



Knowledge Organiser

Year 9

Summer Term 1



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.

Contents

Contents	2
Knowledge Organiser Timetable	3
How to Use your Knowledge Organiser	4
Knowledge Organiser Quiz	5
Look, Cover, Write, Check, Correct	6-7
Look, Cover, Mind Map, Check, Correct	8-9
Look, Cover, Transform, Check, Correct	10-11
English	12-14
Maths	15
Science	16-17
History	18-20
Geography	21-22
Ethics & Culture	23-24
German	25-27
PSHE	28
Music	29
Drama	30-31
Product Design	32
PE	33
ICT	34
Art	35-36
Catering	37
Graphics	38
Dance	39-40
Extra Challenge Tasks	41-43

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.



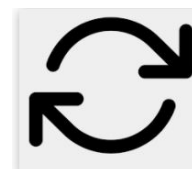
Then **cover** the section so you can no longer see the information.

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} 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} meseta.

purple pen improvent 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.



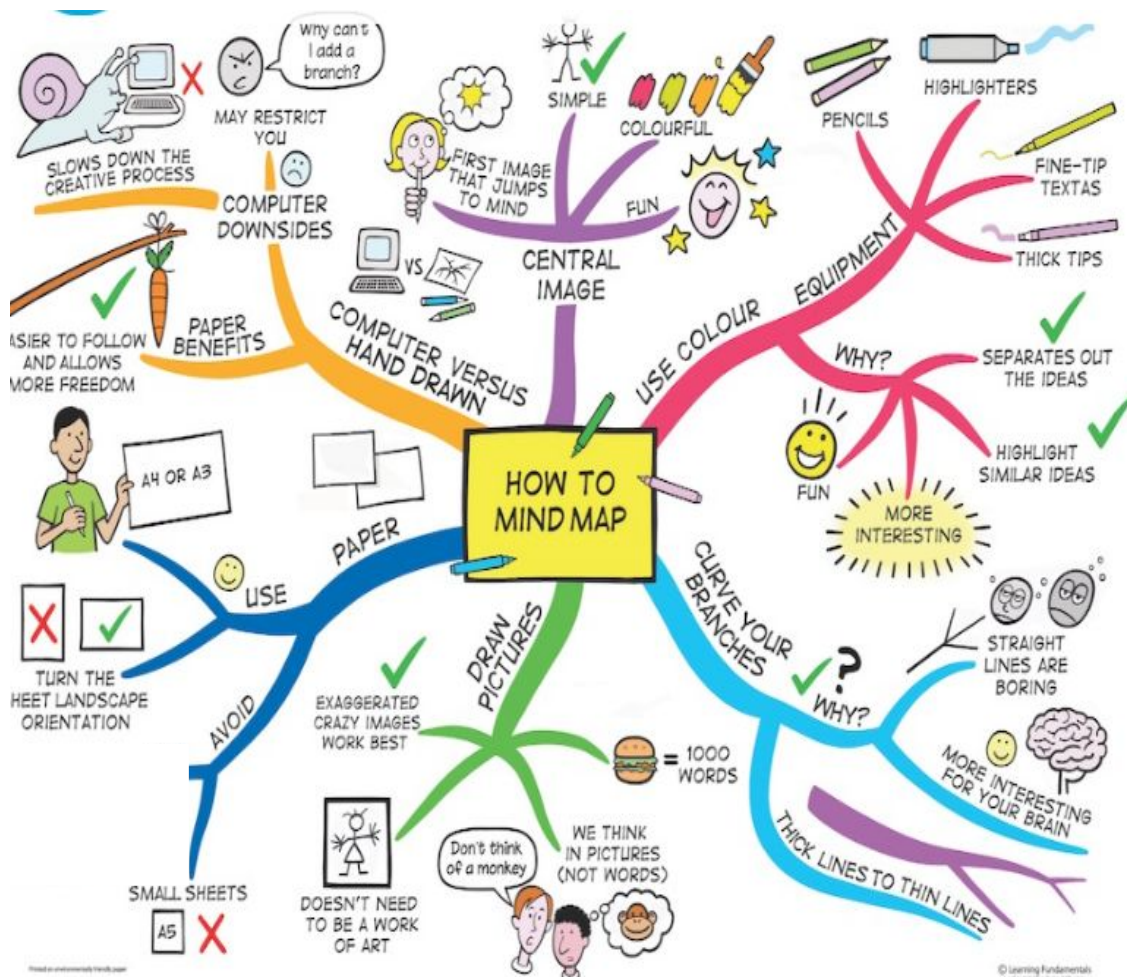
Then come up with a **title** for the section and put a bubble or star around your word

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



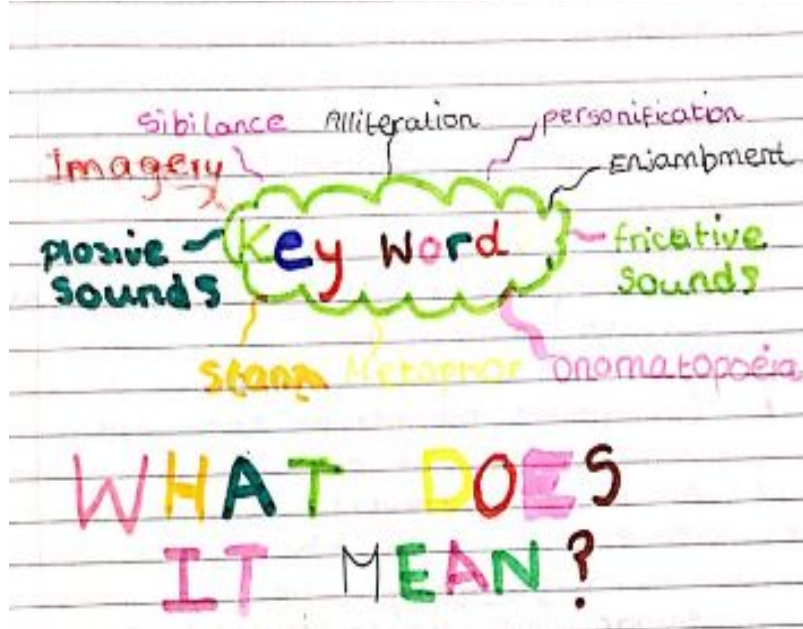
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



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

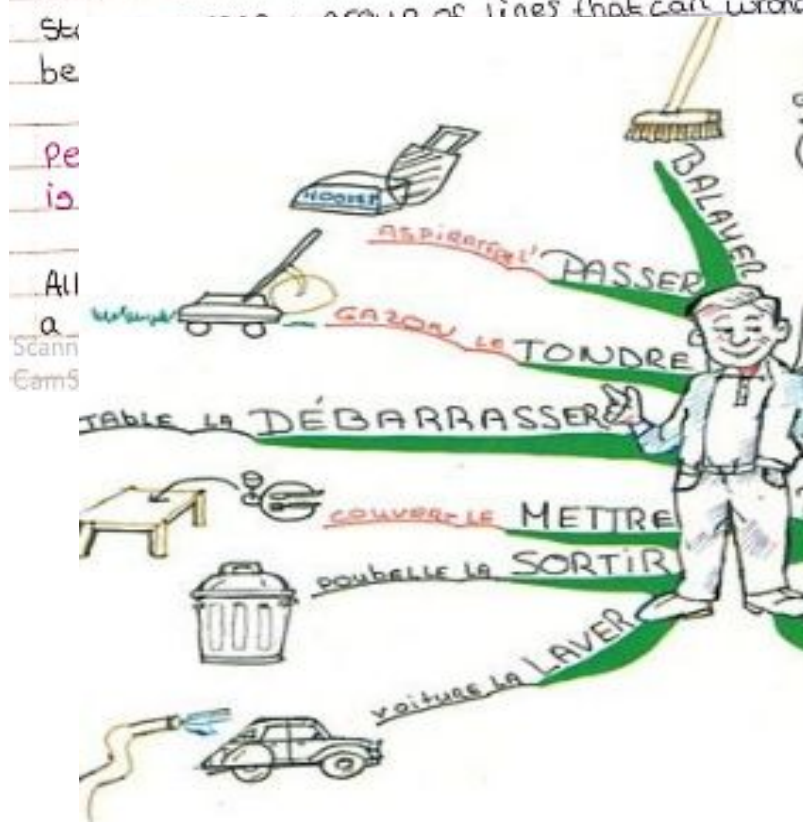
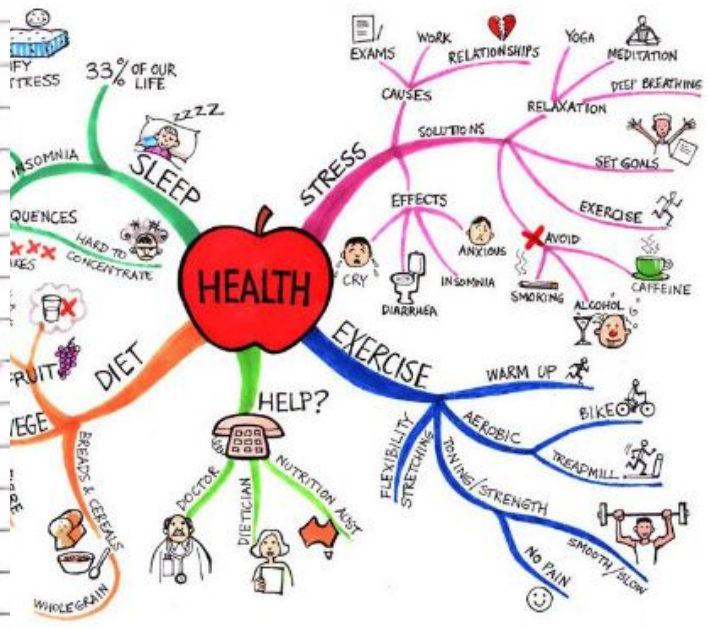
Examples:



