



Need ● ● ●
toKNOW
LOOE COMMUNITY ACADEMY

Year 8
Autumn 1

Be the
BEST
you can be

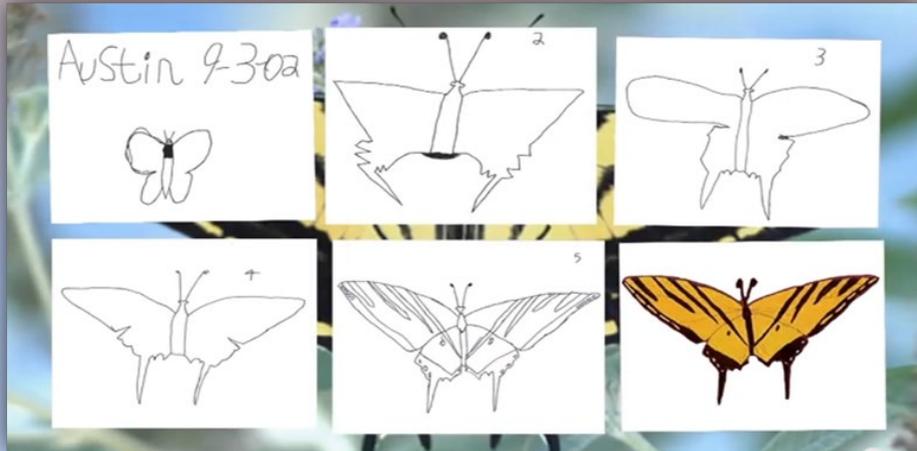




Need to KNOW
LOOE COMMUNITY ACADEMY

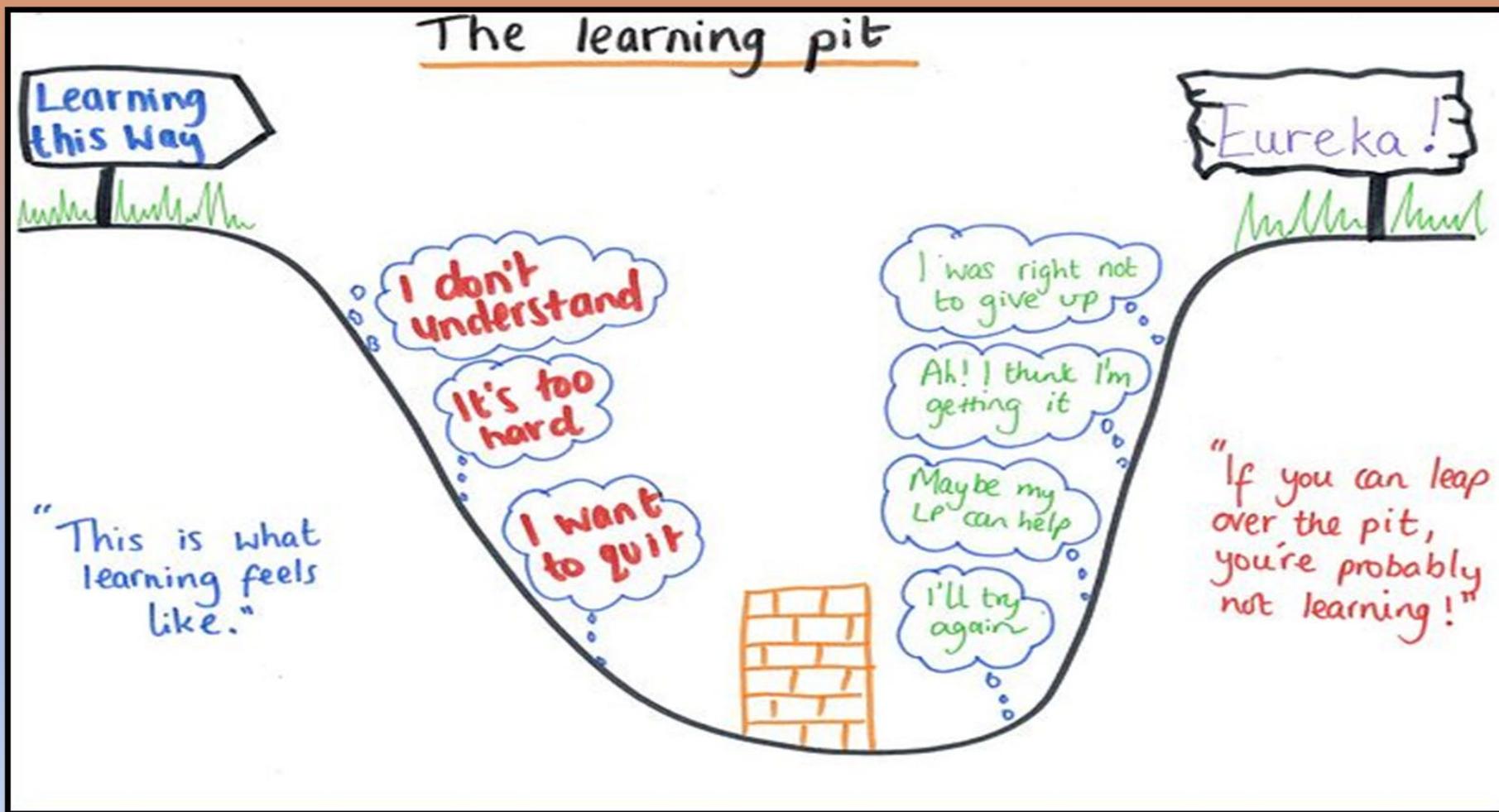
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!





The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

Magnificent Metacognition



Plan

Is this similar to a previous task?
What do I want to achieve?
What should I do first?

Monitor

Am I on the right track?
What can I do differently?
How can I ask for help?

Evaluate

What worked well?
What could I have done better?
Can I apply this to other situations?

2

Marvellous Memory



My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

Love My Learning



I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner.

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

Literacy for Life



Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

I NEED TO KNOW:

**How do the poets use language and structural techniques? What is context and why is it important?
How do I compare poems?**

Exploding a poem

Think about the Subject matter

What is the poem about?

Does it tell a story? This is the literal or surface level meaning.

What can you see in your head as you read?

Who is the poem about?
Is there a protagonist or an antagonist?

Who is **speaking** in the poem? Is there a narrator? To whom are they speaking? Why do you think the poet chose this perspective?

What are the ideas or themes of the poem?

Tone and Mood

Poets and authors set a **TONE** or **MOOD** in poetry by conveying an emotion or emotions through words.

Tone often reveals the **poet's attitude** towards the subject matter, characters and situations.

