



Knowledge Organiser

Year 9

Summer Term 2



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	GERMAN 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					
	GERMAN	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.



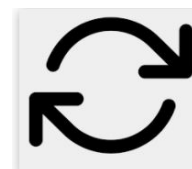
Then **cover** the section so you can no longer see the information.

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 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 ✓

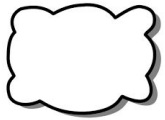
Artery - carries blood FROM the heart at a high pressure. Have thick elastic walls.

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.



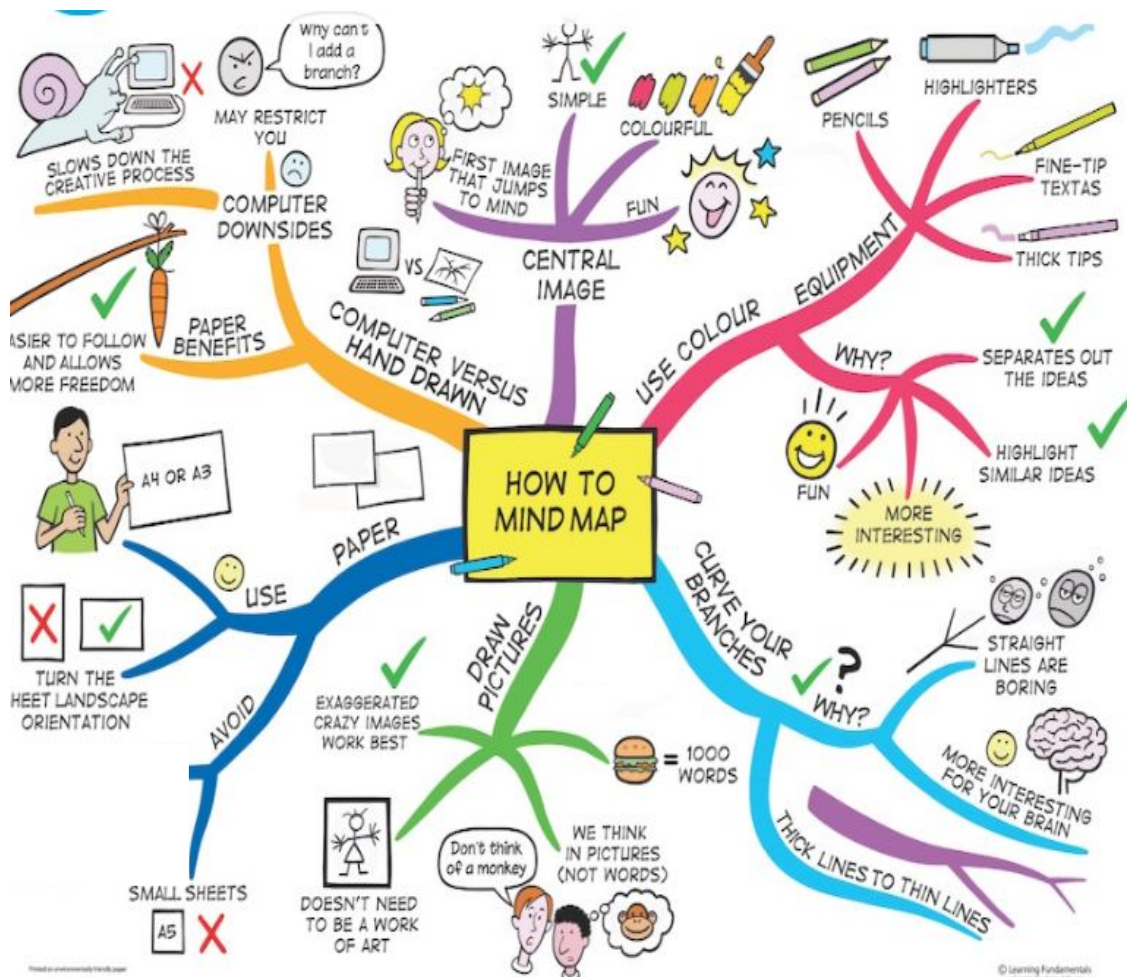
Then come up with a **title** for the section and put a bubble or star around your word

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



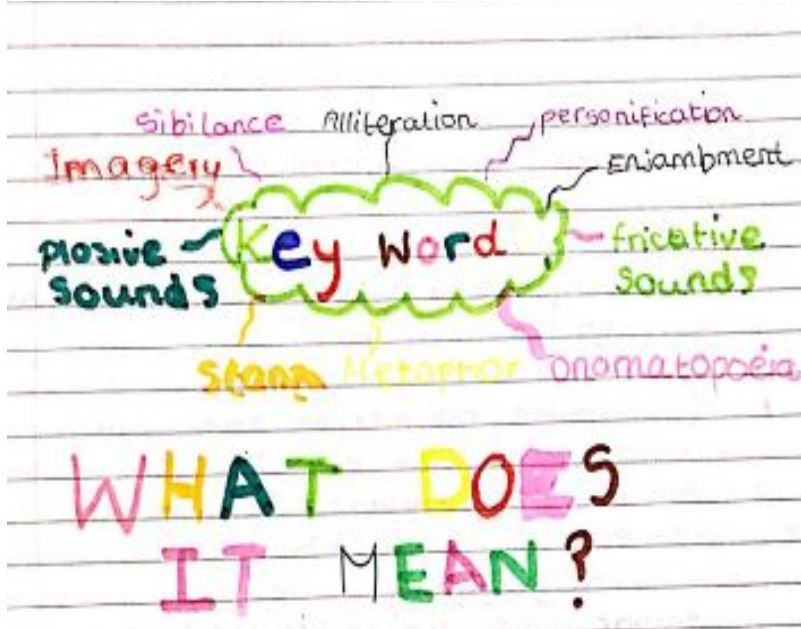
Check and **correct** your work using green pen.

Repeat until you have got everything correct.



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

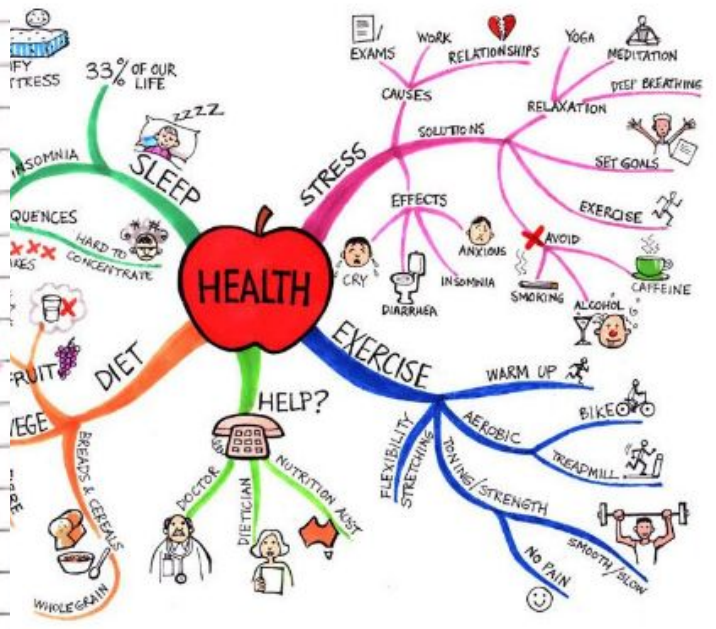
Examples:



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. = $L \times W$

TRapezI-UM - $A = \frac{1}{2} \times (a+B) \times H$

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 The District of six.

apics. They are h
nes intensely.

pical rainforests
equator
we air is risu



Shakespeare

Tier 2 Vocabulary

Subvert: to overthrow (something established or existing). To cause the downfall, ruin, or destruction of. To undermine the principles of something. Verb

Conform: comply with rules, standards, or laws. Verb.