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
	WRT English

WRT 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.

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nes intensly.

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equator
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The Art of Rhetoric

Tier 2 Vocabulary

Rhetoric: speech or writing intended to be effective and influence people.

Persuasive. Noun.

Credibility: the quality of being trusted and believed in. The quality of being convincing or believable. Noun.

Eloquent: giving a clear, strong message/ using language to express ideas or opinions clearly and well, so that they have a strong effect on others. Adjective.

Paramount: more important than anything else. Adjective.

Incontrovertible: impossible to doubt because of being obviously true. Adjective.




Pledge: to make a serious or formal promise to give or do something. Verb. A formal promise to do something. Noun

Retaliate: make a counterattack and return like for like. Verb.




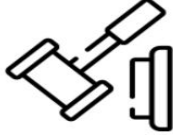







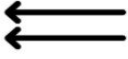
Fundamental: more important than anything else. Adjective.

Quest: a long search for something that is difficult to find, or an attempt to achieve something difficult. Noun.

Oppression: a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom. Noun.

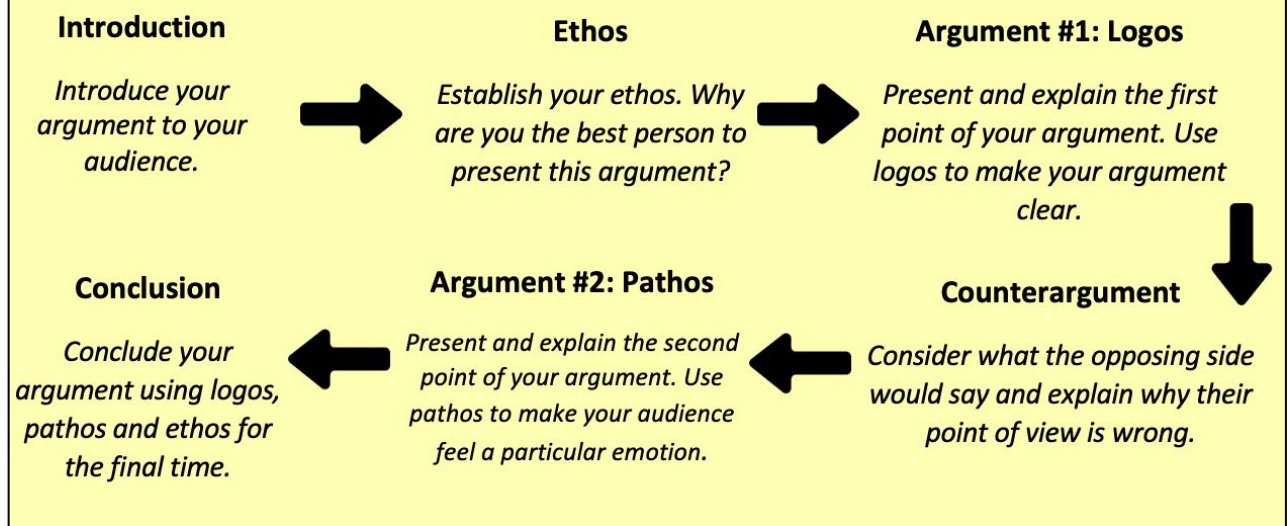
THE ARISTOTELIAN TRIAD	
<i>Strategies people use to appeal to their audiences</i>	
Ethos 	Appeal of personality or character. Establishes the author's credibility. <ul style="list-style-type: none">- <i>Good will</i>- <i>Good character</i>- <i>Expertise</i>
Logos 	Appeal to reason. Establishes a logic argument. <ul style="list-style-type: none">- <i>Statistics/Facts</i>- <i>Citing authority</i>- <i>Data</i>- <i>Benefits</i>
Pathos 	Appeal to the emotions of the author's audience. <ul style="list-style-type: none">- <i>Fear</i>- <i>Duty</i>- <i>Hope</i>- <i>Patriotism</i>

Rhetorical Devices

<p>Anecdote: A short amusing or interesting story about a real incident or person.</p> 	<p>Statistics: A fact or piece of data obtained from a study.</p> 	<p>Opinion: A view or judgement formed about something, not necessarily based on fact or knowledge.</p> 	<p>Imperative: A command.</p> 
<p>Rhetorical Question: A question which does not require an answer.</p> 	<p>Tricolon: A series of three parallel words, phrases, or clauses</p> 	<p>Direct Address: Addressing a person or a group of people directly through use of name or personal pronouns.</p> 	<p>Hyperbole: Exaggerated statements or claims that are not meant to be taken literally.</p> 
<p>Emotive Language: Language which makes the audience feel a particular emotion.</p> 	<p>Maxim: A short statement expressing a general truth or rule.</p> 	<p>Anaphora: The repetition of a word or phrase at the beginning of multiple sentences.</p> 	<p>Analogy: A comparison between one thing and another, typically for the purpose of explanation.</p> 

The Art of Rhetoric

STRUCTURING PERSUASIVE WRITING



Varied Sentence Forms

1. Three adjectives of/on/to...

We are tired. Tired of waiting, tired of struggling, tired of losing out.

This is unfair. Unfair to students, unfair to teachers, unfair to parents

2. Not only, but also

Not only is smoking incredibly dangerous for your health, it is also an expensive habit.

3. Ask a question then answer it

Can we afford to risk the health of our children? No! Something needs to change.

4. Adverb pairs

Unfortunately, we risk losing everything. Fortunately, there is a solution if we act now.

Unhappily, this is the reality for many children living in poverty. Happily, we can all make a difference if we change some simple things.

5. Less, less, less

The less time spent with the family means the less time that is spent establishing family values, which means the less time a child is able to connect with their parents.

6. More, more, more

The more dirt that was shifted away, the more of the statues belly was exposed, and the more indignant the sacred relic became.

7. So, so

Holidays are so infrequent, so short, that they feel as if they are over before they have begun.

8. Double adjective start

Infrequent and expensive, holidays hit the pockets of families across the county.

Online Maths Work

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 homework set each week- some will be online and some will be on paper.

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:

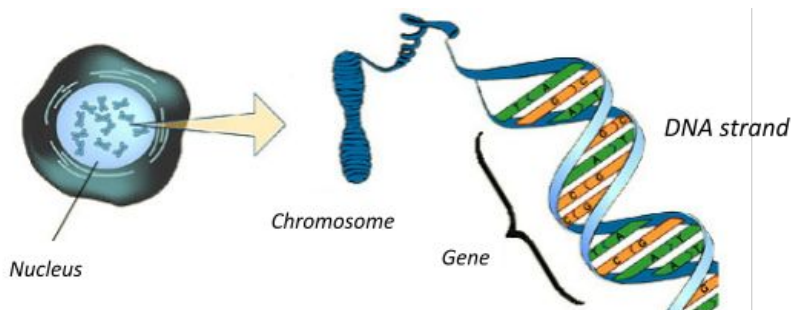
Password:

Please record below the work you have completed on mymaths

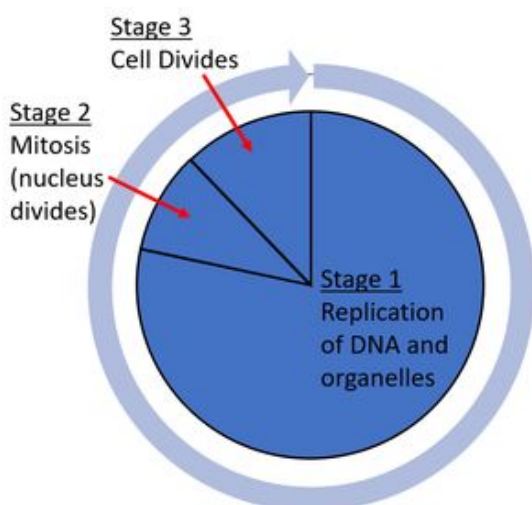
	Topic Practised	Score	Signed by parent / carer
1			
2			
3			
4			
5			
6			
7			
EXTRA			

GCSE Biology chapter 2

New cells are needed for an organism to grow, to repair damaged tissue, and to replace old and worn out cells. The new cells must have the same genetic information as the originals so that they can do the same job.

