is an American contemporary street artist, graphic designer, activist, illustrator, and founder of OBEY Clothing who emerged from the skateboarding scene. He first became known for his "Andre the Giant Has a Posse" sticker campaign while attending the Rhode Island School of Design.



Special Diets

Medical Conditions

Lactose Intolerant - Must avoid food containing cows milk e.g. cheese, butter, yoghurt and processed foods containing dairy products such as whey.

Coeliac Disease (Gluten intolerance) - must avoid wheat and wheat products such as pasta, noodles, bread, biscuits, cakes and flour-thickened sauces. Also rye, barley and oats but CAN eat potatoes, rice and corn products.

Nut Allergy - must avoid nuts, blended cooking oils, margarines and processed foods that may contain nuts.

Diabetes - must avoid processed, refine sugar and eat starchy foods (high in fibre) at regular intervals.



Lactose Free



Personal Choice

Vegans - Eat no animal produces - no meat, fish, dairy, honey or processed foods containing whey or gelatin.

Vegetarians - Eats no meat or fish.

Pescatarian - Eats no meat except fish.



Religious Diets

Muslims (Islam) - Do not eat pork. Only eat halal meat.

Jews (Judaism) - Do not eat pork and shellfish. Only eat kosher meat.

Hindus (Hinduism) - Do not eat beef. Often vegetarian.

Sikhs (Sikhism) - Most do not eat meat and fish.



Non-meat alternatives for a protein source

	Nutrition	Usage
soya	-Good source of high biological value protein -Source of polyunsaturated fatty acid -Source of calcium, iron and B vitamins	- Used in salads -Heated and ground to produce soya milk -Fermented to make soy sauce
textured vegetable protein	-Made from soya flour -Low in fat -Good source of protein -Source of fibre	-Produced in mince or chunks to use as an alternative to meat in Bologna season/stir-fry
tofu	-Made from soya bean curd -High biological value protein -Source of calcium and iron	-Used in smoothies and desserts -Used as a replacement for dairy -Added to stir-fries
Quorn	-Quorn is a brand name -Contains egg (not suitable for vegans) -Source of protein -High in fibre. -Low in fat	-Available and processed in a variety of different. formats: sausages, mince, chunks, burgers

The Designer - Part I

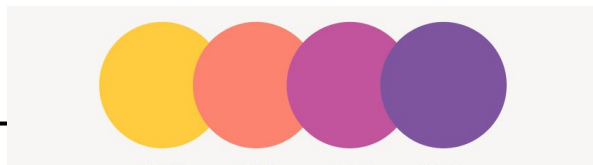
Designers create brands and experiences, advertisements, publications, physical spaces, digital spaces, animations and many other things. Design directly impacts our lives and has the potential to influence the world for the better.

Read, experiment and apply these powerful graphic design tips to make more of an impact in your work...

Make sure colour is on point

Colour is one of the most impactful elements of design in communicating a certain tone or message.

An easy starting place is beginning with a colour palette of 1-3 main colors that complement one another and then using different tones of the same color for consistency.



Moodboard it out

Create a moodboard of inspirational designs that convey a similar look and feel to what you would like to create in your design.

This might include elements like fonts, color palettes, imagery or illustration styles and importantly, layout references that deal with a similar design context.



Don't be afraid of white space

Integrating space between the elements of your design is called 'white' or 'negative' space. White space can aid in achieving a certain look or feel to your design. It can feel clean, minimal and contemporary.

If clean and minimal are not necessarily what you're aiming to communicate, you still shouldn't discount the impact of creating some space. It can be tempting to fill up any empty spaces in your design, however, space can also be one of your greatest assets when used strategically and can help in creating a focal point.

Try creating space around an element that you want the viewer to focus on.

White
space
is your
FRIEND.



PHYSICAL AND INTERPRETIVE SKILLS

Physical (Technical) skills are linked to your technical ability as a dancer
Interpretive (Expressive) skills are linked to your performance as a dancer.



PHYSICAL SKILLS & DEFINITIONS

Alignment: Mechanically efficient placement of the joints of the body. Body weight evenly on the feet, knees bend over toes, back has curves but not forced, shoulders relaxed.

Application of dynamic range: Ability to use a wide range of dynamics. How you move - such as fast, slow, sharp, soft

Balance: Being stable whilst being still and during movement. Using your centre to manage weight placement on a particular support.

Body Awareness: Ability to know what your body is doing whilst moving

Contraction: Tightening of the muscles

Coordination: Controlling all parts moving at the same time.