Patriarchal: a system of society or government controlled by men. Adjective.

Stereotype: a set idea that people have about what someone or something is like, especially an idea that is wrong. Noun.

Dominant: commanding, controlling, or prevailing over all others. More powerful. Adjective.

Obedient: complying or willing to comply with an order or request; submissive to another's authority. Adjective.

Ruthless: having or showing no pity or compassion for others. Adjective.

Virtuous: having or showing high moral standards. Adjective.

Shakespeare

Key Terms

Elizabethan: the term used for the time when Queen Elizabeth I was on the throne.

Jacobean: the term used when King James I was on the throne.

Playwright: The person who writes the play.

Theme: A main idea or an underlying meaning of a play, which may be stated directly or indirectly.

Conflict: A serious disagreement, battle or struggle between two sides or ideas.

Setting: The place a story happens in.

Comedy: a genre of play. It has a happy ending, usually including a marriage. There are no deaths in the play. There is confusion around who characters really are.

Tragedy: A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.

Tragicomedy: A play or novel containing/combining elements of both comedy and tragedy.

Couplet: A pair of rhyming verse lines

Blank Verse: Unrhymed verse using Iambic Pentameter

Iambic Pentameter: a line of writing that consists of ten syllables in a specific pattern of an unstressed syllable followed by a stressed syllable, or a short syllable followed by a long syllable.

Prose: Form of speech used by common/comedic people in Shakespearean theatre. There is no rhythm or meter in the line.

Dialogue: Conversations between characters.

Soliloquy: A speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters.

Dramatic Irony: when the audience know something that the characters on stage don't.

Pathetic Fallacy: Using the setting and weather to reflect characters' feelings.

Effect: The thoughts or feelings that a word creates in the reader.

Context: Information about the text's time period, themes or genre which help us understand the text.

Shakespeare

Dramatic Features

Stagecraft: The technical aspects of theatrical production, which include scenic design, stage machinery, lighting, sound, costume design, and makeup.

Costume: The clothes, wigs etc that actors wear.

Entrances / exits: When, where and how characters enter or leave the stage.

Special effects: Lights, sounds, props etc used to create effects on the stage.

Music: Music is often used to create a certain mood in the play.

Audience: The people watching the play, usually in the room with the actors.

Actors: The people performing the play, using their faces, voices and bodies to represent characters.

Script: The written version of the play that actors use in rehearsals.

Stage Directions: Instructions to the actors, usually written in italics, explaining when to enter, how to move, the tone of voice to use etc.

Shakespeare to Modern

Thou/Thee: You

Wherefore: Why

Art: Are

Thy: Your

Haste: Act quickly

Durst: Dare

Doth: Does

Ere: Before

Hast: Have

Hence: From now on

Hie: To hurry/go quickly

Whence: From where

Mine: My

Afeard = afraid / scared

Hath = has

O'er = over

Oft = often

Prate = talk / chat

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:

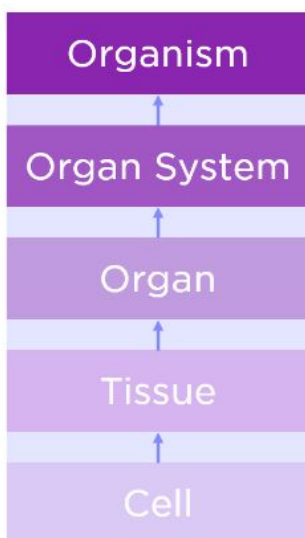
Username:

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 3

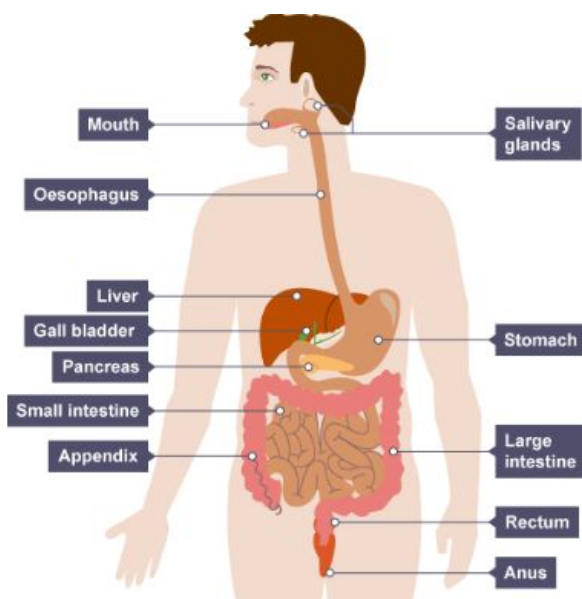


Multicellular organisms may contain billions of cells that need to be organised to exchange materials.

Similar specialised cells are grouped together to form **tissues**. Examples include **glandular tissue** (produces hormones) and **epithelial tissue** (covers the body and the organs).

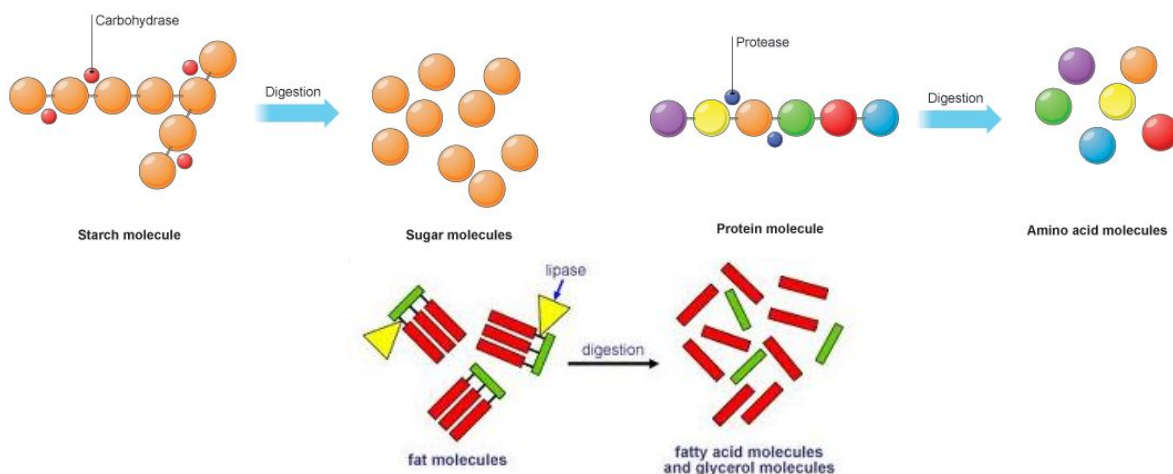
A collection of tissues is an **organ**. Each organ contains several tissues all working together e.g. the stomach contains muscular tissue, glandular tissue and epithelial tissue.

Organs are grouped together to make an **organ system**. The **digestive system** is a good example of one.