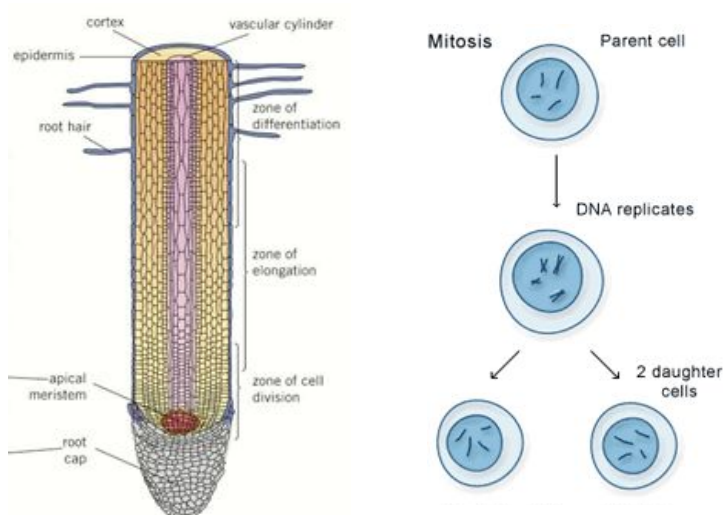


Each cell has a **nucleus** that contains **chromosomes**. Humans have 46 chromosomes in the nucleus of body cells, arranged in 23 pairs. A **gene** is a small packet of information that controls a characteristic, or part of a characteristic, in your body.



Body cells divide in a series of stages known as the **cell cycle**. This involves a process called **mitosis** which produces two identical daughter cells. **Stage 1** in the cell cycle is the longest stage. The cell grows bigger, and the DNA is replicated during this stage. The number of mitochondria, ribosomes, and chloroplasts also increase during this stage. During stage 2, one set of chromosomes is pulled to each end of the cell and the nucleus divides. In stage 3, the cytoplasm and the cell membrane divide and the two daughter cells are formed.

Multicellular organisms contain lots of different types of cells. This is because cells will **differentiate** to become specialised cells - develop to take on a particular job in the organism. Cells which are unspecialised are known as **stem cells**. These are found in early plants and animals. Specialised cells can divide by mitosis, but can only form the same type of cell. In a mature animal, little or no growth takes place. Cells can only divide to repair or replace cells.



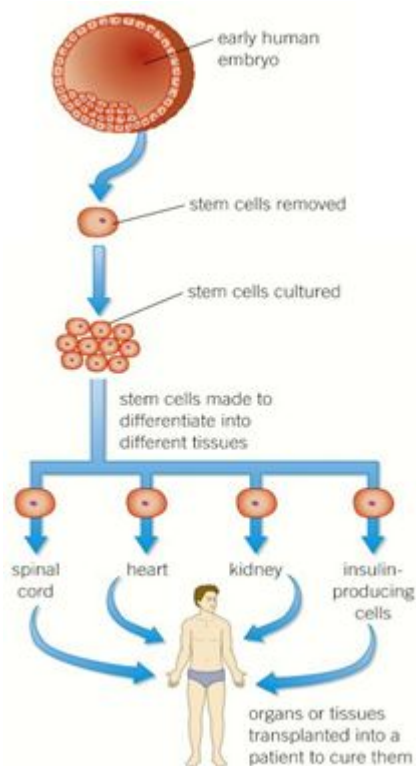
Plant cells are able to differentiate all through their lives. Undifferentiated cells are formed at active regions of the stems and roots, known as **meristems**. In these areas, mitosis happens continuously. The cells then elongate and grow before they differentiate.

Embryonic stem cells are cells that are found in early embryos which differentiate to form many different types of cells.

In adults, stem cells are found in very few places e.g. bone marrow. **Adult stem cells** can only differentiate into a few different types of cells.

Plant stem cells (meristems) can be used to make clones of the mature parent plant very quickly and economically. This is important as it gives us a way of producing large numbers of rare plants reliably and safely. We may be able to save some rare plants from extinction in this way. Cloning large numbers of identical plants from the stem cells in plant meristems is also widely used in horticulture producing large numbers of plants such as orchids for sale. In agriculture it is used to produce large numbers of identical crops plants with special features, such as disease resistance.

Stem cells are being used for many different purposes. Nerve cells are being grown from stem cells to repair spinal injuries and paralysis. People with type 1 diabetes have to inject themselves with insulin every day. Scientists are looking at ways to make insulin-producing cells using stem cells which can be put into the pancreas of people suffering with diabetes. This would stop the need for insulin injections and would eliminate diabetes. In 2014, doctors transplanted embryonic stem cells into the eyes of people going blind. These patients found that they could see better.



The problems with using **embryonic stem cells** are numerous.

- People question the use of a potential human being as a source of cells, even to cure others
- Some people feel that it is not right as the embryo cannot give permission
- Religious beliefs mean that some people cannot accept any interference with the process of human reproduction
- The process of developing and using these stem cells is slow and expensive
- Embryonic stem cells can grow and divide rapidly which can lead to concerns that they could cause cancers
- The adult stem cells may contain viruses which could be transferred and infect patients
- Some people feel it is a waste of money

The diagram above shows **therapeutic cloning**. This involves taking cells from an adult to produce a cloned early embryo of themselves. This would provide a source of perfectly matched embryonic stem cells which could be used to grow new organs that would not be rejected by the body.

A Timeline of WWII

August 1939 - The Non-Aggression Pact between Germany and the USSR (Russia) allowed Germany to invade Poland without fear of Russian opposition.

1st September 1939 - The Germans invade Poland.

3rd September 1939 - Britain declares war on Germany

10th May 1940 - Germany invades France who surrender six weeks later. Churchill replaces Chamberlain as Prime Minister.

Summer 1940 - The Battle of Britain. The RAF defeat the Luftwaffe (German air force) preventing a German invasion of Britain.

Winter 1940-1941 - The Blitz. German bombers attack British cities at night resulting in thousands of deaths and widespread destruction.

22nd July 1941 - Operation Barbarossa - The Germans invade Communist Russia bringing the Russians into the war on Britain's side.

7th December 1941 - The Japanese attack Pearl Harbor bringing the USA into the war on Britain's side.

4-7th June 1942 - The USA beat the Japanese at the Battle of Midway.

23 August 1942 - 2nd February 1943 - The Battle of Stalingrad results in a huge defeat for the German Army.

23 October - 11 November 1942 - Britain defeats Germany at the Battle of El Alamein in North Africa. It is the first defeat of German forces on land.

6th June 1944 - D-Day. The allies invade German occupied France by landing on the Normandy beaches.

28th April 1945 - The Italian dictator Benito Mussolini is killed by Italian communist fighters and his body is hung upside down for all to see.

30th April 1945 - Adolf Hitler kills himself in Berlin.

8th May 1945 - The German surrender becomes official WWII in Europe comes to an end. The day is known as V.E. Day (Victory in Europe).

6th August 1945 - The Americans drop an atomic bomb on Hiroshima. They drop a second one three days later on Nagasaki.

15th August 1945 - The Japanese surrender ending the Second World War

The Second World War

Leaders of the allied countries in WWII

Neville Chamberlain - Prime Minister of Great Britain at the start of the war. He was opposed to war and proved to be a poor wartime leader. He died in November 1940.

Winston Churchill - Prime Minister from May 1940 until 1945. He is credited with keeping Britain going in the worst days of the war with his speeches and refusal to even consider surrender.

Joseph Stalin - Dictator of the USSR (Russia). Led his country to victory with his determination to defeat the Nazis at all costs. A ruthless but effective leader in the war. Millions of his countrymen were killed in the fighting but the German army was effectively destroyed in Russia.