Think about:

What words best describe the tone of the poem? Is there a shift or change in the tone of the poem at any point? What effect does that change have?

Mood is the overall atmosphere or feeling the reader gains from a text. It is the **feelings the reader experiences** as they read the poem.

What words best describe the mood of the poem?

What feelings does the mood cause the reader to experience?

Words to describe Tone or Mood: melancholy, depressed, passionate, dramatic, angry, optimistic, humorous, tragic, adventurous, romantic, relaxed

Similar	Contrast
Similarly	Whereas
Equally	On the other hand
Likewise	Instead of
Like	Alternatively
Also	Otherwise
Both	Unlike
	However

Heritage Poetry means:

Poetry written by British poets that has stood the test of the time.

Poetry from Other Cultures and Traditions means:

These writers may live in the UK as members of ethnic minority groups or may live overseas.

What are these language and structural techniques?

Simile

Metaphor

Personification

Imagery

Assonance

Sibilance

Adjective

Verb

Adverb

Juxtaposition

Volta

Caesura

Enjambment

Poetry PEEDL

Point = name the technique

Evidence= quote “ “

Explain= explain what the quote shows/the effect

D= develop ideas further. Zoom in on a key word.

L= *Link to the context of the poem*

Personal response

What you think is important?

How do you feel about the poem? Did you enjoy reading it? Why or why not?

Do you agree/disagree with the poem's message? Why?

I NEED TO KNOW: Understand, use and interpret mathematical symbols.

Symbol	Symbol Name	Meaning / definition	Example	Symbol	Symbol Name	Meaning / definition	Example
=	equals sign	equality	$5 = 2+3$ 5 is equal to 2+3	+	plus sign	addition	$1 + 1 = 2$
≠	not equal sign	inequality	$5 \neq 4$ 5 is not equal to 4	-	minus sign	subtraction	$2 - 1 = 1$
≈	approximately equal	approximation	$\sin(0.01) \approx 0.01$, $x \approx y$ means x is approximately equal to y	±	plus - minus	both plus and minus operations	$3 \pm 5 = 8$ or -2
>	strict inequality	greater than	$5 > 4$ 5 is greater than 4	±	minus - plus	both minus and plus operations	$3 \mp 5 = -2$ or 8
<	strict inequality	less than	$4 < 5$ 4 is less than 5	*	asterisk	multiplication	$2 * 3 = 6$
≥	inequality	greater than or equal to	$5 \geq 4$, $x \geq y$ means x is greater than or equal to y	×	times sign	multiplication	$2 \times 3 = 6$
≤	inequality	less than or equal to	$4 \leq 5$, $x \leq y$ means x is less than or equal to y	·	multiplication dot	multiplication	$2 \cdot 3 = 6$
()	parentheses	calculate expression inside first	$2 \times (3+5) = 16$	÷	division sign / obelus	division	$6 \div 2 = 3$
[]	brackets	calculate expression inside first	$[(1+2) \times (1+5)] = 18$	/	division slash	division	$6 / 2 = 3$
				—	horizontal line	division / fraction	$\frac{6}{2} = 3$

Knowledge organiser Curriculum Topics:

- 1) How Science Works 2) Health & Lifestyle 3) Ecosystem Processes

I NEED TO KNOW:

- 1) The different stages in a scientific investigation
 2) What is in our food, how the digestive system works and are the effects of drugs and alcohol
 3) What is photosynthesis and respiration – how and where do they happen. Describing feeding relationships using food webs and chains.

HOW SCIENCE WORKS

BBC BITESIZE: <https://shorturl.at/cmwX7>

YOUTUBE: [Scientific Variables – YouTube](https://www.youtube.com/watch?v=qAJ8IF4HI20) & <https://www.youtube.com/watch?v=qAJ8IF4HI20>

Section 1- Asking Scientific Questions	
You need to know: How scientists develop questions and identify variables	
Learn the meanings of independent, dependent and control variables	
Independent variable	<i>The variable you change in an investigation</i>
Dependent variable	<i>The variable you measure in an investigation</i>
Control Variable	<i>The variables kept constant in an investigation</i>

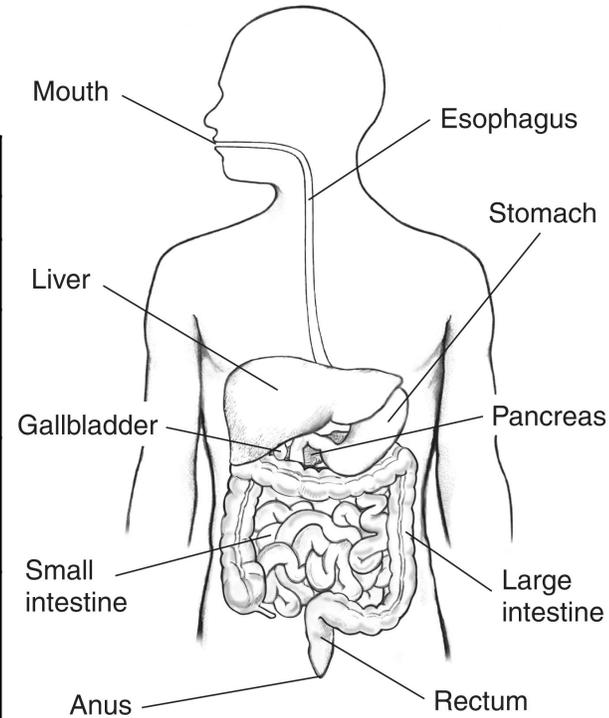
Section 2- Planning Investigations	
You need to know: How to write a scientific plan, risk assessment & what makes data accurate & precise	
Preparation	
Find out what a plan should include	
Accurate	<i>Data that is close to the true value</i>
Precise	<i>Set of repeat measurements that are close together</i>
Reproducible	<i>Other people can carry out an investigation and get similar results</i>

Section 3- Recording Data	
You need to know: How to make & record observations, present data & calculate mean averages	
Research the similarities & difference between line and bar graphs	
Mean	<i>Average set of data found by adding all the values together and dividing by the number of sets of data</i>
Continuous	<i>A variable that has values that can be any number</i>
Discrete	<i>A variable that can only have whole number values</i>

Section 4- Analysing Data	
You need to know: Identify patterns in data and draw conclusions	
Find out what a line of best fit is and how to draw one	
Analyse	<i>A process of looking at data and writing about what you have found out</i>
Line of best fit	<i>Smooth line on a graph that travels as close to as many points as possible</i>
Conclusion	<i>What you have found out in an investigation</i>