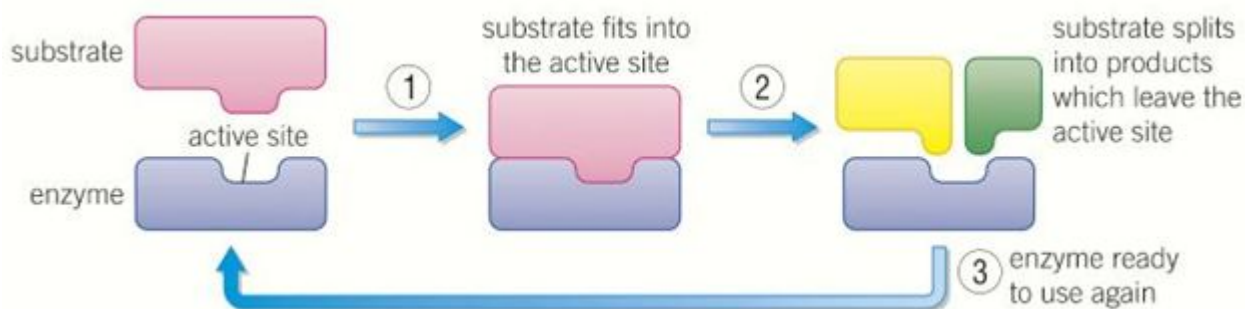
Mouth	Digestion starts here
Gullet (oesophagus)	Joins the mouth to the stomach
Stomach	Digestion occurs here; contains acid and digestive juices
Liver	Bile is made here
Small intestine	Digestion of large molecules and absorption of small molecules
Large intestine	Water is absorbed from undigested food
Rectum	Faeces are stored here

Digestion of the main food components is carried out using **enzymes**. Each food component is digested by a different **enzyme** which fits that substrate.

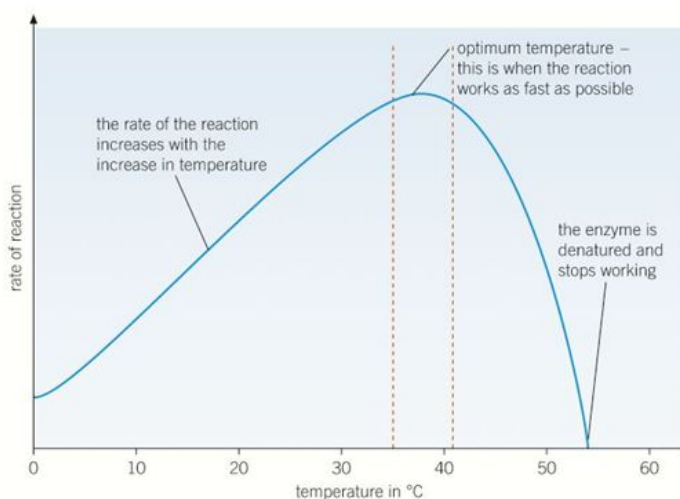


GCSE Biology chapter 3

Enzymes are also called **biological catalysts**. Their role in digestion is to speed up the breakdown of large food molecules. They are not used up in the reaction, and can be used again and again. Enzymes are large protein molecules. The shape of an enzyme is vital for the enzyme to function. The long chains of amino acids are folded to produce a molecule with an **active site** that has a unique shape so it can bind to a specific substrate molecule.



The **lock and key theory** (above) is a simple model of how enzymes work. The substrate fits into the active site of the enzyme. Once it is in place, the enzyme and the substrate lock together. The reaction then takes place rapidly and the products are released from the surface of the enzyme.



Enzymes in the digestive system can be affected by two major factors - temperature and pH. Enzymes in the body are designed to work best at 37°C - this is their **optimum** temperature. If the temperature increases to 40°C, its protein structure becomes affected and the substrate can no longer bind to the active site. The enzyme has become **denatured**. As the enzyme can no longer work, the rate of reaction goes down.

Enzyme activity can also be affected by pH. The proteins that make the active site are folded and held in place by forces. A change in pH will affect these forces making it change shape. Enzymes in the digestive system will work at different pH levels. **Pepsin** is an enzyme that works in the stomach and so has an optimum of pH 2. **Amylase** works in both the mouth and the small intestine. The pH in the small intestine is almost pH 8 so the enzyme needs to be able to work at this pH. If the pH in the digestive system is not the same as the optimum for that enzyme, the enzyme will become denatured and will not work. When food leaves the stomach it is acidic. To neutralise this pH and change it more to alkaline, **bile** (which is made in the liver) is added to the food. This ensures that enzymes further down the digestive system are able to work properly.

A Timeline of The Holocaust

- 1925** - Hitler publishes Mein Kampf outlining his racist & anti-Jewish ideas.
- 1933** - Hitler becomes chancellor of Germany.
- 1933** - First concentration camps established to imprison enemies of the Nazis.
- 1935** - Nuremberg laws are passed.
- 1938** - Kristallnacht, German Jews had their business and homes attacked.
- 1939** - T4 Eugenics program starts. Murder of the disabled.
- 1939** - WW2 begins when Germany invades Poland.
- 1940** - Ghettos built in Poland to imprison Jews.
- 1941** - Invasion of Russia. Einsatzgruppen begin the mass murder of Jews and other groups.
- 1942** - Jan 20th – The Wannsee conference. Leading Nazis decided on the ‘Final solution’.
- 1942** - Nazis start the liquidation (closure) of the ghettos.
- 1943** - February - 80% of Holocaust victims now dead.
- 1944** – Germans destroy evidence of the Holocaust. Allies begin to liberate camps and the world discovers what has happened.

The Key people involved

Adolf Hitler. Leader of Germany and responsible for the Nazis racist ideology as well as the holocaust.

Heinrich Himmler Head of the SS. The man directly responsible for organising the Holocaust.

Reinhard Heydrich Leader of Einsatzgruppen and organiser of the Wannsee conference. Capable of astonishing cruelty, even Hitler called him “The man with the iron heart”.

Adolf Eichmann In charge of logistics. Organised the trains that took the Jews and others to the death camps.

Joseph Mengele Known as the Angel of Death. Scientist at Auschwitz, picked who lived and died. Also performed deadly experiments on Jewish prisoners

The Holocaust

Key vocabulary of The Holocaust

Mein Kampf - Book written by Hitler outlining his racist world views and plans for conquest.

Holocaust - the systematic murder of Europe's Jews by the Nazis and their collaborators. Genocide -deliberate killing of a large group of people, especially those of a particular nation or ethnic group.

Aryan – Nazis used this word to describe their ideal race.

Übermenschen – Nazis used this word for master race

Nuremberg Laws- 1935 laws that removed German Jews citizenship and stripped them of most basic rights.

Ghetto –Sectioned off part of a city used to hold Jews prisoner.

Einsatzgruppen – SS death squads, followed behind German army rounding up and killing those the Nazis wanted rid of.

Kristallnacht –1938 Nov 9th 'Night of broken glass', Nazi led protests attack and destroy Jewish shops/homes/temples across Germany.

Untermenschen – Nazis used this word for sub human race

SS- (Storm troopers) the Nazi parties private army. Combined military and Police function. Ran the Concentration and Death camps

Concentration Camp- Prison camps that the Nazi used to hold Jews and other groups. Many worked the inmates to death or starved them. Other camps, like Auschwitz were death camps.

Auschwitz- Most notorious of the death camps.



The Holocaust

In 1919 at the end of WWI the allies imposed a harsh peace treaty on the Germans. Adolf Hitler, the leader of the Nazi party blamed enemies inside Germany for losing the war. -This group included Jews, Gypsies, Homosexuals, and Communists. He wanted to make Germany great by removing those he thought of as impure (untermenschen) leaving only pure (ubermenschen) German people left. After taking power in 1933 the Nazis began to act.