Franklin Roosevelt - President of the USA 1933-1945. He is credited with leading America to victory even though he died just weeks before the German surrender.

Harry S Truman - President of the USA from April 1945. Gave the order to drop the atomic bombs on Japan in 1945

Leaders of the Axis countries in WWII

Adolf Hitler - Fuhrer (leader) of Nazi Germany 1933-1945. Killed himself once Germany was defeated.

Benito Mussolini - Fascist dictator of Italy who joined the Nazi side. Killed in 1945.

Hirohito - Japanese Emperor during the war. Signed the surrender after the atomic bombs were dropped on his country

The Second World War

The Cold War.

The Second World War ended in August 1945. Germany had surrendered in May and Japan followed suit after the Americans dropped atomic bombs on the cities of Hiroshima and Nagasaki.

Unlike the end of the previous war there was no grand peace treaty conference. The post-war world would be very different from the one that went to war in 1939. The old Imperial Powers, Britain and France, were physically and financially exhausted by years of war. Within a few years their overseas empires would begin to break up as countries demanded and won the right to independence. The new world would be dominated by two opposing superpowers – The communist dictatorship of the USSR (Russia) and the capitalist, democratic America

The other difference was that the allies of WWII were friends because of convenience. They had no shared vision of the future and the only thing that had united them – the war against Germany, Japan and Italy – was over. They had very different ideas about the new world order.

There was the key question about how Germany should be treated. The war crimes and genocide committed by the Nazi regime demanded some form of punishment. But a desire to avoid the mistakes of 1919 were also important. The USSR, led by Stalin, wanted a vengeful peace with Germany made to pay for the damage done to Soviet territory. The western powers (Britain and the USA) wanted to build a better, more democratic Germany. An agreement was reached where Germany was divided into 4 regions. East Germany would be under the control of the USSR, Western Germany would be under the authority of The USA, Britain and France. Berlin, the capital city, was in the eastern zone but also divided into 4 regions under the control of different countries.

The stage was set for the next 50 years. The communist USSR would dominate the whole of Eastern Europe while the west would become part of an alliance that opposed the ideas and spread of communism. Although no fighting would take place in Europe between the two superpowers there was a constant stand-off known as the Cold War.

Key dates:

- 1948-49: The Berlin Blockade
- 1956: The Hungarian Revolution
- 1961: The Berlin Wall was built
- 1962: The Cuban Missile Crisis
- 1968: The Prague Spring Uprising
- 1989: The Berlin Wall came down
- 1991: The Soviet Union collapsed.

The world after 1945

What is an economy?

Primary Sector	Extracting raw materials (natural resources) from the land and sea. Examples: farmers, miners.
Secondary Sector	Making things (manufacturing) from the raw materials. Examples: factory workers, builders.
Tertiary Sector	Providing a service to others. Examples: teacher, doctor.
Quaternary Sector	High level experts that complete research and development. They develop new technologies.
Employment Structure	Describes how jobs are divided between the four sectors.
Disposable income	The amount of money left out of a wage after paying for the essentials (food, shelter, heating) that can be spent on non-essentials (entertainment and holidays).
Trade	The buying and selling of natural resources, manufactured goods and services.
Imports	The raw materials, goods and services that a country buys.
Exports	The raw materials, goods and services that a country sells.
Balance of trade	The difference between the money a country earns from its exports and the money it pays for its imports.
Globalisation	The flow of people, goods, ideas and money worldwide.

Choosing the right site

This is a critical long term decision to creating a profitable business. Companies use a scoring system to help when choosing a site. Companies must consider 5 factors:

- **Cost** – includes buying/leasing land, equipment, communications, wages, training, taxes and IT systems.
- **Capacity of the workforce** – availability of local labour with the right skill set for the needs of the type of industry.
- **Capability of the region** – ideally the raw materials for the industry can be found here. Also, a good reliable road and rail network in the region for transporting in raw materials and taking out the finished product.
- **Culture of the region** – ability of the location to attract talented workforce; government policies support the development of the industry; and quality of life of the region including standard of living and schools.
- **Customers** – to be close to the markets for the product is essential.

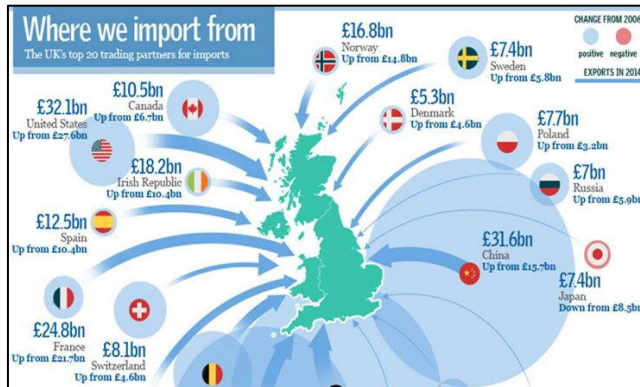
Why did Nissan locate in the UK?

- New technologies such as robots replacing people in modern industry.
- Competition from other countries such as China, which can produce goods cheaper as labour is less expensive.
- A skilled workforce from the locations tradition of manufacturing.

Why has tourism grown?

Tourism developed in the UK from about 1850. Tourist locations started in seaside resorts such as Scarborough and Blackpool meaning they grew rapidly during the Industrial Revolution. At this time holidays abroad rarely happened. Today most people have more leisure time and have paid holidays. There have been advances in transport with more car ownership and cheap fast flights. It is now the norm for people from the UK to holiday abroad. However, many people come to the UK from abroad meaning tourism is an important source of income for the UK.

How does a chocolate bar connect the sectors of the economy?



What is a port?

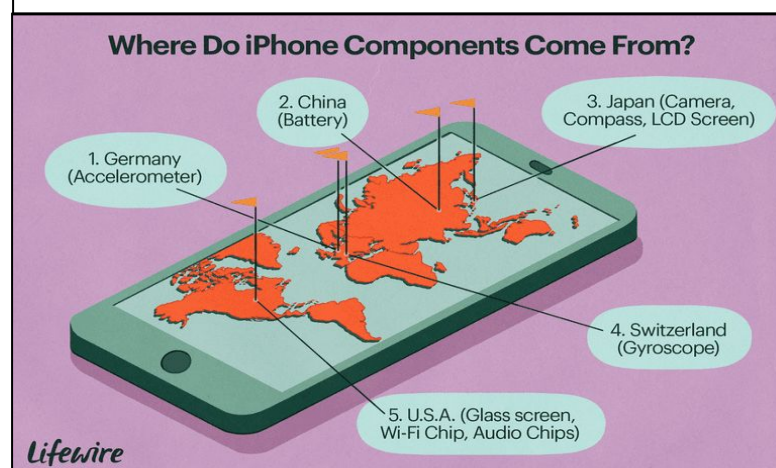
A port is a location on the coast that provides facilities for ships to load and unload cargo.

A port must have:

- A large area of sheltered water, protected from storms, where ships can load and unload their cargo.
- Plenty of flat land for storing and moving goods
- Good transport links to transfer imports to consumers and raw materials to industries, and bring goods for export from the port.
- A nearby labour force to provide the services to load and unload goods to redistribute them.

- Cocoa pods are harvested from trees (October to December).
- The dried, cured cocoa beans are then packed into sacks for transport.
- The cocoa beans are transported in trucks by road to the Ghanaian port where they are packed into containers.
- A container ship transports the cocoa beans by sea around the world.
- Chocolate is manufactured in the consuming country.
- Orders are assembled at the distribution centre for customers.
- Chocolate is sold in the supermarket.

Designed by Apple in California Assembled in China



The iPhone is assembled in China by Foxconn. They have cheap labour here and lots of workers. They are also close to the components that are needed to make the screen work as a touchscreen.

What is UK trade?

- It is the 9th largest export economy in the world.
- Much of the trade is transported by sea with imports and exports being loaded and unloaded at ports such as Southampton.

Down on the farm

A farm is an area of land and its buildings where crops are grown and/or livestock are kept. This is a primary sector of the economy. Farmland accounts for over 70% of the UK's land area but less than 1% of jobs.



ISLAM



Islam is one of the world's major religions. It is the world's 2nd largest religion, with about 1.8 billion followers.

Muslims are the people who follow Islam. They believe in one God who created everything – he is called Allah (the Arabic name for 'God').

Muslims believe in a messenger of Allah, named Muhammad. They view him as the final prophet, following Adam, Abraham, Moses, Jesus and others.

Muhammad is believed to be the person who founded the faith of Islam, about 1,400 years ago.

The holy book in Islam is called the Qur'an. A mosque is a building designed for Muslim worship.