Section 5- Evaluating Data	
You need to know: Describe stages of evaluating data & suggest ways to improve investigation	
Research the different types of errors that can occur in investigations	
Evaluate	<i>Looking at the quality of data and suggesting improvements</i>
Error	<i>Difference between the obtained and true value of data</i>
Uncertainty	<i>Doubt in the result because of the way a measurement was made</i>

Section 1- NUTRITION & DIGESTION		
You need to know: How to compare energy levels		
Preparation	What are the seven nutrients, what do they do for the body	
Terminology	Nutrients	Essential substance that your body needs to survive
	Enzyme	Special protein that can help break large molecules into small ones
	Temperature	A process where large molecules are broken into small ones

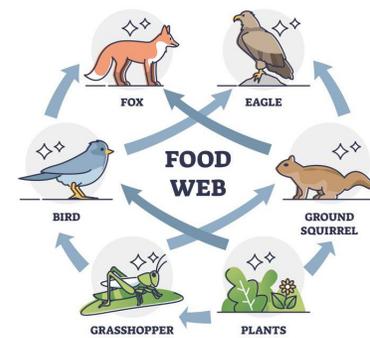
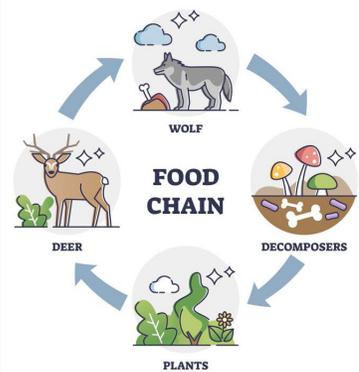


Section 2- DRUGS & ALCOHOL		
You need to know: Negative effects of drugs and alcohol		
Preparation	What is the difference between a medicinal and recreational drug	
Terminology	Depressant	A drug that slows down the body's reactions by slowing down the nervous system
	Stimulant	A drug that slows down the body's reactions by slowing down the nervous system
	Addiction	A need to keep taking a drug in order to feel normal

BBC BITESIZE:
<https://www.bbc.co.uk/bitesize/topics/zhvbt39/articles/zmjkhbk>

<https://www.bbc.co.uk/bitesize/topics/ztnnb9g/articles/zrs44xs>

Section 1- BIOENERGETICS		
You need to know: The difference between photosynthesis and respiration		
Preparation	What would happen if plants didn't photosynthesise	
Terminology	Photosynthesis	During photosynthesis, the chlorophyll in leaves help convert carbon dioxide and water into the products oxygen and glucose
	Respiration	Releasing energy from glucose
	Chemosynthesis	Releasing energy from chemicals.



PHOTOSYNTHESIS: <https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zn4sv9q>

RESPIRATION: <https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zdqx2v4>

FOOD WEBS: <https://www.bbc.co.uk/bitesize/topics/zxhhvcw/articles/zw46m39>

Section 2- ECOSYSTEMS & FEEDING RELATIONSHIPS		
You need to know:		
Preparation	What is the difference between a medicinal and recreational drug	
Terminology	Producer	An organism (plant) that produces its own food
	Consumer	An organism that eats other organisms as food
	Community	Collection of different organisms that live within an ecosystem

I NEED TO KNOW:

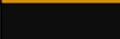
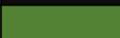
Images are made up of pixels. Pixels are small squares and when combined with other small squares an image is formed. Each pixel is given a specific colour.

Computers can only understand TWO values; 1 and 0. You need to be able to convert binary numbers to denary (the numbers we use).

Denary	Binary
0	0
1	1
2	10
3	11
4	100
5	101
6	110
7	111
8	1000

Colour depth

Within an image each pixel has its own binary number to represent a colour. The picture below has a colour depth of 2. There is no more than 2 bits per pixel.

Colours used	
0	
1	
10	
11	

11	11	11	11	11	11	11	11	11	11	11	1	1	1	11
11	11	11	11	11	11	11	11	11	11	1	10	10	1	1
11	11	11	11	11	11	11	1	1	11	1	10	1	10	1
11	11	11	11	11	11	1	0	0	1	10	1	10	10	1
11	11	11	11	11	1	0	0	0	0	1	10	1	1	11
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11	1	0	0	0	0	1	0	0	1	11	11	11	11	11
1	0	0	0	0	1	0	1	1	11	11	11	11	11	11
1	0	0	0	0	1	1	11	11	11	11	11	11	11	11
11	1	1	1	1	11	11	11	11	11	11	11	11	11	11

When you zoom into any picture you will eventually see the individual pixels (small squares)

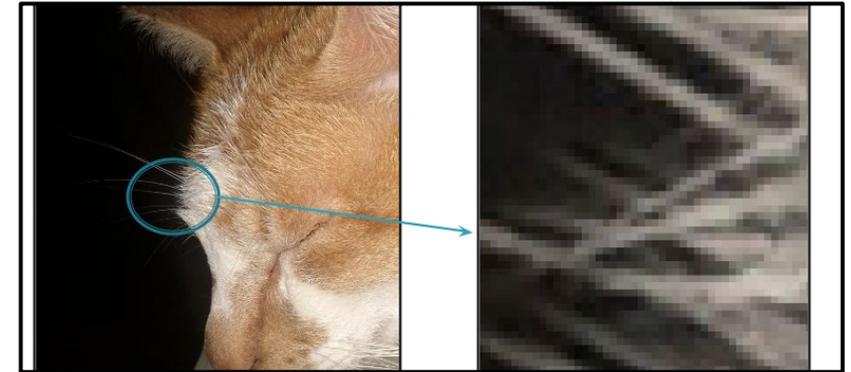
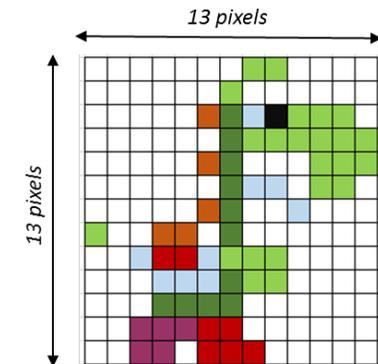


Image Resolution

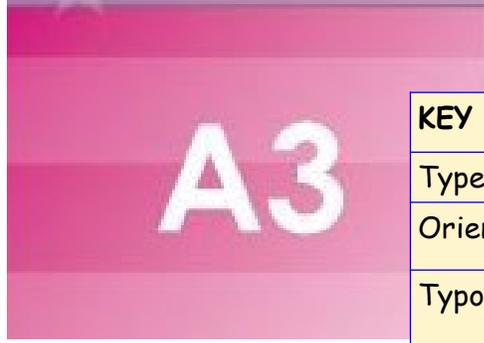
This is how many pixels are in an image. This image has a resolution of 13 x 13.