The Nazis began to persecute the Jews by removing “Jewish influences” from society, e.g. The 1935 Nuremberg laws removed their German citizenship & banning marriages and relationships with Jews. They were given strict rules to obey such as not being allowed outside after 6:00pm or no longer allowed to work in certain jobs e.g. doctor/teacher/lawyer.

In 1938 Kristallnacht began the violence against the Jews. Over 100 were killed and 30,000 put into the camps. The next year the Nazis began the T4 program, sterilising and killing people who were mentally or physically disabled. When WWII began the Nazis took over Poland. Jews were forced to wear badges to identify themselves in public. In 1940 the Jews were forced to move into small areas of the big cities called Ghettos. They were blocked off and conditions were appalling, resulting in the death of thousands of Jews.

After the invasion of Russia in June 1941 the Nazis controlled most of Europe. They began to murder the Jewish population. Following behind the invading army came the Einsatzgruppen – special teams of soldiers who rounded up and shot the Jews, men, women and children. At Babi Yar in Ukraine they killed 33,771 Jews in 2 days. They would kill over 2 million people in total.

The Nazis had begun using special gas trucks to kill people. Jews and others would be forced into the back of the truck, then the fumes from the engines were pumped in. Most were dead within 20 minutes. But for Heydrich this was slow and inefficient. He needed a new method. So at Wannsee in January 1942 a ‘Final Solution to the Jewish Question’ was decided upon. The Jews were to be murdered in death camps such as Auschwitz, Treblinka, Belzec and Sobibor.

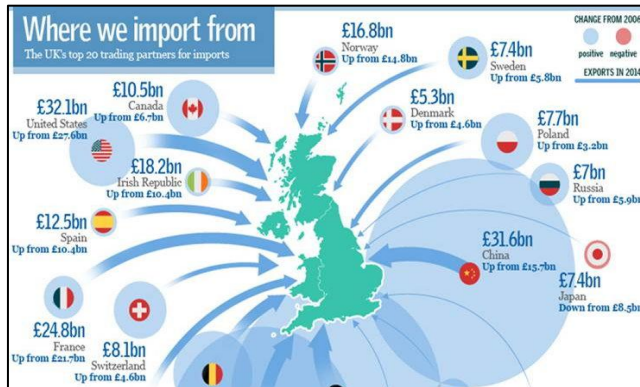
The camps worked in two ways. Just as before concentration camps tried to work and starve the people to death. However, a second kind of camp (often hidden inside an existing camp) now appeared. -These death camps would force those who couldn’t work (sick/young/old etc.) into chambers. They were told they were being given a shower. When the doors of the chamber were locked, poison gas was pumped into the room. Afterwards, the bodies were burned. 1.1 million people, mainly Jews, were murdered at Auschwitz alone. During the Holocaust roughly 6 million Jews and 11 million other people were murdered.

The Holocaust

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?

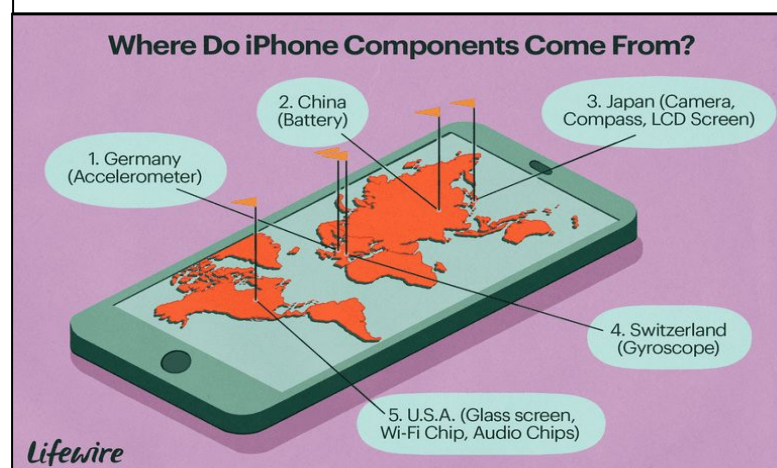
A port is a location on the coast that provides facilities for ships to load and unload cargo.

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.



How does water consumption create interdependence and conflict?

Water insecurity/scarcity	When water availability is not enough to ensure the population of an area enjoys good health, livelihood and earnings.
Water security	The reliable availability of an acceptable quantity and quality of water for health, livelihoods and production.
Water stress	Water stress occurs when the demand for water exceeds the available amount during a certain period or when poor quality restricts its use.
Water surplus	This exists where water supply is greater than demand.
Water deficit	This exists where water demand is greater than supply.

GEOGRAPHY

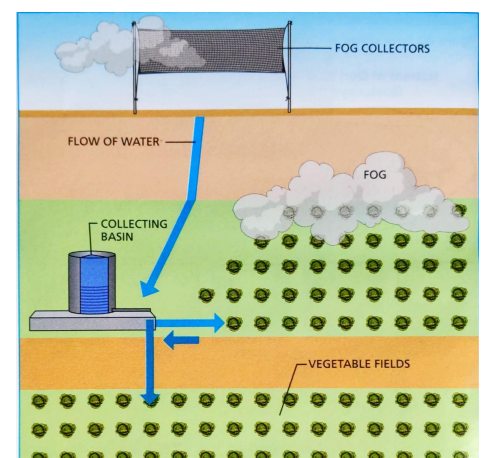
Why does Peru struggle with water supply?

- Lima (Peru's capital) has an arid subtropical climate, but due to the cold Pacific waters, it is much cooler than might be expected for a subtropical desert.
- Lima has a population of over eight million people with one-third of these living in *barriadas* (slum settlements).
- The *barriadas* do not have running water and rely on water trucks.
- Peru is the largest producer of Asparagus which is a thirsty vegetable; the USA water footprint resulting from importing asparagus is 93 million m³ of Peruvian water a year! - enough to fill 37,000 Olympic swimming pools.



What can be done help Peru's water supply?

- Fog catching is one solution. Using large nets the water droplets from the fog can be harvested to use on crops.
- Water can be transferred from one area of water surplus to the areas of deficit.



Islam

The word **Islam** is an Arabic word related to Salam which means peace. Islam is the peace that comes from obeying the will of God. The word Muslim is also an Arabic word which means 'submission' to the will of God. Allah means 'The God' and is singular, not plural. This reflects the Muslim belief that there is only One God. Allah is the name that Muslims use for God.

الله



Did you know? There are over 1.6 billion Muslims worldwide – it is the world's 2nd largest religion and 4.5% of the UK population is Muslim.

Shariah means 'straight path' and sets out moral and religious rules based on Islamic sources of authority (Qur'an, Hadith). Shariah is incorporated in the law in many Muslim majority countries. Shariah defines what is halal and what is haram. Shariah covers many everyday issues – food, clothing, crime, money, sex and relationships.

E.g. It is **Haram** to murder, drink alcohol, cohabit. It is **Halal** to eat chicken (halal) and vegetables, dress modestly.

Jihad is a term that is used a lot, especially in the media and is often misunderstood. It actually means 'to strive'. There are two forms of jihad. The greater jihad is the daily struggle and inner spiritual striving to live as a Muslim. The lesser jihad is a physical struggle or 'holy war' in defence of Islam.