Muslims pray in a building called a mosque.

- The word for mosque in Arabic is 'masjid.' Most masjids have at least one dome, and many also have one or two towers.
- Muslims take off their shoes before entering the mosque to pray. This is a sign of respect.



The Qur'an is the holy book of Islam. Muslims believe that the Qur'an contains the holy words of God, which teaches them the right path. Other important books in Islam are the Sunnah (about Mohammad's life) and the Hadith (the words of Mohammad).

- There are about 50 countries around the world in which Islam is the largest religion.



- The Arab world (the Middle East and Northern Africa) accounts for about 20% of all Muslims.
- There are also millions of Muslims from Indonesia, Pakistan, Bangladesh and India.
- China, Iran and Turkey also have many Muslims.

-After Christianity, Islam is the 2nd largest religion in most European countries - including the UK.

ISLAM



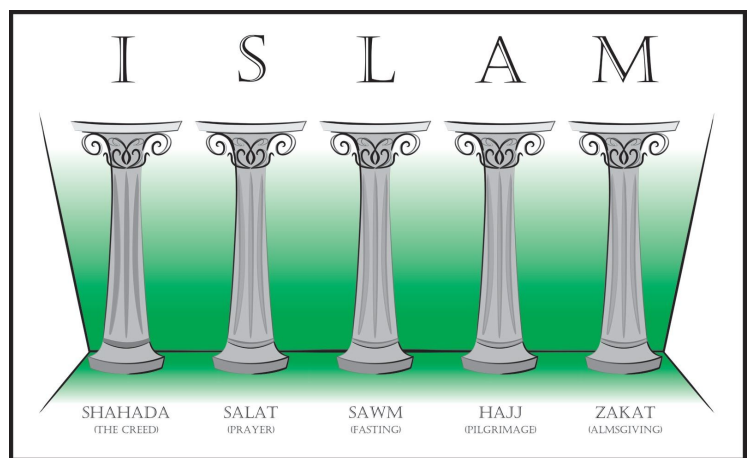
The Five Pillars of Islam

-The Five Pillars of Islam are the behaviours and beliefs by which Muslims must live their lives. They were founded in the hadith of Gabriel.

1. Shahadah: the declaration of faith: 'There is no God but Allah, and Mohammad is his messenger.' 2. Salah: the five daily prayers. 3. Zakah: Giving money to help the poor. 4. Sawm: Committing to fasting during the month of Ramadan. 5. Hajj: A religious pilgrimage to Mecca that Muslims should undertake at least once in their lives.

Top 10 Facts!

- | | |
|--|--|
| 1. Friday is the Muslim holy day. People go to the Mosque and pray. | 6. Muslims believe that Allah told Muhammad exactly what to write in the Qur'an. |
| 2. Islam is the fastest-growing religion in the world. | 7. The Qur'an has a total of 144 chapters. Many Muslims try to memorise the entire Qur'an! |
| 3. Muhammad was born in Mecca – which is now in Saudi Arabia. It is considered a holy place. | 8. Muslims are called to prayer by a muezzin, a man who sings through a loudspeaker. |
| 4. The very first mosque was in the courtyard of the home of the prophet Muhammad. | 9. About 23% of the global population are Muslim. |
| 5. The Ka'ba is an ancient shrine in Mecca that Muslims believe is the holiest place on earth. | 10. The 'Islamic World' refers to the Middle East, North Africa, and parts of South East Asia. |



Future tense**werden + infinitive**

ich werde - I will
 du wirst - you will
 er/sie wird - he/she will
 wir werden - we will
 Sie werden - You will
 sie werden - they will

To form the future tense you need to use the appropriate part of the verb werden with an infinitive at the end of the sentence e.g. ich **werde** Kinder **haben**

Was möchtest du in der Zukunft machen?

Heiraten - get married
 Kinder haben - have children
 viel Geld verdienen - earn money
 im Ausland leben - live abroad
 Reich sein - be rich
 Glücklich - be happy
 berühmt sein - be famous
 die Welt reisen - travel the world
 ein schnelles Auto haben - have a fast car
 ein grosses Haus kaufen - buy a big house
 (mathe) an der Uni studieren - study maths at uni
 bei BMW arbeiten - work for BMW
 mit 16 die Schule verlassen - leave school when I'm 16



Remember to invert the verb after a time phrase

Wann möchtest du das machen?

In der Zukunft - in the future
 nächstes Jahr - next year
 nächste Woche - next week
 in 5 Jahren - in 5 years
 mit 25 Jahren - when I'm 25
 wenn ich älter bin - when I'm older
 dann - then
 danach - after that

Was für einen Job möchtest du in der Zukunft haben? - what would you like in the future?

Ich möchte.....sein - I would like to be..
Ich werde... sein - I will be....

Pilot(in) - pilot
Kindergärtner(in) - pre-school worker
Lastwagenfahrer(in) - lorry driver
Arzt/Ärztin - doctor
Kellner(in) - waiter/waitress
Sekretär(in) - secretary
Elektriker(in) - electrician
Journalist(in) - journalist
Tierarzt/ Tierärztin - vet
Zahnarzt/ Zahnärztin - dentist
Informatik(in) - IT consultant
Polizist(in) - police officer
Verkäufer(in) - sales assistant
Lehrer(in) - teacher
Krankenschwester/Krankenpfleger - nurse
Geschäftsmann/Geschäftsfrau - business man/woman

Wo arbeitet er/sie? Where does he/she work?

er/sie arbeitet - he/she works ...
in einem Büro - in an office
in einem Restaurant - in a restaurant
am Flughafen - at an airport
in ganz Europa - in Europe
in einem Kindergarten - in a pre-school
in einer Klinik - in a surgery
in einer Schule - in a school
in einem Geschäft - in a shop
draussen - outside

Möchtest du einen Teilzeit Job?- would you like a part-time job?

Ich arbeite -I work
Ich möchtearbeiten - I would like to work

als Bademeister(in) - lifeguard
als Trainer(in) - as a trainer
als Babysitter(in) - as a babysitter
als Hundeausführer(in)- as a dog walker
als Zeitungsausträger(in) - as a paper boy/girl
in einem Café - in a cafe
in einem Restaurant - in a restaurant
in einem Supermarkt - in a supermarket

Um + zu + infinitive (at the end of the clause) = in order to

,um Geld zu verdienen - in order to earn money
,um Erfahrung zu bekommen - in order to gain experience
,um meinem Lebenslauf zu verbessern - in order to improve my CV
,um selbstständiger zu werden - in order to become more independent
,um Spass zu haben - in order to have fun
,um Leute kennenzulernen - in order to meet people

Die Schulfächer

Mathe - Maths
 Deutsch - German
 Französisch - French
 Erdkunde - Geography
 Geschichte - History
 Sport - PE
 Religion - E&C
 Theater - Drama
 Informatik - ICT
 Musik - Music
 Werken/Technik - Technology
 Kunst - Art
 Naturwissenschaften - Science

Wie findest du Deutsch??

Ich liebe - I love
 Ich mag.. - I like
 Mein Lieblingsfach ist... - My favourite subject is...
 Ich mag...nicht - I don't like
 Ich hasse - I hate

Es ist - It is
 Ich finde es.. - I find it

interessant - interesting
 nützlich - useful
 wichtig - important
 einfach - easy
 gut - good
 langweilig - boring
 schwierig - difficult
 anstrengend - exhausting
 nutzlos - useless

Making comparisons

To make comparisons in German add -er to the adjective.

e.g. einfach → einfacher (easier)

langweilig → langweiliger
 (more boring)

Deutsch ist **interessanter** als Englisch
 - German is more interesting than English.

'**weil**' = because

Remember when using **weil** the verb in the 2nd clause must go to the end of the sentence.

e.g. ich mag Deutsch, **weil** es gut **ist**

Good, better, best

'**gut**' is an exception

gut → **besser** → **beste**

The superlative (the most)

In German add **-ste** to the adjective to form the superlative

e.g. lustig (funny) → **lustigste** (funniest)

Herr Braun ist der **lustigste** Lehrer
 Mr Braun is the funniest teacher

10 strategies for staying safe online

1. Don't post any personal information online – like your address, email address or mobile number.
2. Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online most people can see it and may be able to download it, it's not just yours anymore.
3. Keep your privacy settings as high as possible.
4. Never give out your passwords.
5. Don't befriend people you don't know.
6. Don't meet up with people you've met online. Speak to your parent or carer about people suggesting you do.
7. Remember that not everyone online is who they say they are
8. Think carefully about what you say before you post something online.
9. Respect other people's views, even if you don't agree with someone else's views doesn't mean you need to be rude.
10. If you see something online that makes you feel uncomfortable, unsafe or worried: leave the website, turn off your computer if you want to and tell a trusted adult immediately.