I NEED TO KNOW:

How to use block printing process to create a sheet of wrapping paper with tag.
How to create a commercial branded identity for a Festival Food Van & apply it to a 3D paper van.



Styrofoam

KEY WORD	DEFINITION
Typeface	Name of a specific collection of related fonts.
Orientation	Landscape (wide) or Portrait (tall)
Typography	The art of arranging letters and text in a way that makes the copy legible, clear, and visually appealing to the reader.
Stylisation	Being drawn in a way that is not natural or realistic.
Composition	The way in which all the elements of an image work together to produce an overall effect.
Net	How a 3D shape would look if it was unfolded.

MATERIALS	DEFINITION
A3 paper	420mm wide x 297mm high if landscape.
Block printing ink	Water or oil based.
Styrofoam	Trademarked brand of closed-cell extruded polystyrene foam used for packaging (& insulation).
Glue stick	Glue used for sticking paper and card to each other.
Copier paper	80gsm weight (grammes per square metre).
Coloured pencils	Wax- or oil-based containing varying proportions of pigments, additives and binding agents.
Double-sided sticky tape	Tape with adhesive on both sides.

TERM	MEANING
Graphic Communication	Designing visual material to convey information, ideas, meaning & emotion in response to a brief.
Target Audience	Specific group of consumers most likely to want your product or service.
Block Printing	Process of printing patterns by means of engraved blocks.
Brand Identity	Visible elements of a brand, such as colour, design and logo, that identify and distinguish the brand in consumers' minds.



Recycling category

Block print



TOOLS	DEFINITION
Craft knife	Used to cut & score thin sheet material
Cutting mat	Self-healing rubber mat for use with sharp blade used to cut sheet material accurately & safely.
Metal rule	Straightedge on a ruler for cutting/measuring.
Inking trays	Low rimmed plastic trays in which to place ink.
Brayer	Small hand rollers used to thinly apply ink or paint onto a printing surface.

I NEED TO KNOW:

Different techniques used within Fashion & Textiles



Cath Kidston

Catherine Isabel Audrey Kidston MBE (born 6 November 1958) is an English fashion designer, businesswoman and author whose company, Cath Kidston Limited sells home furnishings and related goods online, through franchises and by mail order. She is particularly known for her nostalgic floral patterns and has also published a number of books.

Kidston has worked with Milletts to design tents (2005–6), Nokia/ Carphone Warehouse mobile phones (2006), and Roberts radios (2005 onwards). In 2008, she collaborated with Tesco to produce shopping bags made from plastic bottles, which saved about six million plastic bottles from landfill.



Tie Dye

The process of tie-dye typically consists of folding, twisting, pleating, or crumpling fabric or a garment, before binding with string or rubber bands, followed by the application of dye or dyes.

The manipulations of the fabric before the application of dye are called resists, as they partially or completely prevent ('resist') the applied dye from coloring the fabric.

More sophisticated tie-dye may involve additional steps, including an initial application of dye before the resist, multiple sequential dyeing and resist steps, and the use of other types of resists (stitching, stencils) and discharge.



Sublimation

Printing

Sublimation printing uses heat to essentially bring ink and fabric together as one.

First, a design is printed onto special paper. The inks that are used turn into gas when brought under heat, then combine with the fabric and permanently print onto the fabric.

The effects are permanent and less prone to fading, as the ink is embedded in the fabric or substrate rather than simply laying on top like a normal print.

The heat opens up the pores of the fabric, then with the applied pressure the ink cools and returns to a solid form.



Hemming

Hemming is a sewing technique used to finish the edges of fabric to prevent unraveling and create a neat, clean edge. It involves folding the raw edge of the fabric over and sewing it in place.

Hemming is a crucial step in garment construction. It is used to finish the hems of skirts, dresses, trousers, sleeves, and other clothing items. The type of hem used can vary depending on the fabric weight, garment style, and desired look.

There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.

I NEED TO KNOW:

Cooking techniques, keywords and how to stay safe

Key Learning Objectives

You will need to know:

- How to work safely and hygienically in the kitchen
- How to use the oven part of the cooker
- How to use the hob part of the cooker
- How to use a grill
- How to weigh and measure ingredients
- How to store and prepare ingredients safely
- How to clear up fully
- How to evaluate food products

Extension Task

- If you have demonstrated ability and motivation during your practical work on some tasks you may be given the opportunity to personalise and alter parts of the

Foods from the Eat Well Plate	The benefits they provide for us
Fruit and vegetables	People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Vegetables provide nutrients vital for health and maintenance of your body
Meat, fish, eggs and beans	Foods in the meat, poultry, fish, eggs, nuts, and seed group provide nutrients that are vital for health and maintenance of your body. It is essential however that we eat a wide range from this group.
Bread, rice, potatoes and pasta	Eating grains, especially whole grains, provides health benefits. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases. Grains provide many nutrients that are vital for the health and maintenance of our bodies.
Milk and dairy foods	Consuming dairy products provides health benefits - especially improved bone health. Foods in the Dairy Group provide nutrients that are vital for health and maintenance of your body. These nutrients include calcium, potassium, vitamin D, and protein

Possible recipes in this unit

- Cheesy Scones
- Scone based pizza
- Fajita
- Risotto
- Quiche
- Pasta and ragu sauce
- Fruity Muffins

KEY WORDS you could use when describing and evaluating food products

Fluffy, Decoration, Garnished, Crunchy, Cheesy, Aesthetically pleasing, Flavoursome, Golden, Spongy, Positive, Improvements, Hard, Smooth, Soft, Juicy, Soggy, Lumpy, Mushy, Sticky, Powdery, Rubbery, Attractive, Greasy, Fresh, Appetising, Dry, Crumbly, Colourful, Thin, Thick, Tender, Tasty, Fatty, Burnt, Healthy, Bitter, Bland, Sweet, Stale, Spicy, Undercooked, Sour, Tasteless, Salty, Sharp, Watery.....