Extension: To stretch and extend the body usually arms or legs, toes or fingers

Flexibility: The ability of your joints to move through a full range of motion. Having flexibility in your muscles allows for more movement around the joints

Isolation: Moving one body part without any other part of the body moving

Movement Memory: Ability to remember and reproduce the actions and movement accurately

Posture: How the body is held when standing, sitting, lying etc...

Spatial Awareness: Knowing where the body parts are in space in relation to the rest of the body or where you are facing, the direction of the action and its size, level and shape

Stamina: Is the endurance of either the muscles or the heart and breathing. Ability to keep going.

Strength: Muscle power needed to perform an action

Whole body participation: Using the whole body even if the emphasis is not on a particular body part.

INTERPRETIVE SKILLS & DEFINITIONS

Accurate interpretation and reproduction of style, steps and movements: A personal understanding of the actions projected through style, music and dynamics

Emphasis: Involves knowing what aspect of energy, space and time to accent at different moments throughout the dance

Facial Expressions: How you use your face to express different emotions about the dance. Calm, anger, neutral, happy

Focus: Where you are looking – down to the floor, back of the audience, other dancers

Group awareness and use of space: Ability to know where other dancers are and adapt accordingly

Musicality: Is a sense of rhythm and musical structure in a dancer's movements. It is the awareness of the qualities of the music and projecting, contrasting and or complementing the music effectively through movement

Projection: Involves throwing the energy out of the body so as to give a quality of life to the movement

Timing: Listening and feeling the beat of the music and being able to let go and allow yourself to express your feelings through your movements, instead of trying to keep count of the beats in your head.

BELOW ARE A LIST OF SKILLS THAT YOUR WOULD ADAPT IN A PERFORMANCE PIECE TO COMPLEMENT THE DANCE STYLE OR GENRE LEARNT.

Posture - Use of whole body - Dynamic range
 - Movement quality - Awareness and appreciation of sound accompaniment - Facial expressions - Focus

For example, posture in street dance is performed and applied very differently in comparison to how you hold your posture in ballet.

CHOREOGRAPHY, REHEARSAL AND PERFORMANCE EVALUATION



Evaluating your dance work? Try these **sentence starters** to help your analyses and evaluate you going:



I would like to tell you about.....
 I would like to explain about.....
 I have choreographed.....
 My dance was about.....
 This term I have learnt.....
 I am pleased with my finished performance because.....

The most enjoyable part of the work was.....
 The area I found the most challenging was.....
 I am now aware of.....
 The equipment/resources I have used are.....
 I would develop my work by.....
 I would like to use this (insert: technique, idea, development or method) in my future projects because.....

The key focus this term was.....
 Important things to remember are.....
 I have learnt how to.....
 I have planned.....
 The most enjoyable part of the work was.....
 I am able to use.....

DANCE

CHOREOGRAPHY

Choreographic Devices:
Repetition – A very simple device where you repeat all or a part of one motif.
Contrast – Where you add something completely different to your dance.
Transitions – Links between movements, phrases and sections of your choreography.
Retrograde - Performing a motif backwards (like rewinding a video)
Beginning and End – It is important to have a catchy beginning and end to your dance.
Climax – This is the peak of your dance, like a big lift or jump which is the main visual point of the dance to the audience.
Highlights – This is moments that lead up to the main climax of the dance.
Form/Structure of sections:
 AB = Binary, ABA = Ternary,
 ABCDEFG = Narrative,
 ABACADA = Rondo,
 AA1A2A3A4A5 = Theme and Variation, ??? = Chance

REHEARSAL

Warm up and stretch properly and correctly
 Mentally and physically prepare yourself for the rehearsal/lesson ahead
 Follow health and safety rules in dance and wear the correct attire
 Work with different group variations—1, 2, 3, 4, 5
 Aim to Input creative ideas
 Listen to the ideas of others
 Communicate effectively and calmly with others
 Take the lead in groups
 Be a team player – Teamwork
 Try to show and maintain commitment to your work
 Focus at all times
 Repetition is key, repeating your creative dance sequences will help remember your dance
 Identify yours and your groups strengths
 Identify areas for improvement to make progress in your dance work

PERFORMANCE

Movement Memory – remembering your dance
Accuracy—copying exactly the actions you see
Extension—stretching into the space
Fluency—moving from one action to the next without pauses
Flexibility—range of movement in joint
Posture—how you hold your body when sitting/standing
Spatial Awareness—knowing where you are in the space
Strength—muscle power needed to perform movements
Focus—use of the eyes looking at other dancers, the audience or to a body part
Facial Expression—emotion shown through eyes, mouth and eyebrows
Sensitivity to others—in space, group formations, when in contact
Commitment—considering work as a performance piece
Physical Skills – skills you use to show the ascetic/technique
Interpretive Skills – Skills that you use to expressive the mood, atmosphere or meaning of the dance

How do the challenge tasks work?