Key Terms:

Allah: God

Hadith: collected writings based on the life of Muhammed

Halal: permitted

Haram: forbidden

Jihad: Struggle or Striving

Mosque: Place of prostration (prayer)

Qur'an: holy text in Islam, believed to be the revealed word of Allah

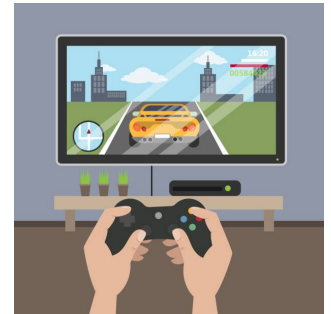
Shariah: 'straight path' - the basis for Islamic Law

Ummah: Community or brotherhood



Wie benutzt du neue Technologien?

ich mache meine Hausaufgaben - I do my homework
 ich surfe im Internet - I surf the internet
 ich höre Musik - I listen to music
 ich lade Musik herunter - I download music
 ich lade Fotos hoch - I upload music
 ich schaue Videos auf YouTube - I watch Youtube videos
 ich schreibe und lese Emails - I write and read emails
 ich simse - I text
 ich kaufe Produkte - I buy products
 ich spiele Computerspiele - I play computer games
 ich chatte mit Freunden - I chat to friends
 ich gehe auf Instagram - I go on Instagram



Wie oft machst du das?

jeden Tag - every day
 oft - oft
 jeden Abend - every evening
 einmal pro Woche - once a week
 zweimal pro Woche - twice a week
 manchmal - sometimes
 ab und zu - now and again
 Zwei Stunden pro Tag - 2 hours a day
 selten - rarely
 nie - never
 Am Wochenende - at the weekend

Was für Musik hörst du gern?

ich höre (nicht) gern...
 Rap-musik
 klassische Musik
 Dance-Musik
 Opernmusik
 Popmusik
 Heavymetal-Musik
 Techno-Musik
 R&B-Musik

ich denke, dass sie.....ist - I think that it is.....

altmodisch - old fashioned
cool

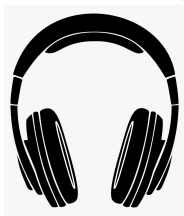
fantastisch - fantastic

langweilig - boring

laut - loud

lustig - funny

schrecklich - terrible



Was siehst du gern?

eine Komödie/ Komödien - a comedy/ comedies
 ein Seifenoper/ Seifenopern - soap opera(s)
 eine Musiksendung/ Musiksendungen music show(s)
 eine Sportsendung/ Sportsendungen - sport show(s)
 ein Zeichentrickfilm/ Zeichentrickfilme cartoon(s)
 ein Talkshow/ Talkshows
 eine Quizsendung/ Quizsendungen - game show(s)
 ein Dokumentarfilm/ Filme - documentary/ documentaries
 die Nachrichten - the news
 ein Realityshow - reality TV

Mein Lieblingssendung ist
Eastenders - My favourite
 programme is Eastenders

Was hast du gesehen? - what did
 you watch?

Ich habe..... gesehen - I watched...

Wie war das?

fantastisch - fantastic
 gruselig - gruesome
 langweilig - boring
 lustig - funny
 romantisch - romantic
 spannend - exciting
 zu lang - too long
 deprimierend - depressing
 interessant - interesting



Why is developing your skills so important?

Skills development is the process everyone goes through where we learn where the gaps in our skills are, and we work on ways to develop those skills in order to help us as individuals succeed.

You need skills for lots of different areas of life and future colleges and employers will want to know what your skills are in order help you make the correct choices for your career, studies and jobs.

You will need to demonstrate how you have developed these skills and explain the different experiences you have taken part in that give you these attributes.

Important skills to develop and to demonstrate as you go through school and beyond:

Communication - listening, reading, writing and articulating your thoughts clearly in a range of ways. Formal and informal written styles will be required in communication with different people and organisations.

Problem Solving - having the ability to sort out issues for yourself, to analyse issues, make good decisions and sort out problems.

Teamwork - work effectively and respectfully with others.

Initiative - being proactive, handling situations without fuss, finding answers to questions without having to ask.

Work ethic - teachers parents, employers, college lecturers all want to see that you can take responsibility for your actions, You should be able to demonstrate a positive approach to your lessons and home learning as well as other projects, clubs or opportunities you are offered.

Attention to detail - being able to produce detailed work that shows careful thought and accuracy with clear evidence of checking, redrafting, wanting to improve.

Leadership - can you motivate and lead others? Can you guide and show others how to do something and to do something well? Then you show leadership qualities.

Organisation - being systematic and methodical in the way you work. Planning your time and using it effectively so that you meet deadlines, complete work effectively, know what you are meant to be doing and consider how you will do it.

What are important qualities to help prepare you for KS4 and beyond?

Think about the positive qualities you have - they make you who you are but can help you achieve, be successful.

- Sense of humour
- Patience and empathy
- Adaptability and resilience

Post 16 options

- **Entry Level 1,2,3 - below GCSE giving students basic knowledge, skills and understanding.**
- **Level 1 - equivalent to GCSE grades 1,2,3 - giving students basic knowledge, skills and understanding which they can apply to everyday life.**
- **Level 2 - equivalent to GCSE grades 4 - 9, this is an important level to have to be able to progress to the full range of options when you leave school. It involves building up knowledge and skills in subject areas and using them.**
- **Level 3 - equivalent to A Levels / vocational level 3 BTEC courses where you gain more detailed knowledge and gain in depth knowledge and skills. This is the level of qualification required for entry to University or other higher education setting.**

Types of post 16 options

- **Level 2 or 3 Btec/ vocational courses. These are offered in a wide range of subjects, choose the highest level for your skills and grades**
- **A levels - higher level academic course in a wide range of subjects. You need grade 5 or higher usually to study these courses fully.**
- **T- levels - T Levels are an alternative to A levels, apprenticeships and other 16 to 19 courses. Equivalent to 3 A levels, a T Level focuses on vocational skills and can help students into skilled employment, higher study or apprenticeships. Each T Level includes an in-depth industry placement that lasts at least 45 days as a compulsory element.**
- **Apprenticeships - a programme where you learn the trade/job from another whilst working and studying at the same time.**

Where to look for careers advice and guidance

Careers education is part of preparing for further on in school and after you leave Whitstone. Research opportunities and find out about events by looking in the following places:

- 1) **School website - careers section. There are lots of different links to colleges, different websites that can help you think about what you may want to do next and how to get involved.**
- 2) **Career pilot website - www.careerpilot.org. We look at this in school and you and your parents could begin researching and reading about different career related topics.**
- 3) **College websites for information on types of courses and what you need to achieve to get on certain courses and pathways - via our website.**
- 4) **ASK - apprenticeships via the school website.**
- 5) **Speak to Mrs Hooper (M7) or Miss Pickaver (careers advisor - library) if you want to find out more about how to develop your skills, or for careers advice.**
- 6) **Read the careers information displayed around school**

REGGAE

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



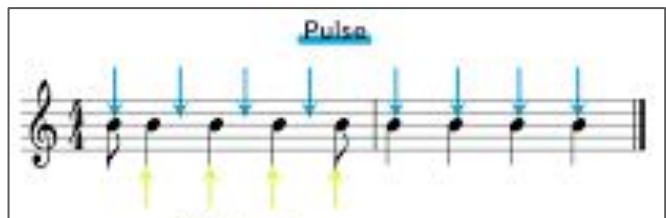
Reggae is closely associated with **RASTAFARIANISM**, a religious movement worshipping Haile Selassie as the Messiah. Worshippers believe that they will eventually return to their African homeland. The **lyrics** of Reggae songs are strongly influenced by Rastafarianism and are often political. Common 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

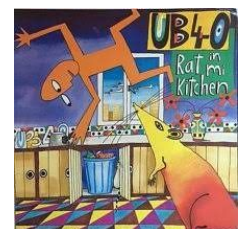
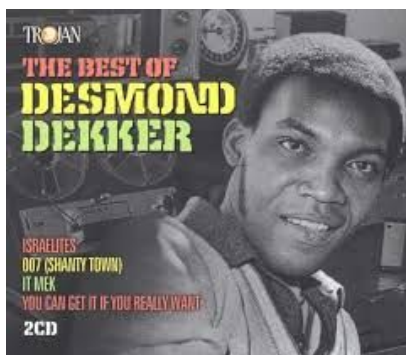
Pulse/ Beat	1	2	3	4	1	2	3	4
"Offbeat" rhythms (weak beats)	♩	♩	♩	♩	♩	♩	♩	♩

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**

Can you identify the musical features of the genre?