HEALTH & SAFETY REGULATION REASON

Only use the equipment that has been demonstrated to you
You are more likely to injure yourself if you do not know how to use it safely

Always wash hands before undertaking any practical work
This is essential to help with your personal hygiene and to avoid spreading any contamination

Tie any long hair up before starting practical work
This will reduce it falling into any food and affecting hygiene

Wear an apron
This will keep you safe and your uniform and product clean

Never run or be silly in the food room
This will help keep you and others safe

Carry equipment carefully
This will help keep you and others safe

Listen carefully to the teacher and follow exact instruction
So you know how to behave safely and use the equipment safely

Ounces	Grams
1oz	28.350g
2 oz	56.699g
3oz	85.049g
4 oz	113.40g
5 oz	141.75g
6 oz	170.10g
7 oz	198.45g
8 oz	226.80g
9 oz	255.15g
10 oz	283.50g

Students Name

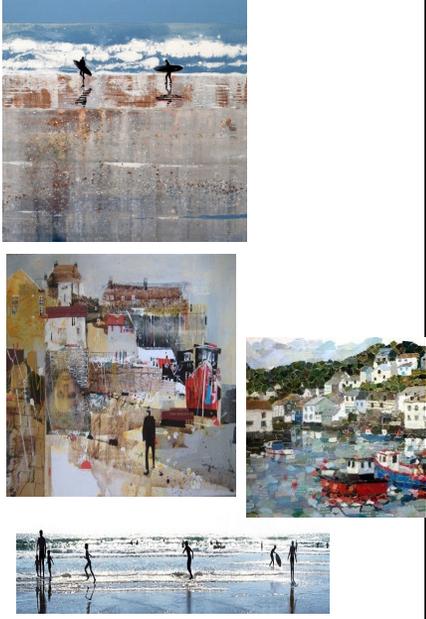
Date

Teacher

I NEED TO KNOW:

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

CONCEPT OR DIAGRAM



Artists	BASIC INFO
Kirsty Elson	Kirsty Elson lives and works in Cornwall as a freelance mix media artist , her inspiration comes from her surroundings and her materials are recycled treasures collected from the sea / beaches
Philippe Patricio	Philippe Patricio is a collage artist based in Lisbon. Recycling various types of paper, fabric or other materials and applying them like a paint palette to create new work from existing images.
Melanie MacDonald	Cornwall based artist working and exploring paint techniques often including silhouettes and bright colours
KEY WORD/CONCEPT	DEFINITION
Layer	Layering in art is the process of applying various materials or colors on top of one another. A painting or drawing can employ layering to enhance interest and texture as well as depth and dimension.
Landscape	A landscape painting or drawing refers to an artwork whose primary focus is natural scenery, such as mountains, forests, cliffs, trees, rivers, valleys, etc.
collage	a piece of art made by sticking various materials such as photographs and pieces of paper or fabric on to a backing.
Wax resist	Coloured wax crayons or white wax candles are used in this technique which is based on the fact that wax repels water. Strokes are made with clear wax then overpainted with watercolor. The wash only adheres to the paper where there is no wax
Silhouette	The dark shape or outline of something or someone – created by a solid form blocks the light or to cast a shadow creating an outline silhouette of the person.

Preparation and helpful links	
1	https://www.youtube.com/watch?v=OWGBqQC2tJg watch the Cornish artists mini video
2	Be inspired by the work of Melanie Macdonald , photographer Marc Harold's photographs https://www.artpal.com/harrod produce your own photographs on the beach
3	https://www.sashaharding.co.uk/blog/category/behind-the-scenes watch the stop motion video by Cornish artist
6	Experiment with creating collage images from magazines
7	https://www.youtube.com/watch?v=nb8e-fiSWsM – watch and experiment with collage landscapes

HOMEWORK - 2 hours	
1	Wider experimentation: Using magazines , leaflets and brochures create a mix media collage of the seaside over a double age in your book Be inspired by Nagib KARSAN - www.nagibkarsanart.com
2	Visit a beach take 10 photographs of the beach . Try to include visitors as well as buildings & coastline. Be inspired by the work of Melanie Macdonald , photographer Marc Harold's photographs https://www.artpal.com/harrod Try to include silhouettes of people as you can cut them out to include on your mix media piece

I NEED TO KNOW:

Exploring other ways of creative movement material other than

KEY CONCEPTS

- Appreciation
- Choreographic

<p>WK 1 & 2</p>	<p><u>Warm up and Cool down.</u> As a class you will be put through your paces trying out different ways in which you can warm up and cool down and reasons why it is so important. This will be both teacher and student lead, you will be given time to create your own versions and for them to be delivered to the rest of the class.</p>
<p>WK 3 & 4</p>	<p><u>Enter Achilles</u> Using the professional set work, Enter Achilles by DV8, as a form of stimulus to create movement material from. Using a range of choreographic devices to develop the movement material using props. <u>Introduction of Contact work</u> Explore contact work safely with a partner or in small groups and incorporate the new ideas into your duets. Use improvisation to explore other possibilities in your pairs, use new material to create an additional motif</p>
<p>WK 5 & 6</p>	<p><u>Choreographic Devices</u> Using a variety of choreographic devices to develop movement material. Understand the importance of having a clear beginning, middle and end to your dance to show structure <u>Perform and appreciate</u> Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop</p>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
Tableaux's	Freeze frame
Choreographic devices	Ways to develop a dance
Coordination	Linking two or more movements together at the same time
Facial expression	Stay in character
Spatial awareness	When performing or creating movement material be aware of others around you
Appreciation	Recognise the importance of something
Stylistic qualities	Specific moves or attitudes that shine through the choreography or make up the choreography. Work off that idea.
Interpretation	showing your own understanding of something

I NEED TO KNOW:

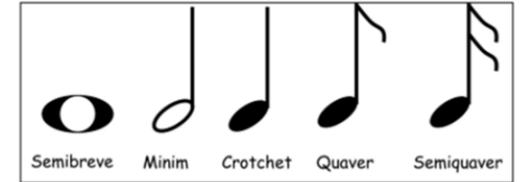
These are your foundations that you must know as these are required for all topics,
Your first topic is WORLD MUSIC alongside the weekly checks on pulse, pitch and rhythm

KEYWORDS

Duration	How long a note lasts for
Pitch	How high or low a note is
Tempo	How fast or slow a note is
Dynamics	How loud or quiet the music is
Timbre	The quality of sound
Texture	How thick or thin the music is
Structure	How the sections of music are laid out e.g. chorus, verse etc.
Silence	When the instruments stop playing

WEEK 1 & 2	<p>Base level assessment What do you listen to? How does music make you feel? What instruments can you play?</p> <p>Discover Pulse Through listening tasks, tap, clap the pulse of a played piece of music</p>
WEEK 3 & 4	<p>Rhythms Develop knowledge of various and construct own rhythm patterns to perform in small groups. Body percussion tasks. Try this at home for practice https://www.youtube.com/watch?v=SGp3EHmGLH8</p>
WEEK 5 & 6	<p>Pitch Increase your knowledge of the pitch and placement of notes when written on a STAFF. A staff are the 5 lines and spaces that we write music on. Compose on melody (tune)</p>