Digital Footprints and Online Behaviour

A person's digital footprint cannot be deleted and can be accessed at any time through a simple social media or search engine search.

To promote a positive digital footprint there are 5 simple rules:

1. **Would you want your grandmother to see it?**

Is that photo/video/comment appropriate for the wider public audience? Would you want a future partner or employer to see it? Once something is online it stays forever.

2. **Do you really think that is private?**

Just because your privacy settings are high doesn't mean that someone else can't repost or screenshot what you have posted.

3. **Would you say it to someone's face?**

If you wouldn't say it to someone face, don't say it online. Portray yourself in a positive way as this may be seen by future friends, partners or employers.

4. **Is this your work to publish/use?**

Reposting or using someone else's work is fine if you credit the original owner creator. If you don't it is Plagiarism.

5. **Would you want someone to do it to you?**

How would you feel if someone posted a picture of you or made a comments about you that you didn't like or want online?

Online behaviour and the law

The Computer Misuse Act 1990

Communications Act 2003

Criminal Justice and Courts Act 2015

Protection from Harassment Act 1997



REGGAE

Reggae is considered the national music of **Jamaica**. It is a **fusion** of three other earlier styles: Mento, Ska and Rock Steady.



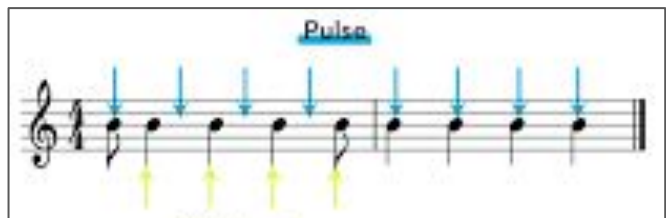
Reggae is closely associated with **RASTAFARIANISM** (a religious movement worshipping Haile Selassie as the Messiah). Worshipers believe that they will eventually return to their African homeland. The **lyrics** of Reggae songs are strongly influenced by Rastafarianism and are often political. Common themes include love, brotherhood, peace, poverty and freedom.

Musical features of Reggae

- Syncopated melodies
- Off-beat rhythms
- Melodic **riffs** (repeated melodies)
- Relaxed tempo
- Verse-chorus structure
- Simple chords: mainly **primary chords**

Instrumentation:

- Lead singer often with backing singers, sometimes singing in **call and response**
- brass, electric guitars, bass guitar, keyboards, drums



ONBEAT RHYTHM GRID

Pulse/ Beat	1	2	3	4	1	2	3	4
"Onbeat" rhythms (strong beats)	♩	♩	♩	♩	♩	♩	♩	♩

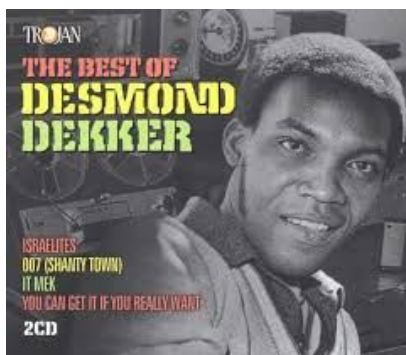
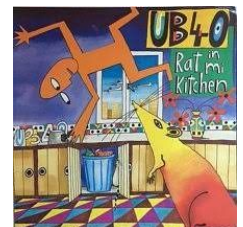
OFFBEAT RHYTHM GRID

Pulse/ Beat	1	2	3	4	1	2	3	4
"Offbeat" rhythms (weak beats)	♩	♩	♩	♩	♩	♩	♩	♩

Off-beat rhythms stress the **weak beats of the bar**. In 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a "missing beat feel" to the rhythm and makes the music sound off-beat. In Reggae, it is emphasised by the bass drum or a **rim shot** (hitting the edge of a snare drum).

Listen to songs by the following well-known Reggae artists:

- **Bob Marley and the Wailers**
- **Toots and the Maytals**
- **Desmond Dekker**



Devising

Devising is the term used to describe a piece of **structured improvisation**. This is when the piece is completely made up by the group of actors and the creative team without a script. A devised piece is still a finished and polished performance it just didn't have a script when it was started. Often a script is created after the performance has been devised to allow the show to be performed by other groups later on.

Working with a stimulus	Most devised pieces come out of a stimulus. This can be anything that acts as an inspiration or starting point for your performance.
Discussion and Planning	It is essential to plan your devised piece but be careful as you can get bogged down with planning every bit when you need to get to work. The quicker you can get the piece 'on its feet' the better.
Getting it on its feet	This is all about exploring the work practically. The joy of devising work is that you can try out all sorts of different techniques and have fun with creating. There are no limits with devised work it's all down to you.
Research	Research into themes that you are exploring with your devised pieces can be really useful. If, for example, you were doing a piece based on women's suffrage then you would need to find out as much as you can about the suffrage movement as you can.

DEVISING TECHNIQUES

Starting to create your own piece of theatre

BRAINSTORM

As a group, discuss the themes that you want to explore in the performance. Brainstorm stories that involve the characters experiencing each theme.

STRUCTURE

Create a flow chart of the story and highlight the key scenes. Experimenting with the structure may help you create a more imaginative and original performance.

IMPROVISE

Improvise a scene in every rehearsal. Don't just talk thing through. Try to improvise a scene using different styles. A scene may work better as a comedy even though it was originally a drama.

CHARACTERS

Start by creating the characters. Too many devised pieces fail because the characters have not been carefully thought out. Name each character and talk about their personality and relationships.

FREEZE FRAME

Create freeze frames that depict crucial moments in the character's life. These can then be incorporated into your performance later on.

MONOLOGUE

In a group, think of one word each that describes your character. Then on your own, use the list of words (in the order they were said) to write a monologue for your character.

MUSIC

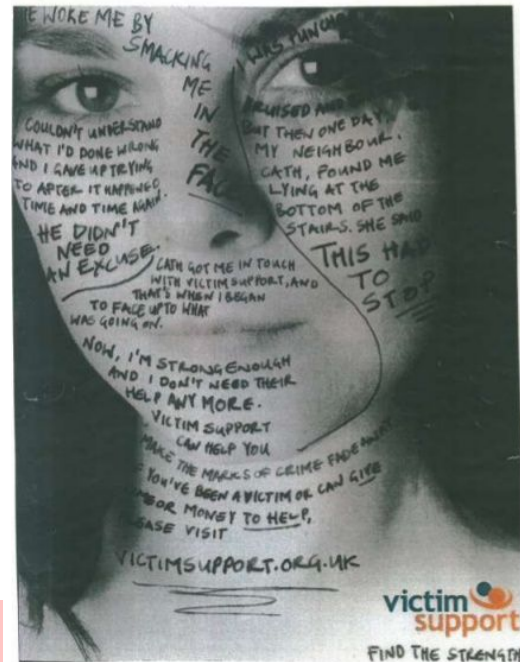
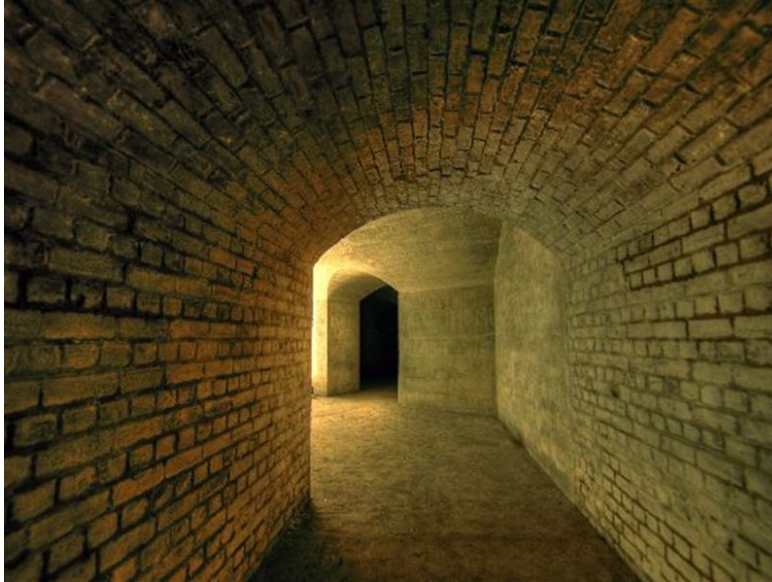
Find a piece of music that represents your theme, either lyrically or through the dynamics or texture. Use the music to create a movement sequence that shows the mood of a character.