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.

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.

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.

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.

to find out more visit www.grammadrama.wikispaces.com

VOICE & MOVEMENT

- Articulation
- Fluency
- Intonation
- Register
- Clarity
- Pause
- Pitch
- Accent
- Pace
- Timing
- Tone
- Volume
- Emphasis
- Stance
- Balance
- Body Language
- Gesture
- Facial Expression
- Mime
- Posture
- Pace
- Timing
- Slow Motion
- Blocking
- Masking
- Use of levels
- Use of space
- Rhythm

ACTING STYLE

THERE ARE ONLY TWO TO CHOOSE FROM...

NATURALISTIC
OR
STYLISTED

CHARACTERISATION

MANNERISMS
BEHAVIOUR
HABITS
GESTURES

ACTOR/AUDIENCE RELATIONSHIP

Aware of audience or not.
Impact – emotion – dramatic effect – thought provoking

SPOKEN TEXT VS PHYSICAL MOVEMENT

Consider subtext and how to convey this physically

ACTING TECHNIQUES

(MORE SPECIFIC THAN JUST VOICE AND MOVEMENT)

PRACTITIONERS (IE. STANISLAVSKI SYSTEM, MEYERHOLD, BRECHT, GROTOWSKI...)
METHOD ACTING
SYMBOLISM

INTERACTION BETWEEN CHARACTERS

EYE CONTACT
DIALOGUE
SUBTEXT
MIRRORING
SUGGESTION

STAGE PROXEMICS

Use of space to create distance that can represent a relationship

Challenges of using a Script

Line Learning	There's no getting away from it if you are performing a play that is scripted you have to learn your lines. Repetition is the key to line learning, it's all about going over lines regularly to keep them fresh in your mind.
Multitasking	An actor is an expert at multitasking. As well as remembering your lines you also need to remember your moves, to cheat to the audience, to put emotion into your voice, AND to use the correct area of the space. This is why it is so important to learn your lines early on so you don't need to be thinking about them whilst trying to do everything else as well.
Blocking	Blocking is the term used for all the movements that you put into the scene. Blocking in a play is about making sure that movements look natural and that people are in the right place at the right time . You need to make sure the correct space is being used (centre stage as much as possible) and that the actors aren't getting in each other's way.
Masking	This term describes when a actor stands in a place that blocks the audience's view of another actor or action . This ties in with cheating to the audience as it's all about making sure everything on stage can be seen by the audience.

Learning Lines - here are some techniques to help learn lines

1. **Split the scene into sections. Make sure these sections are at logical points for a pause. It is important to break the scene into manageable sections, then learn one section a night..**
2. **Read through the section 5 times. This should hopefully mean that the lines are getting into the memory.**
3. **Close the script and write out your lines in full without looking. You can then check back on the lines to see if you have them right.**
4. **Correct mistakes by writing them out three times.**
5. **Check you can still remember the lines twenty minutes later.**
6. **Make sure when you start learning a new section to re-cap on everything you have already learnt. This means you are constantly reinforcing lines from earlier.**
7. **Record them - lots of people find this really useful as they can listen back to their lines at their leisure.**
8. **Practice with your partner/ family members. Hearing someone else say the lines helps you to learn your cues (the line before you speak)**
9. **Go for a walk and recite lines. Some people find doing something physical helps them remember their lines. This is because the line fits the action and both together make the learning stronger.**

The Design Process

Task Analysis	A mind map to explore all elements of the designing/making tasks ahead
Customer Profile	An outline of a typical user of the product being designed
Primary Research	Gathering new data that has not been collected before using surveys, questionnaires or interviews
Secondary Research	Gathering existing data that has already been published from sources like the internet and magazines
Research Analysis	A summary of important findings from each area of research
Initial ideas	A range of quick sketches in response to the brief
Development	More detailed drawings which explore and refine better ideas
Modelling	Hand generated or CAD/CAM models to prove construction methods
Final idea	High quality drawing of the final product idea
Plan of Make	A flow chart guide to how the product will be made
Manufacture	Making the final product
Testing	Comparing outcomes to the original specification
Evaluation	Reviewing how well the final outcome has gone



Health & Safety

When moving on to practical work for your projects, the rules associated with a classroom in D&T are vital to keep you and others safe. You need to be able to recall these rules and understand their importance. Based on different locations or activities, you should be able to identify risks and consider precautions to eliminate these risks. The use of PPE (Personal Protective Equipment) is one important way of staying safe in any practical room. This may include the use of goggles, ear defenders or gloves for example.

PRODUCT DESIGN

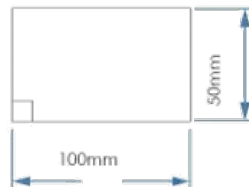
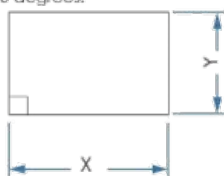
Maths in DT

Working out area in shapes - RECTANGLES.
A rectangle has four sides, with the opposite sides being the same length and parallel. Each of the four internal angles are right angles, 90 degrees.

FORMULA

AREA = X multiplied by Y
AREA = LENGTH x HEIGHT

The formula is always in mm²



AREA = X multiplied by Y
AREA = 100mm x 50mm
AREA = 5000mm²

There is plenty of Maths in DT:

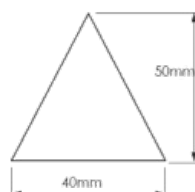
- Measuring
- Scale
- Proportions
- Shapes

To name but a few.

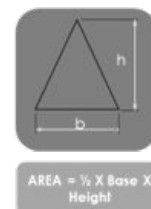
Remember we measure in (mm) NOT (cm)
To convert add a 0.
E.g. 10cm = 100mm
2.5cm = 25mm

Working out area in shapes - TRIANGLE.

A triangle can be regarded as a polygon with three sides. The area of a triangle is calculated by multiplying half the value of the base by its height.