NOTE VALUES



NOTE AND REST DURATION CHART

NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
	Whole (4 Beats)	
	Half (2 Beats)	
	Quarter (1 Beat)	
	Eighth (1/2 Beat)	
	Sixteenth (1/4 Beat)	



Concepts:
Listening- Creating-Performing

NOTES on STAFF

YEAR 8
Autumn 1

Concepts:
Listening-
Creating-
Performing

<p>MUSIC FROM AFRICA Music forms an crucial part of African culture and is used in everyday life and celebrations</p>	
<p>A CAPPELLA</p> 	<p>Singing without any instruments playing an accompaniment</p>
<p>POLYRHYTHMS</p>	<p>Many rhythms played at the same time</p>
<p>OSTINATO</p>	<p>A repeated musical pattern</p>
<p>CALL AND RESPONSE</p>	<p>A structure of music in which 1 musician plays or sings and the rest of the group play or sing an 'answer'</p>
<p>Percussion instruments</p>	<p>African Music is played on a variety of PERCUSSION instruments</p>  <p>Djembe</p>  <p>Agogo</p>

Concepts:
Using your voice & non-verbal communication.

Use this sheet to understand the key terminology that you will be learning. It is recommended that you prepare yourself for each lesson by looking over the information below. The project will develop your skills in the 3 assessment objective areas – EXPLORE, EXPRESS and EVALUATE

I NEED TO KNOW:

KEY WORDS AND CONCEPTS	
PITCH	PITCH refers to a sound that goes higher or lower. In Drama this is the speaking voice. A small character might speak higher and a big character lower. It also relates to something called 'VOCAL COLOUR' where you hear expression in someone's voice. Lighter vocal colour (HIGHER PITCH) will make your voice sound happier, excited, friendlier, more hopeful, more positive. Darker vocal colour (LOWER PITCH) will make your voice sound sadder, angrier, hopeless, more negative and this is also used for a serious tone.
PACE	PACE refers to speed. In Drama this is how FAST or SLOW you speak. You should never speak too fast as you will be more likely to trip over your words, be mis-understood and make mistakes but speaking a little quicker can help a character sound happy/excited, or even scared. Speaking slower can help a character sound sad or thoughtful.
EMPHASIS	In a script depending on the word you choose to emphasise it can completely change the meaning of what you are saying. You can emphasise a word by making it louder (like a punch), change your pitch, extending the word to make it longer like "loooooonger" or saying it in a very sharp, cut off way.
PROJECTION	Projection is about how loud you are. You should never speak too quietly as you might not be able to be heard or you might be mis-understood. Speaking a bit quieter though can help a character sound smaller or scared. Speaking extra loud can help a character sound bigger, more confident and angrier.

WEEKS	PREPARATION TASKS & HELPFUL LINKS
WEEK 1 & 2	Explore using PITCH and PACE in your voice. https://shorturl.at/cB179
	Try using PITCH and PACE on this sentence "I know you've been waiting a long time, but we are very short staffed today and I'm afraid there isn't anything I can personally do about it" Learn about using emphasis (known as sentence stress in America). https://shorturl.at/kns06
WEEK 3 & 4	Try stressing/emphasising different words in this sentence "I don't want to make it all about me, but I will if I have to"
	Work on your voice projection. https://shorturl.at/ouJZ2
WEEK 5 & 6	To engage diaphragm breathing (stomach breathing) just yawn and see where you breathe from.
	Explore how to use your voice to create characters. (Watch up to 11 minutes in). https://shorturl.at/dLNT5
	Try to create 6 distinctly different character voices. Write down how to create them.



"But it's no use now," thought poor Alice, "to pretend to be two people! Why, there's hardly enough of me left to make one respectable person!"
—Chapter 1, Down the Rabbit-Hole

By the end of this term, you will develop an understanding of team games and how to stay fit for life.

I NEED TO KNOW:

Outwitting opponents		
Through netball rugby and handball	Developing tactical awareness	
Tactics	Formations	<i>Who plays where and when</i>
	Positions	<i>Attack/defence names of positions</i>
	How to win	<i>How to score</i>
	Rules	<i>How to use rules to advantage</i>

Outwitting opponents		
Through netball/rugby and handball	Developing thinking skills	
Tactics	Small sided games	<i>How to keep possession in a game</i>
	Small sided games	<i>How to defend and win the ball back</i>
	Bigger games	<i>Plan attacking tactics in games</i>
	Bigger games	<i>Plan defending tactics in games</i>

Physical and mental challenges		
Through Y8 assessment	Fitness testing	
Components of fitness	Speed	<i>30 m sprint</i>
	Stamina	<i>Multi Stage fitness test</i>
	Reaction Time	<i>Ruler Drop test</i>
	Balance	<i>Standing Stork</i>

Effective teams and sportsmanship		
Through football/rugby	Developing leadership roles.	
Leadership	Leading	<i>A warmup or part of a lesson</i>
	Planning	<i>A small sided game/drill</i>
	Organising	<i>Equipment students' space</i>

Positive attitudes and behaviours		
Through Functional Fitness	Know what a positive attitude and behaviour is.	
Positive Mindset	Optimistic	<i>Believe in yourself</i>
	Positive affirmation	<i>I cant do it yet...</i>
	FAIL	<i>First Attempt at Learning</i>
	Be kind	<i>To yourself and others</i>

Y8 Assessment		
Y8 Assessment	Fitness testing	
Components of fitness	Power	<i>Sargent Jump</i>
	Agility	<i>Illinois agility test</i>
	Co-ordination	<i>Wall toss test</i>
	Flexibility	<i>Sit and reach test</i>

I NEED TO KNOW:

How rivers shape our landscapes, and how rivers are used and abused by people

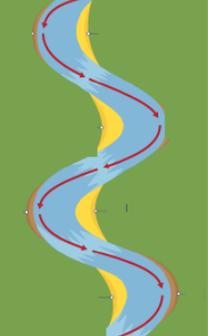
HYDROLOGICAL CYCLE



THE MIDDLE COURSE

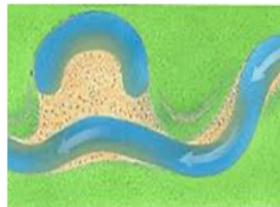
FEATURES
Wider, shallower valleys, meanders, and oxbow lakes

MEANDERS



1. The formation of meanders is due to both **deposition** and erosion and meanders gradually move downstream.
2. The force of the water **erodes** and undercuts the river bank on the outside of the bend where water flow has most energy.
3. On the inside of the bend, where the river flow is slower, material is **deposited**, as there is more friction.
4. Over time the horseshoe become tighter, until the ends become very close together. As the river breaks through the ends join, the loop is cut-off from the main channel.
5. The cut-off loop is called an **oxbow lake**.