Each term, five subjects will set additional challenge tasks. These tasks are optional so you can pick and choose which ones you do. For each task that you complete, you will be rewarded with 5 epraise points and be entered into a draw to win a prize.



Your class teacher will give you details of how and when you should hand in the task

SCIENCE

Explaining natural selection

Imagine you have to teach the process of natural selection to other members of your year group.

Produce a presentation or leaflet which explains how peppered moths evolved as a response to the industrial revolution. You need to explain what genes are, and how they are passed on.

Tips

- Remember to explain all scientific terms clearly
- Focus on how peppered moths have adapted their colours over time

Keywords:

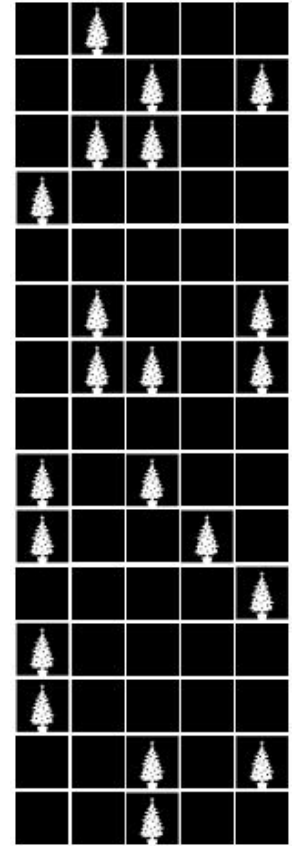
Adaptation, competition, natural selection, reproduced, camouflaged, evolved

ICT

Tom is trapped on the top floor of a department store. It's just before Christmas and he wants to get home with his presents. What can he do? He has tried calling, even yelling, but there is no one round. Across the street he can see some computer person still working away late into the night. How could he attract her attention? Tom looks around to see what he could use. Then he has a brilliant idea—he can use the Christmas tree lights to send her a message! He finds all the lights and plugs them in so he can turn them on and off. He uses a simple binary code, which he knows the woman across the street is sure to understand.

Can you work it out?

1	2	3	4	5	6	7	8	9	10	11	12	13
a	b	c	d	e	f	g	h	i	j	k	l	m
14	15	16	17	18	19	20	21	22	23	24	25	26
n	o	p	q	r	s	t	u	v	w	x	y	z



Can you create your own code?

PE

Home learning challenge

The extra challenge this term for PE is a home gym or home exercise challenge. Over the next 30 days we would like you to choose a challenge from the list below or alternatively find one of your own and work hard over the next 30 days to improve on your performance.

1. Sit-up or Press-up challenge

Starting on day one you do just 1 press-up or sit-up, day two is 2 press-ups or sit-ups, day three is 3 press-ups or sit-up and so on until day 30.

2. Couch to 5KM

Step one find a safe route that is 1km or 1000m. Make sure an adult know what you are doing and where you are. Use your phone to get a accurate distance. Start by just walking or jogging the distance for one lap. As the days go on increase the laps or speed of your run. Can you get to 5km in 30 days. What is your best time?

3. A fitness challenge of your own. Find your own challenge

Whatever challenge you chose to do, keep a log of your progress and take some photos to epraise to your PE teacher.

DT

ALESSI is an Italian design company specialising in home ware and kitchen equipment.

Use the mood board of images below to design a new kitchen product for the company. Your ideas must:

- Be fun and colourful, based on Alessi's creative style.
- Function as a working product for use in the kitchen.
- Be labelled / annotated to show key features and materials.
- Your final design should have some indication of colour.
- It could be rendered to show tone / 3D shading.

ALESSI



MUSIC

Choose one of the following famous guitarists and listen to some of their music.

Jimi Hendrix
Eric Clapton
Carlos Santana
Buddy Holly
Joni Mitchell
Frank Zappa

Produce a fact file about your chosen artist, you could include:

- Name, age, nationality
- Images
- Bands or artists that they have worked with
- Most famous or well loved music
- Your personal opinion and favourite track