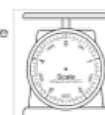
AREA = 1/2 X BASE X HEIGHT
AREA = $\frac{40 \times 50}{2}$
AREA = $\frac{2000}{2}$
AREA = 1000mm²

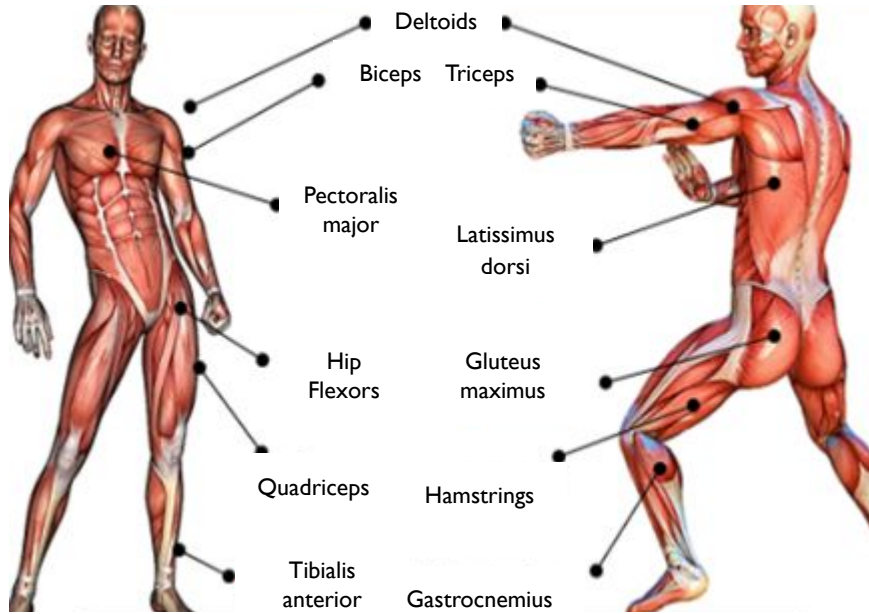


Why do I need Maths in Food Preparation? What is the importance of measuring and weighing?

Success in food preparation depends on the correct amount of ingredients in the recipe. The only way to get the correct amount is by weighing or measuring each ingredient.

1 GRAM 0.001 KILOGRAM





How the Body Moves - Muscles

Antagonistic Muscle Pairs

Definition: Muscles work in pairs - when one contracts, the other relaxes

Agonist - muscle that contracts to cause movement

Antagonist - muscle that relaxes during movement

Muscle Contraction	Characteristics
Isometric	Muscle contracts but NO MOVEMENT takes place. Example: ski sit, tug of war, handstand
Concentric	Muscle contracts and movement takes place. All movements except stationary ones and ones going down. Example: kicking a ball, throwing, shooting
Eccentric	Muscle contracts and lengthens when tensed. All movements that go against gravity e.g. downwards Example: downwards part of a press up.

PE

Joint	Movement	Agonist	Antagonist
Hip	Flexion	Hip flexors	Gluteus maximus
	Extension	Gluteus maximus	Hip flexors
Knee	Flexion	Hamstrings	Quadriceps
	Extension	Quadriceps	Hamstrings
Ankle	Plantar flexion	Gastrocnemius	Tibialis anterior
	Dorsiflexion	Tibialis anterior	Gastrocnemius
Elbow	Flexion	Biceps	Triceps
	Extension	Triceps	Biceps

Key definitions

Ligament - joins bone to bone

Tendon - joins muscle to bone

Cartilage - covers the ends of bones; prevents friction

Synovial fluid - lubricates the joint

Flexion - decreasing the angle at a joint

Extension - increasing the angle at a joint

Abduction - movement away from the midline of the body

Adduction - movement towards the midline of the body

Plantar flexion - pointing your toes

Dorsiflexion - curling your toes upwards

Rotation - circular movement of the joint.

Data and Democracy

Democracy means that the people vote for the people or political party that they want to be in charge. The elected representatives then run the country.



Nowadays, it is really easy to find out what a political party stands for and what their election promises are as it can all be found on the internet. This should mean that the population can make an informed vote. However, lots of people rely on social media for information and news. This creates a few problems. Social media is rife with fake news which people may believe, affecting the way they vote. Another issue is that social media uses the data it collects about its users to determine what they want to see. This could lead to people only seeing one side of the argument or having their views challenged.

The key question is whether the way society uses the internet and social media helps or hinders democracy.

GDPR and Data Protection

GDPR stands for General Data Protection Regulations and they are Europe-wide rules for how organisations use the data they collect. The UK enforces these regulations with the Data Protection Act 2018. The DPA ensures that everyone responsible for using personal data has to follow strict rules called 'data protection principles'. They must make sure the information is:

- used fairly, lawfully and transparently
- used for specified, explicit purposes
- used in a way that is adequate, relevant and limited to only what is necessary
- accurate and, where necessary, kept up to date
- kept for no longer than is necessary
- handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

An introduction to the DIGITAL DIVIDE #EID100

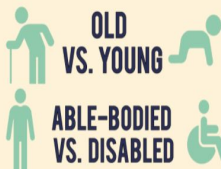
Sheraz Khan, Daniel Grieco, Robin Ha, Spiros Xanthios

WHAT is it?

Definition: The gap between demographics and areas that have access to modern information & communications technology from those who don't.



WHO does it effect?

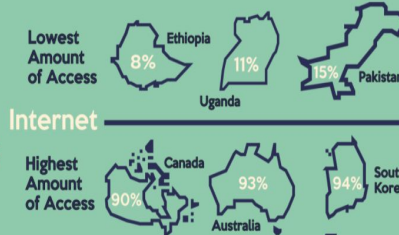


- 62% of households making >30k use the internet.
- 77% of older people require a walkthrough to set up a device.
- 27% of disabled adults have never used the internet.
- In the U.S., 75% of urban residents use the internet, compared to 69% of rural residents.



WHERE is it located?

- 31% of the world does not have 3G coverage.
- 15% of the world has no electricity.
- South Koreans pay as much as half of what Americans pay for internet that is 200 times faster in speed.



A 24/7 Workplace

Cloud computing is now an important part of everyday life and it's the very thing that has made working from home possible.

Benefits

Working from home can mean that you can be much more flexible than working in an office; you can decide which hours you work. This can mean a happier workforce. It can be cheaper. Organisations can save money by having smaller office spaces if more of their employees work from home.

Drawbacks

Switching off can be hard. Because people are working different hours, emails are being sent at all hours and many people feel the pressure to act on the emails when they are sent regardless of time. It puts people under a lot of stress and it can be really hard to manage.

Technology and the Environment

We use a lot of electricity which is generated by the burning of fossil fuels. This leads to air and water pollution. Too much CO₂ in the air is damaging the Ozone layer and causing the climate to change. Another big problem is what happens to the tech after we have used it. If it's not properly disposed of and recycled, dangerous substances can leak into the soil and contaminate the food chain.

However, tech companies are encouraging people to recycle their old tech by offering money off.

The companies then organise to have the tech stripped down and either reuse or recycle the parts they can and safely dispose of those they can't.

Technology means that more people can work from home which means fewer people commuting to work, fewer cars on the road and therefore less pollution. International meetings are happening online rather than people flying to another country.

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.

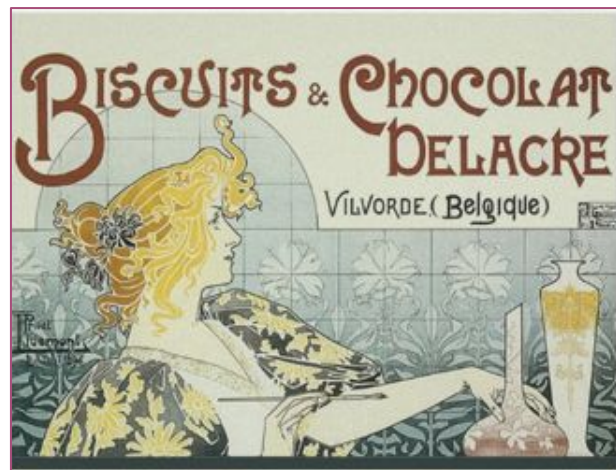
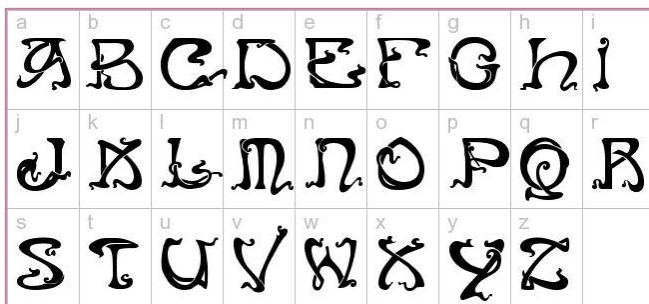


Keywords

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

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.