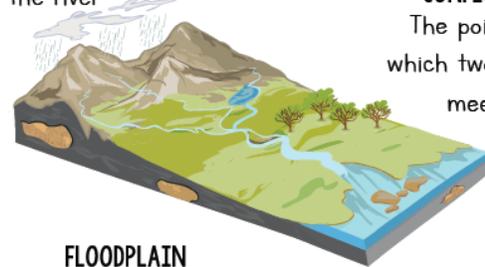
OXBOW LAKE



DRAINAGE BASIN

SOURCE
The origin of the river

TRIBUTARY
Smaller streams/rivers that flow into a larger one.



FLOODPLAIN
Flat land along the river that is prone to flooding.

CONFLUENCE
The point at which two rivers meet.

MOUTH
The end where the river meets the sea.

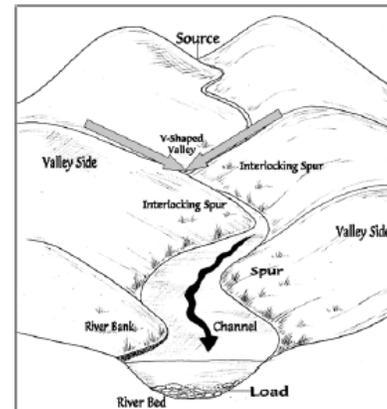
RIVER PROCESSES

EROSION where rocks are worn away and the land changes shape.
TRANSPORTATION where eroded material is carried by the river downstream.
DEPOSITION where transported material is dropped when the river loses energy, such as when it enters the sea.

THE UPPER COURSE

FEATURES

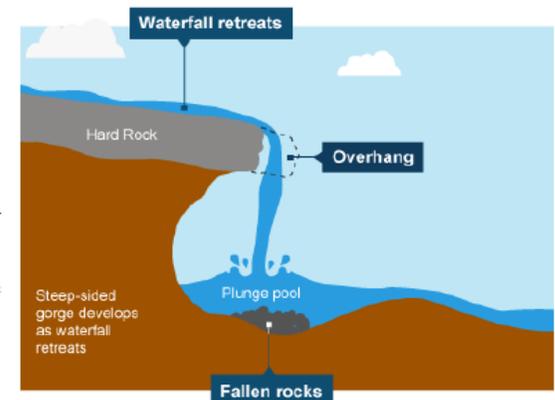
Steep-sided V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges.



When a river is near its source, it often develops a V-shaped valley as the river erodes down (this is called **vertical erosion**).

At the same time, weathering breaks up material on the valley slopes. Weathered material from the valley sides gets deposited in the river.

1. The soft rock erodes more quickly, **undercutting** the hard rock.
2. The hard rock is left **overhanging** and eventually collapses.
3. The fallen rocks crash into the **plunge pool**. They swirl around, causing more erosion.
4. Over time, this process is **repeated** and the waterfall moves upstream.
5. A steep-sided **gorge** is formed as the waterfall retreats.



I NEED TO KNOW:

The background and events of the English Civil War 1642-1649

The Gunpowder Plot Key Events

Who A group of Catholics led by Guy Fawkes and including Robert Catesby, Thomas Winter, Thomas Percy and John Wright.

What: A plot to kill the King of England James 1st by blowing parliament up

Where: A cellar under the house of Lords, Parliament in London

When: 5th November 1605 this was state opening day, when the Kings, Lords and Commons would all be present in the Lords chamber.

Why: Some Catholics felt the King was treating Catholics unfairly this was because they had to practise their religion in secret. You could be fined if you did not go to a Protestant church on Sunday.

Why was Charles executed in 1649?

He lost the civil war; he started a second civil war by getting the Scots to invade England and committed an act of treason against his own country

1625 Charles 1st became King and married Henrietta Maria

1629 Charles dissolves parliament and rules without them; he raised money through imposing ship tax and taking forced loans

1640 Charles recalls Parliament he needs to get money off them to fight a war against the Scots

1641 Grand Remonstrance: Parliament published a list of over 150 misdeeds of Charles and made various demands. They also took control of the army

1642 Parliament released a new set of demands in response Charles raised the Royal standard at Nottingham Castle on the 22nd of August this signified the start of the Civil war.

1648 Parliament wins the Civil war

1649 Charles is put on trial for treason, he is found guilty and executed

I NEED TO KNOW:

How people rate the importance of happiness and what Buddha said about happiness and suffering



<p>Happiness – should it be what we are aiming for in life? Happiness can be absolute – so it doesn't depend on anything else. Just being alive – maybe? Or happiness can be relative- as in it depends on other things such as where we live, how much we own...etc</p> <p>Buddha taught that the way to overcome suffering was to accept 3 universal truths- no soul because nothing is permanent and suffering happens to everyone.</p>	
<p>LIVING A GOOD LIFE</p>	<p>Morality - Karma and rebirth Morality - Dharma Relative and absolute happiness</p>
<p>ULTIMATE QUESTIONS</p>	<p>Ultimate concern – nibbana Soul (as in no soul)- anicca Impermanence – anatta Suffering - dukkha</p>

Anicca	Impermanence
Anatta	No soul
Dukkha	Suffering
Enlightenment	To have knowledge or wisdom about the meaning of life
Kamma	Action driven by intention which leads to future consequences
Nibbana	To escape from samsara
Noble	To be very moral (good)
Precept	Rule to live by
Purpose	Reason for doing an action
Samsara	The cycle of life, death and rebirth
Universal truths	Things that are true for all people on earth

<p>Buddha was born as a prince, living in luxury. He saw 4 sights which changed his life. Before this he had never known that suffering existed. He spent the next few years denying himself luxuries. Eventually he rejected this and decided the Middle Way – between rich and poor was best.</p>
<p>He became enlightened by sitting under a Bodhi tree. He saw all his previous lives, realised that there was a cycle of rebirth and that future rebirths were affected by our actions.</p>
<p>Actions having consequences are called kamma. Buddhists can avoid a bad rebirth by following the Middle Way or Noble Eightfold Path.</p>
<p>If people accept that suffering happens to everyone, then they can learn to control it. Buddha said that if we stop desiring things, then we will stop suffering.</p>
<p>The middle way or Noble Eightfold Path has 8 steps that teach Buddhists to be wise, act well and meditate. These will help people manage suffering.</p>

I NEED TO KNOW:

Talking about TV; talking about films; talking about reading; talking about the internet; talking about the weather

A la télé	On TV
je regarde...	
les documentaires	
les émissions de sport	
les émissions de télé-réalité	
les infos	
les jeux télévisés	
les séries	
les séries policières	
les séries américaines	
Les adjectifs	Adjectives
grand(e)	tall (big for objects)
petit(e)	small
intelligent(e)	intelligent
beau/belle	handsome/beautiful
riche	rich
amusant(e)	funny
pauvre	poor
gentil(le)	kind

Les films	Films
J'aime...	
les comedies	
les films d'action	
les films d'arts martiaux	
les films fantastiques	
les films d'horreur	
les films de science-fiction	
les westerns	
les dessins animés	
Qui est ton acteur préféré?	
Mon acteur préféré c'est...	
Mon actrice préférée c'est...	
Quel est ton film préféré?	
Mon film préféré c'est...	