REFLECT

At the end of a rehearsal, reflect on what you have done next. Set aims and assign jobs for the next session. Create a rehearsal schedule and stick to it.

Stimulus

On this page there are lots of different stimuli (plural of stimulus). Have a look at them and see if you can come up with a storyline for each stimulus, or maybe try and combine several different stimuli to create one story.



IF I'VE LEARNED ANYTHING FROM VIDEO GAMES, IT IS THAT WHEN YOU MEET ENEMIES, IT MEANS THAT YOU'RE GOING IN THE RIGHT DIRECTION.

"IF YOUR DREAMS DON'T SCARE YOU, THEY ARE TOO SMALL"

- Richard Branson

Behind every strong person is a story that gave them no choice.

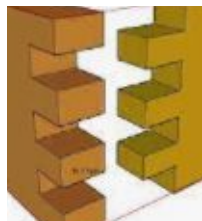
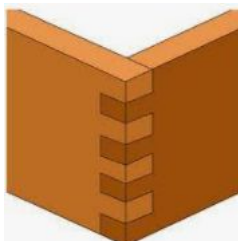
Daily Mail, Thursday, October 19, 2017

What do you mean there's not a crumb left for me?



Different types of joints

Comb joint

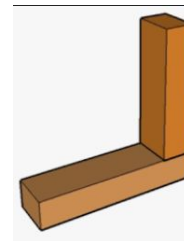


<u>Uses</u>	<u>Advantages</u>	<u>Disadvantages</u>
Is ideal for the construction of box shapes and other solid cube objects. This joint is used widely when making items such as jewellery boxes, cutlery trays, doors, cabinets and many other similar things.	The strength of finger joint wood is good and finger joint wood is stronger than conventional dimension lumber. Stability: The chances of warping and twisting is less on the finger joint. Straightness: The pieces of finger joint wood pieces are straight and true. Any type of brow and crook are absorbed in the joint wood. Consistency: It is made up of small pieces of high-quality wood ensuring the end product is always of premium quality.	Durable: The finger joint wood is not so durable than the other wood like peak wood and need to refinish after a short period of time. Water-Damage: The finger joint wood can easily be damaged by water because it is not a water-resistance wood, so take good care of it.

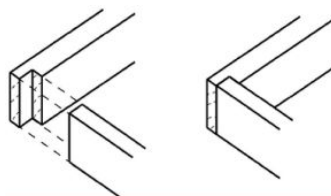


Butt joint

<u>Uses</u>	<u>Advantages</u>	<u>Disadvantages</u>
Butt joints are the simplest form of joint and the weakest since they only have a small gluing area, which means they can be pulled apart. They are used in cheap furniture and sometimes have dowels added to reinforce them.	Advantages of using a butt joint can vary between lots of different factors. They are: Cheap Most simple joint Can be strengthened relatively easily. They can also be used as quick fixes and removed again when you	Due to them being so easy to make this can give disadvantages. The main disadvantage to using a butt joint is they can be really weak. This is due to the surface area being small and not having enough glue to stick correctly.



Half lap joint



<u>Uses</u>	<u>Advantages</u>	<u>Disadvantages</u>
Half lap joints work by measuring the thickness of the material and then removing half of the material on one piece so the other can fit into it. This can be used for simple items like tables, cupboards.	These joints are stronger than a butt joint due to the amount of gluing area there is. They also look nice, can have other parts added to them to help with strength and are easy to put together.	If nothing else has been added to them they can still be fairly weak and could break under some pressures.

What material to use

<u>Hardwoods</u>	<u>Softwoods</u>	<u>Manufactured boards</u>
These are probably the better suited material to use due to how strong, durable and how low maintenance they are, however, this then means that they become more expensive and can be difficult to use due to how strong they are. These will allow for joints to be sturdy within, however they could take a while to cut due to the thickness and durability of the materials.	Softwoods are a great choice of material for many reasons. They are easy to use, because they grow quicker they are more sustainable and renewable and this makes them a lot cheaper as well. Due to this it does mean that they can be weaker and they can also have a poor fire resistance. These will be a good material for joints because the wood is strong and durable. They will also take less time to make due to the material being easier to work with. However, this does mean that the material could get damaged.	Manufactured boards are an easy choice to use due to how cheap they are. Because they are made of recycled materials (left over from hardwoods and softwoods) they have many properties. Strong and means you can buy them in flat sheets. However, because of these it can mean that some of these materials can be hazardous when you cut/sand and if they are not kept flat they will bow. These materials will allow for you to cut your joints easily due to them being easy to work with. However, they can and potentially will break. Due to the way the materials are made they are not as durable as hardwoods/softwoods.





OLYMPICS



The Olympics actually started in Ancient Greece. The different city states often fought but during the Olympics, peace was declared and everyone came together to enjoy the games.

- Held every four years, in honour of the Greek God Zeus.
- Since the 1904 Olympics, medals are awarded in each event, with gold medals for first place, silver for second and bronze for third.
- Greece, Australia, France, Great Britain and Switzerland are the only countries to have had representatives at every Summer Olympic Games.
- Due to the two World Wars there were no Olympic Games in 1916, 1940 or 1944.
- The 5 rings of the Olympic flag represent Africa, Asia, Australia, Europe, and the Americas, linked together in friendship.
- The Olympic flame is lit at Olympia in Greece every two years (Summer and Winter Olympics) before it journeys to the next host nation where it is paraded around until the lighting of the Olympic Cauldron at the opening ceremony.

- 1 Jesse Owens USA Sprinter – four time champion.
- 2 Haile Gebrselassie Ethiopia Long distance runner – twice champion.
- 3 Carl Lewis USA Sprinter & long jump – 9 Gold medals.
- 4 Michael Phelps USA Swimmer - most Gold medals in one games (8) and most medals in total (22, inc. 18 Gold).
- 5 Usain Bolt Jamaica Fastest 100m & 200m ever.
- 6 Ben Ainslie GBR Sailor – most successful ever. Four time champion.
- 7 Steve Redgrave GBR Rower – five time champion.
- 8 Tanni Grey Thompson GBR Wheelchair racing – 16 Paralympic medals (11 Gold).
- 9 Mark Spitz USA Swimmer – nine time champion.
- 10 Nadia Comaneci Romania First gymnast to be awarded perfect 10 (1976).
- 11 Jayne Torvill & Christopher Dean GBR Figure skating – Highest scoring figure skaters of all time (1984).

Some of the Olympic Events (Sports)

Archery **Badminton** Basketball **BMX** Boxing **Cycling** Diving

Equestrian Fencing **Field Athletics** Football **Golf**

Gymnastics

Handball **Hockey** Judo **Kayaking** Rowing **Rugby** 7s Sailing

Shooting Swimming **Table Tennis** Taekwondo **Tennis** Track Athletics

Triathlon Volleyball **Water Polo** Weightlifting **Wrestling**

Modern Pentathlon

Olympic Records

Usain Bolt 100 metres 9.63 sec

Florence Griffith 100 metres 10.62 sec

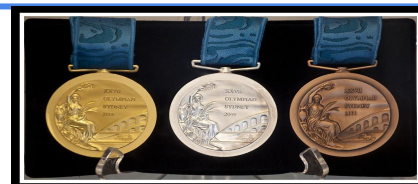
David Rudisha 800 metres 1:40.91

Tiki Gelana Marathon 2:23.07

Charles Austin High jump 2.39 meters

Kenny Harrison Triple jump 18.09 meters

Martina Hellmann Discus 72.30 meters



Print

This will display the content on the screen:

```
>>> print("Hello World!")
Hello World!
```

Variables

This creates a place to store data in a program. The place must have a name. The name cannot contain spaces or start with a capital.

```
>>> text = "Hello"
>>> name = "Mia"
>>> print(text, name)
Hello Mia
>>> print(text, "your name is", name)
Hello your name is Mia
```

Input

This allows the user to enter data:

```
>>> name = input("What is your name? ")
What is your name? Daniel
>>> print(name)
Daniel
```

`\n` creates a line break in a string



Selection

This gives a choice in programs:

```
if q1 == "A":
    print("Correct!")
    score=score+5
elif q1 == "a":
    print("Correct!")
    score=score+5
else:
    print("Wrong!")
    score=score-3
```

This is the test or condition

This is what happens if the condition is TRUE

2nd condition (optional). elif is short for 'else if' you can have as many as you need

This is what happens if ALL conditions are FALSE

Casting

This is how we change the type of the variable:

int() - integer
float() - decimal number
str() - string of characters

Iteration: FOR loop

This is used to repeat things a certain number of times

This will draw a square

```
for i in range(4):
    ella.forward(100)
    ella.right(90)
```

Iteration: WHILE loop

This is used to repeat things whilst a condition is TRUE

This is the test or condition

The code which is part of the loop is indented

```
while distance > 0:
    print("Are we nearly there yet?")
    distance = distance-1
```

This indented part of the code is repeated whilst the condition is TRUE

Operators

Equals: `a==b`

Not equals: `a!=b`

Less than: `a<b`

Less than or equal to: `a<=b`

Greater than: `a>b`

Greater than or equal to: `a>=b`

What is Art Nouveau?