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.



Contemporary Art Nouveau

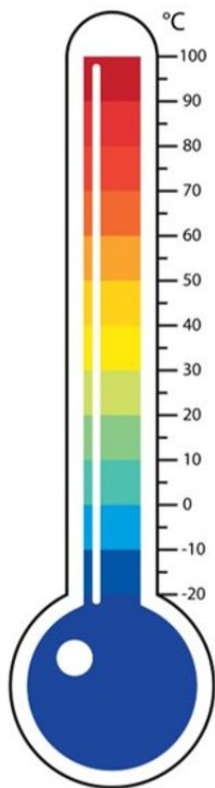


Motif:
 decorative image or design, especially a repeated one forming a pattern.

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



Food Hygiene



5-63°C – The danger zone where bacteria grow most readily.

37°C – Body temperature, optimum temperature for bacterial growth.

8°C – Maximum legal temperature for cold food, i.e. your fridge.

5°C (or below) – The ideal temperature your fridge should be.

75°C – If cooking food, the core temperature, middle or thickest part should reach at least this temperature.

75°C – If reheating food, it should reach at least this temperature. In Scotland food should reach at least 82°C.

Use-by-date.

You've got until the end of this date to use or freeze the food before it becomes too risky to eat.

Best-before-date.

You can eat food past this date but it might not be at its best quality.



High Risk Food

Bacteria easily multiply on foods known as 'high-risk food'. These are often high in protein or fat, such as cooked meat and fish, dairy foods and eggs. Cooked pasta and rice are also regarded as high risk foods if they are not cooled quickly after cooking and stored below 5°C.

Bacterial growth and multiplication

All bacteria, including those that are harmful, have four requirements to survive and grow:

- 1) Food
- 2) Moisture
- 3) Warmth
- 4) Time



Where should food be stored in the fridge?

Cheese, dairy and egg-based products

The temperature is usually coolest and most constant at the top of the fridge, allowing these foods to keep best here.

Cooked meats

Cooked meats should always be stored above raw meats to prevent contamination from raw meat.

Raw meats and fish

Raw meats and fish should be below cooked meats and sealed in containers to prevent contamination of salad and vegetables.

Salad and vegetables

These should be stored in the drawer(s) at the bottom of the fridge. The lidded drawers hold more moisture, preventing the leaves from drying out.

The Designer - Part 2

Designers create brands and experiences, advertisements and publications, physical spaces, digital spaces, animations and an endless list of 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...

Contrast

It can be achieved through the use of size and scale, lightness or darkness, colour and the use of space.

Ensure you have contrast in the size of elements on the page and make sure your colours are contrasting tones or shades.

You can play with the size of type on the page and it can also be useful to consider the contrast in pairing the typefaces you choose.

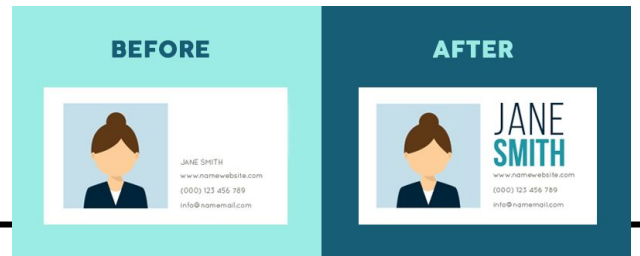


Pay attention to the hierarchy

When sitting down to design something, ask yourself 'what's the most important element of my design?' More simply stated, what is someone supposed to look at first?

Hierarchy is an extremely important aspect of graphic design. As a designer, it is your job to guide a viewer through the design, therefore, you need to prioritise elements according to their importance.

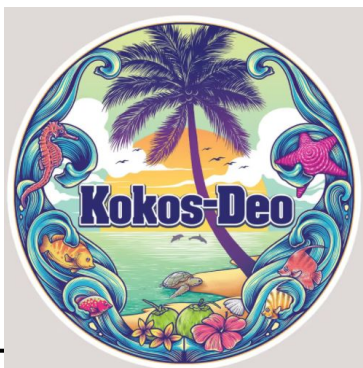
You can achieve that priority easily through scale, the application of colour, the size of type and your font choices as well as the use of space.



Layering & Overlapping

One of the easiest ways to create depth in graphic designs is by overlapping images/objects.

Overlapping different elements and objects over each other gives your design a layered look—and when elements look layered, it creates a sense of depth.



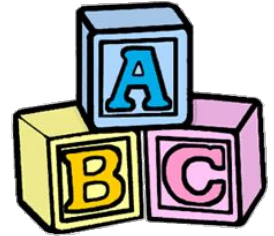
In this image the ocean border is used as an outline and layered on top of the beach scene, almost making it appear as though you're looking through a window at the beach scene further in the distance.

Then, there are the overlapping waves, fish, and flowers within the border itself. There's also layering in the beach scene, with the clouds overlapping the sun.

The overall effect? All sorts of depth.

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.

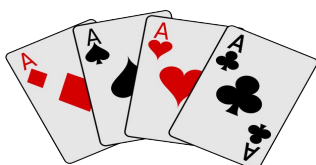
Key Words

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.....

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

Challenge 1 -PSHE - Weeks 1-3

There is a 'careers' education focus to this term's PSHE lessons.

- 1) As your challenge task I would like you to log in to the career pilot website careerpilot.org.uk You will need to sign in to use the website fully. You should have done this in PSHE lessons previously, but can do so now if needed.
On the right hand side you can see a menu including my skills profile, my values, my next steps - work your way through these sections completing evidence to support your careers planning. You can adapt and change this and build on this at any time.
- 2) <https://www.somerset-ebp.co.uk/talented> - log in to this website run by Somerset education business partnership - create a log in if you wish (this will allow you to print a certificate if you complete any of the material). Click on Talented Academy and then insights on demand - you can select an industry to find out about and watch and work through the material at your own pace.

Challenge 2 -Maths - Weeks 4-6

Take the numbers 1,2,3,4,5,6 and choose one to wipe out.

For example, you might wipe out 5, leaving you with 1,2,3,4,6

The mean of what is left is 3.2

I wonder whether I can wipe out one number from 1 to 6, and leave behind five numbers whose average is a whole number...

How about starting with other sets of numbers from 1 to N, where N is even, **wiping out just one number**, and finding the mean?

Which numbers can be wiped out, so that the mean of what is left is a whole number?

Can you explain why?

What happens when N is odd?

Here are some puzzling wipeouts you might like to try:

One of the numbers from 1, 2, 3, 4, 5, 6 is wiped out.

The mean of what is left is 3.6

Which number was crossed out?

One of the numbers from 1 to 15 is wiped out.

The mean of what is left is 7.714285'

Which number was crossed out?