I NEED TO KNOW:

Talking about TV; talking about films; talking about reading; talking about the internet; talking about the weather

Est-ce que tu aimes...?	Do you like...?
Oui, j'aime ça	Yes, I like that
Non, je n'aimes pas ça	No, I don't like that
c'est...	It's...
amusant	funny
genial	great
intéressant	interesting
ennuyeux	boring
nul	rubbish
j'adore	I love
j'aime bien	I like
je n'aime pas	I don't like
je déteste	I hate
je ne regarde pas	I don't watch
J'ai une passion pour...	I have a passion for...
Je suis fan de...	I am a fan of...
Je ne suis pas fan de...	I am not a fan of...

La lecture	Reading
Je lis...	I am reading...
une BD	a comic book
un livre sur des animaux	a book about animals
un livre d'épouvante	a horror story
un magazine sue les célébrités	a celebrity magazine
un roman fantastique	a fantasy novel
un roman policier	a thriller
c'est bien?	Is it good?
A mon avis c'est...	In my opinion it's...
assez bien	quite good
passionnant	exciting
Qui est ton auteur préféré?	Who is your favourite author?
Mon auteur préféré, c'est...	My favourite author is...

I NEED TO KNOW:

Talking about TV; talking about films; talking about reading; talking about the internet; talking about the weather

Sur internet	On the internet
J'envoie des e-mails	I send emails
Je fais beaucoup de choses	I do lots of things
je fais de recherches	I do research
je fais des achats	I shop
je fais des quiz	I do quizzes
je joue à des jeux en ligne	I play games online
je lis des blogs	I read blogs
Je trouve ça...	I find it...
barbant	boring
chouette	great
pratique	practical
stupide	stupid

Stratégie 1 Improving your pronunciation

One way of improving your French pronunciation is to listen to famous French people speaking English. They often use French sounds when they're speaking English. They use French intonation too. Intonation is the way the voice goes up and down when you string words together.

Les mots essentiels	High frequency words
assez	quite
aussi	also
comme	as/such as, like
et	and
mais	but
normalement	normally
parce que	because
par exemple	for example
quand	when
très	very
d'habitude	usually
en ce moment	at the moment
quelquefois	sometimes
souvent	often
tous les soirs	every evening
une fois par semaine	once a week

I NEED TO KNOW:

Talking about a past holiday; using the present & preterite tenses together

De vacaciones	On holiday
¿Adónde fuiste de vacaciones?	Where did you go on holiday?
El año pasado	Last year
El verano pasado	Last summer
Fui a...	I went to...
Escocia	Scotland
España	Spain
Francia	France
Gales	Wales
Grecia	Greece
Inglaterra	England
Irlanda	Ireland
Italia	Italy
¿Con quien fuiste?	Who did you go with?
Fui con...	I went with...
Mi clase	My class
Mi familia	My family
Mis padres	My parents
Mis amigos	My friends

¿Cómo fuiste?	How did you get there?
Fui/Fuimos en...	I went/we went by...
Autocar	Coach
Avión	Plane
Barco	Boat/ferry
Coche	Car
tren	train
Exclamaciones	Exclamations
¡Qué bien!	How great!
¡Qué bonito!	How nice!
¡Qué divertido!	What fun! / How funny!
¡Qué guay!	How cool!
¡Qué rico!	How tasty!
¡Qué suerte!	What luck! / How lucky!
¡Qué aburrido!	How boring!
¡Qué horror!	How dreadful!
¡Qué lastima!	What a shame!
¡Qué mal!	How bad!
¡Qué rollo!	How annoying!

I NEED TO KNOW:

Talking about a past holiday; using present and preterite tenses together

¿Qué hiciste?	What did you do?
Bailé	I danced
Compré una camiseta.	I bought a T-shirt
Descansé en la playa.	I relaxed on the beach
Mandé SMS	I sent texts
Monté en bicicleta.	I rode my bike
Nadé en el mar.	I swam in the sea
Saqué fotos.	I took photos
Tomé el sol.	I sunbathed
Visité monumentos.	I visited monuments
No nadé en el mar.	I didn't swim in the sea
Bebí una limonada	I drank a lemonade
Comí paella	I ate paella
Conocí a un chico /una chica guapo/a	I met a cute boy/girl
Escribí SMS	I wrote texts
Salí con mi hermano/a	I went out with my brother/sister
Vi un castillo interesante	I saw an interesting castle

¿Cuándo?	When?
Luego	Then
Más tarde	Later
Después	Afterwards
El primer día	On the first day
El último día	On the last day
Otro día	Another day
Por la mañana	In the morning
Por la tarde	In the afternoon
¿Cómo te fue?	How was it?
Fue divertido	It was fun/funny
Fue estupendo	It was brilliant
Fue fenomenal	It was fantastic
Fue flipante	It was awesome
Fue genial	It was great
Fue guay	It was cool
Fue regular	It was OK

I NEED TO KNOW:

Talking about a past holiday; using present and preterite tenses together

Palabras muy frecuentes	High frequency words
a/al/a la	To (the)
En	By
Con	With
Mi/mis	My
¿Cómo?	How...?
¿Dónde?	Where?
¿Adónde?	Where to?
¡Qué...!	How...!
Además	Also, in addition
Y	And
Pero	But
También	Also
muy	Very
Bastante	Quite
Un poco	A bit

Estrategia 5 Looking up new words

Dictionaries can tell you a lot about new words. Most of them use abbreviations: *nm, nf, adj, vb, prep, adv*. For example, *nm* tells you a word is a masculine noun; *vb* tells you it's a verb. What do you think the others tell you? Look up the words below in a dictionary. Note down what each word means and what sort of word it is.

solamente	
espada	
descansar	
rico	
salir	
sombrero	
ganar	
chocolatina	