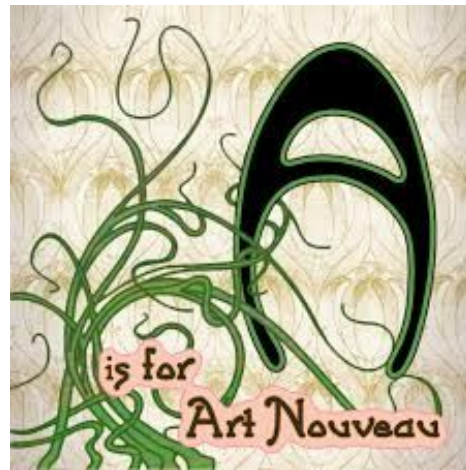
A style of decorative art, architecture, and design prominent in western Europe and the USA from about 1890 until the First World War and characterized by intricate linear designs and flowing curves based on natural forms.



Nature was the inspiration behind much Art Nouveau. Artists took natural forms such as flowers, and stylised them. They were made elegant and flowing, often symmetrical.



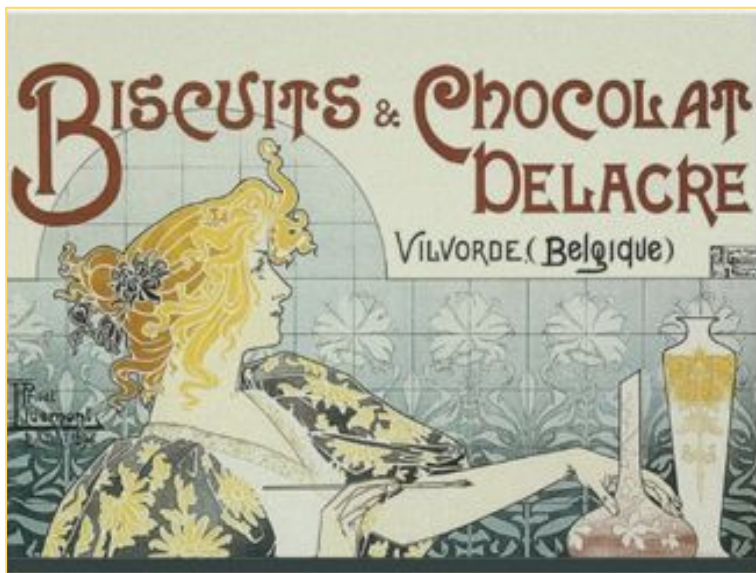
Motif: decorative image or design, especially a repeated one forming a pattern.



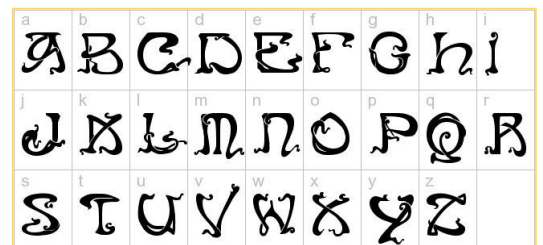
Whiplash = the elegant curve used in much Art Nouveau

Keywords:

- Curve
- Flow
- Form
- Design
- Pattern
- Decorative
- Style
- Motif
- Elegant
- Symmetrical
- Whiplash
- Advertisement



The Art Nouveau style was very popular in advertising. Posters or printed advertisements in the paper would often include a figure with flowers and vines entwined around it. Lettering was also given the same elegant style.



Art Nouveau

Classic: Alphonse Mucha, Aubrey Beardsley



Mucha's most famous images were adverts for products. They were elegant, colourful and included natural elements, such as flowers and vines.



Beardsley was an English illustrator who often worked in black and white. He was influenced by Japanese woodcuts with their use of line and blocks of flat black and white.

Contemporary: Inkie, Iain Macarthur



Inkie is a contemporary Bristol based artist. His swirling, elegant designs are hugely influenced by the art nouveau artist Alphonse Mucha.



Macarthur's work blends portraits with detailed geometric patterns based on natural forms. He works mainly in black and white.

Art Nouveau

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

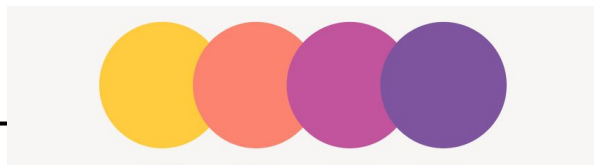
Designers create brands and experiences, advertisements, publications, physical spaces, digital spaces, animations and many other things. Design directly impacts our lives and has the potential to influence the world for the better.

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.



DANCE BY CHANCE

This term will allow you to explore movement in a variety of different creative ways and will enable you to create motifs using chance and taking risks.



What is 'Dance by Chance'?

Dance by chance is a method that can be used to create a **motif**. It is a method that was founded by Merce Cunningham and John Cage in the 1950's. Here are some examples of how the chance operations can be used; dice, playing cards, numbers etc..

The different elements of the choreography (e.g. movements, choreographic devices etc) are all chosen completely at random before being put together to create a motif.

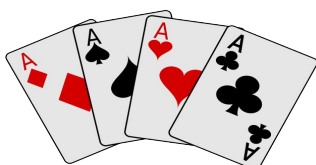
Key Words

Motif
Chance method
Choreography
Merce Cunningham



Who is Merce Cunningham?

Merce Cunningham, considered the most influential choreographer of the 20th century, was a many-sided artist. He was a dance-maker, a fierce collaborator, a chance taker, a boundless innovator, a film producer, and a teacher. During his 70 years of creative practice, Cunningham's exploration forever changed the landscape of dance, music, and contemporary art.



The Chance Maker

One of Merce Cunningham's most influential strategies was his use of chance and randomness as a creative tool. Cunningham would often flip coins, roll dice, or even consult the I-Ching to guide the way he structured his choreography. This strategy, also favored by John Cage, challenged traditional notions of storytelling in dance. Cunningham described randomness as a way to free his imagination from its own clichés, counterbalancing his own rigorous creative process with unexpected moments of wonder.

Watch

Interview - Merce Cunningham's Working Process.
<https://www.youtube.com/watch?v=zhK3Ep4Hil0>



Information link:
<https://www.mercecunningham.org/about/merce-cunningham/>

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

ENGLISH

Plan and rehearse a presentation to the class on any topic you are interested in. This is part of your GCSE course.

Each student will present for 5 minutes and then answer questions from the class for 5 minutes.

HISTORY

During The Cold War there were also many wars around the world that involved the two superpowers. Your task is to research one (or more) of the following 3 events and complete a factfile on it. Your factfile should include a map of the event, a description of what caused it and what actually happened and you should finish by explaining any consequences of the war.

The three events are:

- i) The Korean War (1950-53)
- ii) The Vietnam War (1964-1975)
- iii) The Invasion of Afghanistan (1979)

If you would like to focus on an event that is a peaceful fight then you could do an investigation into 'The Space Race' between the two sides. Again do a factfile with pictures and the story of the race to be the winners of The Space Race

GERMAN

How can I use foreign languages within a job?

Use the internet to research the different job adverts out there in which you can use a language. Google jobs with languages

- What qualifications do you need?
- Where are these jobs based?
- In which line of work are these advertised jobs?
- Do any of the jobs appeal to what you would like to do in the future?

ART

Choose one of the tasks below:

- Research Art Nouveau. Make a fact sheet including three favourite pieces of jewellery or interior design items. Explain why you like these pieces. Make a sketch of all or part of an item.
- Research Inkie the street artist (his shop is here <https://inkie.bigcartel.com/>). Choose one piece you like and explain why you like it. Make a sketch of all or part of the piece.

DANCE

- Put on your favourite music and just improvise!
- Site Specific choreography - Go outdoors and create a dance based on your environment
- Use one of the the Dance Chance techniques to create a dance based on any stimulus of your choice
- Watch on Youtube any professional work created and choreographed by Merce Cunningham and write a review.
- Complete some research on 'John Cage' and create A4 page of findings. How does he link to Merce Cunningham?